

**S4 into S5 and S5 into S6  
Course Choice and Pathways  
2026/2027**

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## What is in this booklet?

The full booklet contains descriptions of the courses on offer next session in James Gillespie's High School. You will find information about entry requirements and a summary of course content and how the courses will be assessed.

It also contains information on the following:

- School-based courses available and timeline for choosing
- Foundation Apprenticeships
- Job market
- Career paths
- Employability pathways
- College courses
- Skills progression

## Careers Advice and Support

Our Career Coach Kyle Hamilton from Skills Development Scotland can provide careers information and advice:

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

Kyle is based in the small office in the library.

You can:

- Request an interview to discuss your ideas by popping in to see him or email him:  
[Kyle.Hamilton@sds.co.uk](mailto:Kyle.Hamilton@sds.co.uk)
- Attend the careers drop in on a Tuesday and Thursday lunchtime in the library.

## School Leaver Information

If you turn 16 between 1 March and 30 September 2026, you may officially leave school at the end of May 2026. If you turn 16 between 1 October 2026 and the last day of February 2027, you may leave school at the end of December 2026.

**Please let your Pupil Support Leader know as soon as possible if you are considering leaving at the end of this school year (May 2026).**

Until that time, you will need to be engaged in a package of formal education or training coordinated by your Pupil Support Leader and Community Head.

## Returning for S5 or S6

Returning to study for S5 or S6 is a **choice**, not an obligation if you are aged 16 by the end of September 2026.

S5/6 is important preparation for the next stage in your life - you need to make yourself an attractive candidate for employment, training or further study.

Although we work hard to provide suitable pathways for all, there are incredible opportunities outside of school for study, training and education.

There are many ways to enter the workplace, get a good job and have a successful career. School has started you on your journey, but you can now choose the best route for **you**.

As well as coming back to study in school full time, it is possible to take one of these options which combines school study with other opportunities:

- Foundation Apprenticeship – both 2-year options at college and 1-year options at school
- School College Partnership courses
- Work Experience

Have a think about what you want to achieve over the next couple of years and look at all the options available before making your final decision.

Discuss all options with your Pupil Support Leader and our career advisor Kyle Hamilton.

Thinking about these questions might help you make some decision about your choices. Make a few notes about why you are coming back.

1. Why do you want to come back to school?
2. Do you enjoy school?
3. If so, what do you enjoy about it? If not, what do you not enjoy?
4. What is your attendance and punctuality like (you can get this information from your report or your pupil support leader)?
5. Are your prelim grades indicating you will meet the entry requirements for the courses you want to do?
6. When do you plan to leave school?
7. What do you plan to do when you leave?
8. What qualifications do you need to do this?
9. Is there anything you are uncertain or worried about in coming back to S5/6?

## Progression

Moving up a level (from N4 to N5, N5 to Higher, etc) isn't always the best move for everyone. The jump between levels is large and hard to anticipate until you have done it! Read the section below on entry levels before you finalise your choices.

Remember you can progress 'sideways'. This means taking more subjects at your current level of study. This can help build your confidence, develop your skills and give you a wider range of knowledge you can take to the next stage of your life. It is better to pass five subjects at your current level than fail five at the next level up!

You can always take a mixture of levels according to your interests, ability and where you hope to go next year. It is a good idea to check any entry requirements for courses outside of school or specific jobs at this stage.

The [link here](#) will take you to the *My World of Work* website where you will find advice on choosing your subjects for next session.

## Pathways

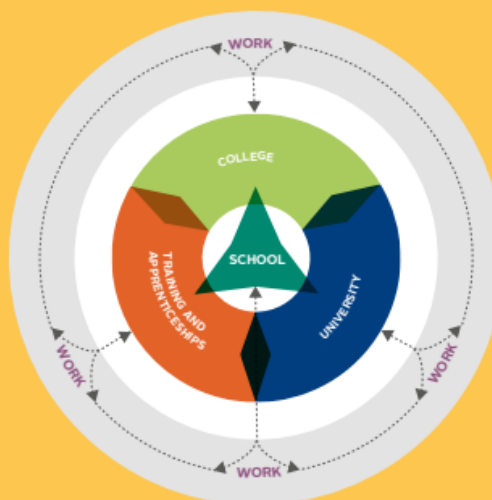
Please refer to the document 'Career Education: A World of Possibilities' on *The National Parent Forum of Scotland* for excellent advice on the various pathways and opportunities for all pupils.

Below is a diagram regarding post-school choices – more information can be [found here](#).

### Senior Phase and Post-School Choices

Schools, colleges, training providers, universities, businesses and employers are increasingly working together to provide exciting new opportunities for young people. College-school partnerships enable young people to attend both school and college; in some areas, colleges are providing courses in learning hubs on school campuses. College-university partnerships enable learners to achieve qualifications at a pace that is right for them.

Modern Apprenticeships (MAs) are an ideal way to combine learning with working and earning. Over 80 types of MA are on offer, at different levels and in different sectors, including Technical and Professional Apprenticeships (degree and Master's degree levels) and Foundation Apprenticeships (delivered by schools and colleges). These provide industry-recognised qualifications in sectors such as finance, health and social care, construction and energy.



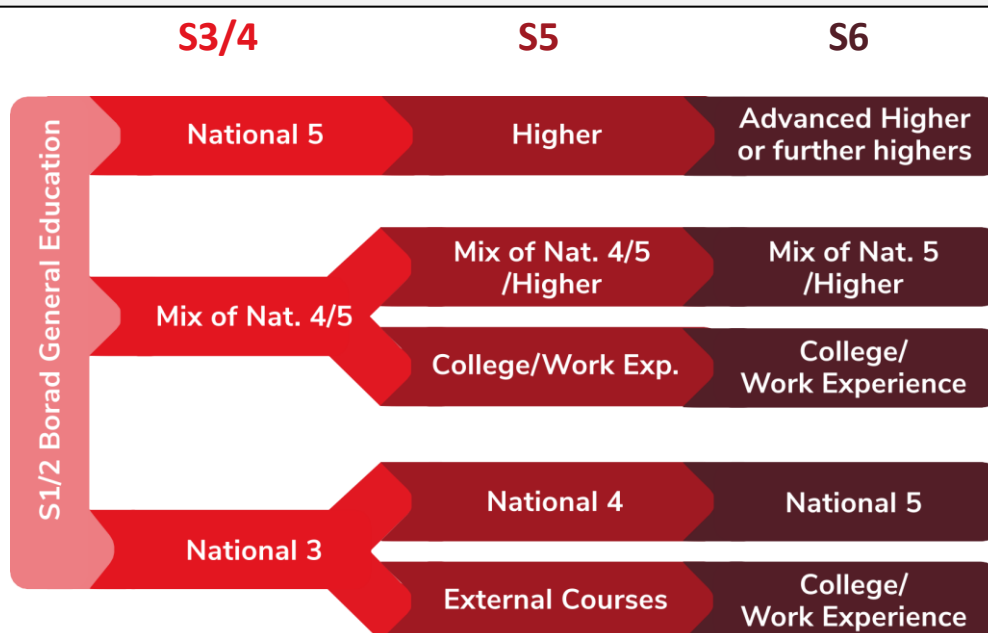
## Learner Journey

This is the pathway through school that you will take to achieve and attain the best possible outcome for you and your future.

Pupils will progress through courses at different levels and at a different pace - each person's journey is unique to them.

You will have the opportunity to move through the levels, dependent upon a variety of factors including coursework completion, grasp of relevant knowledge and skills, and performance in formal and informal assessments.

Below are possible pathways during school:



## Skills

Your qualifications are important, but they are only part of the story.

At school, we aim to develop the following:

- Skills for Learning
- Skills for Life
- Skills for Work

Whatever your route into employment you will need to develop a wide range of other skills. Some of these skills will be developed through your courses. Others are about self-discipline and working as part of the school community. Others will require you to engage with employers, gaining experience in a specific vocational field.

Sometimes you will need to put yourself well outside your comfort zone and do some things you didn't think you could do (or even wanted to do!). S5/6 should provide an opportunity for skills development; **it is up to you to grab the opportunities open to you.** Here is a [link to Skills in A Nutshell](#) from the *National Parent Forum of Scotland*.

## College/University Entry Information

Entry to college starts from no formal entry requirements up to 3 Highers at C or above. Here is a guide from the college on entry requirements:

<https://www.edinburghcollege.ac.uk/information-and-advice/application-advice/understanding-entry-requirements>

Most University courses look for four Highers at B or above, however, the entry requirements vary by University. Here is a guide on entry requirements from UCAS:

<https://www.ucas.com/undergraduate/what-and-where-study/ucas-undergraduate-entry-requirements>

**It is vital that pupils research entry requirements as early as possible for a particular course or university as they all vary.** Universities may also provide one set of entry requirements for 1st sitting and enhanced entry requirements for 2nd sitting. For example, the entry requirements for Law at Stirling University are: AABB over 1 sitting or AABBB over 2 sittings.

## Entry Requirements for School Courses

### S5: Higher/Level 6:

The jump from National 5 to Higher should not be underestimated.

To cope with the rigour and challenge at this level, you must achieve a grade A or B pass at National 5 level.

Consideration for a C pass may be given under certain circumstances but strictly only with the advice from the appropriate Curricular Leader and Pupil Support Leader.

Grade D or lower **will not be permitted entry** to any H/level 6 or AH/level 7 course of study due to the increased challenge at this level.

### S5: Nat. 4/Nat. 5 (Levels 4/5)

National 4: A strong subject knowledge from the subject in S2 is required.

National 5: A National 4 pass is required.

### S6: Advanced Higher/Level 7/A-Level (Art and Design only)/Scottish Bacc.

Due to the breadth and depth of knowledge required at this level, you must have achieved a grade A or B pass at Higher level.

Consideration for a C pass may be given under the advice of the appropriate Curricular Leader and your Pupil Support Leader.

### S6: Nat.5/Level 5 or Higher/Level 6:

Entry requirements as for S5.

Please see the progression statistics from one level to the next level (e.g. National 5 to Higher) in the SQA Progression Tables 2023: [Progression - SQA](#)



## ‘Crashing’ a Course at School

You may wish to choose a subject at Higher or Advanced Higher level without achieving the previous level in this.

This is permitted in exceptional circumstances, and **strictly only with the permission of the appropriate Curricular Leader of that subject**, and your Pupil Support Leader.

Some subjects are very closely linked e.g. if you have a grade A at both Nat. 5 Maths and Engineering Science, you may be permitted to ‘crash’ Higher Physics.

**You should not choose any ‘crash’ course on your choice form unless you have discussed this with your PSL and gained permission from the relevant CL.**

## How to choose your courses

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

If you need advice, speak to plenty of people including your parents/carers, family and friends, teachers, career coach etc. It is important you make informed decisions.

If you are unsure of which subjects to choose, your Pupil Support Leader will discuss these with you at a 1:1 meeting conducted in February.

Please refer to My World of Work and enter some details to find out possible pathways and job options:

[Secondary | My World of Work](#)

## LEAPS S6 Transition Course

This course is open to young people who meet LEAPS [eligibility criteria](#) and is designed to give you the skills and experience needed to make a positive transition from school to university. You will work with academics and students on first-year university level academic skills, developing your confidence and an understanding of what it takes to be successful at university. This is a unique opportunity to get the 'uni' experience before starting it for real.

This will aid your transition to university no matter what course you plan to study in the future. You can find out more about LEAPs [here](#).

The course will focus on the key academic skills considered as essential for success at university. Taught by university staff, you will have the chance to try out new concepts and skills before completing a subject based project of your choice. There will be individual pieces of work, and times when you will work as a team.

**Please find more information on this course under the subject heading later in this booklet.**

All you need to be able to take this course

- in S6 when it starts
- [LEAPS-eligible](#)
- The ability to gain three Highers by the end of S6
- Planning to make a UCAS application (this year, or in the future).

## Advanced Highers

The range of courses offered at AH levels varies from year to year depending on demand. If you are taking **Advanced Highers**, we expect you to complete the course. If you drop a course after your UCAS form has been submitted, we will ask you to notify UCAS of this.

Advanced Highers are not essential for many courses and some institutions prefer a wider range of Highers. **Please research this before making your choices.**

## Neighbourhood/Consortia Schools

This supports senior pupils to access other courses offered at a secondary school within the neighbourhood area of JGHS, namely Boroughmuir, St Thomas of Aquin's and Firhill, although other schools are sometimes used, dependent on the course offered.

This is due to pupils either not being able to be timetabled to a chosen course due to the column structure of their other subjects (e.g. two subjects are timetable at the same time), or that a course may not be offered at JGHS but at another school.

This is dependent on whether a course delivered at another school 'fits' around a pupil's existing timetable of subjects at JGHS. Pupils should see their PSL if they are interested in this option.

## College Courses/Schools College Partnership (SCP)

We benefit from a close working relationship with Edinburgh College, and there are a fantastic range of pathways available.

College provides excellent courses in state-of-the-art facilities across SCQF levels 3 to 7 which then provide progression opportunities for further full-time study at college or university.

Pupils can apply to undertake a SCP course by applying on the college website below:

<https://www.edinburghcollege.ac.uk/courses/for-school-pupils>

Please note that 2025 courses are currently being updated and should be available by the end of January 2025. Open days will take place in February where pupils can visit the college campus of a course they are interested in.

**Please note that application is by pupils, and not by the school.** Pupils should select 'college' course on their choice form if they are interested in this.

These courses can be taken in place of a school-based subject and they take place on a Tuesday and Thursday afternoon. There will also be one study period allocated.

It takes between 50 minutes to 1 hour 10 minutes to get to college depending on which campus you are at. The classes typically run from 1:30pm until 4:00pm. You will need to travel during lunch (or some pupils will need to leave during period 4) and you should use your National Entitlement/Young Scot card for free bus travel.

Below are some of the courses available last session which can help get you started on your next steps after school. Check out [Progression Routes | Edinburgh College](#).

## Foundation Apprenticeships

### An Amazing Opportunity for Senior Pupils

Learn about the world of work and gain industry knowledge while you're still at school.

Foundation Apprenticeships (FAs) are work-based qualifications for senior-phase secondary school pupils. It's a qualification that takes you out of the classroom and gets your foot in the door with an employer. You can choose a Foundation Apprenticeship as one of your subjects in S5 (either 1 or 2-year FA) or S6 (1-year FA)

Choose a [Foundation Apprenticeship](#) and you'll quickly discover the benefits they bring.

- Gain a qualification that's the same level as a Higher\* (SCQF level 6)
- Learn essential skills employers want and strengthen your CV or personal statement
- Recognised by all Scottish universities and colleges as entry into a course of study
- Supports your application for a [Modern Apprenticeship](#)

*\*You should be working towards Higher level in some subjects to apply for an F.A.*

## 1-year Foundation Apprenticeship

### How it works

This is available for both S5 and S6 pupils and will be taught in school. More details of which 1-year FAs are available are detailed in Section 4.

- You will complete a National Progression Award at level 6 in school.
- At another time in the week, you will go to an employer to complete a work placement. Whilst on placement you will undertake a number of tasks set by the employer and gather evidence of your work. A work-based assessor will look at your evidence and successful completion of your placement tasks will result in you achieving SVQ units.

There is no final exam at the end of the course. You are assessed on a unit-by-unit basis and will achieve the qualification by obtaining a pass in each unit assessment. You will complete a portfolio of work during your placement, and you will have a workplace mentor to guide you. The portfolio will be marked by a workplace assessor.

## 2-year Foundation Apprenticeship

### How it works

This is only available for S5 pupils as it is completed over 2 years, S5 and S6.

2-year FAs are delivered by Edinburgh College, and pupils will attend the appropriate campus for their chosen course. This is a fantastic opportunity to experience a college campus.

Please note that interested pupils **must apply for this themselves via the Edinburgh College website**. Pupils should select 'college' on their course choice form

There is a wide range of FAs available at Edinburgh College – the 2026 offering should be available to view from the end of January 2026:

- [Edinburgh College FAs](#)
- The structure of the 2-year FA is below:
- Year 1: College for eight hours per week (Tues and Thurs afternoons) completing the National Progression Award (level 6)
- Year 2: Work placements will take place, details to be advised. Please note that these may take place during holidays

## Where could a F.A. take me?

- ✓ **University.** All Scottish Universities recognise FAs as equivalent to SQA Higher.
- ✓ **College.** FAs give you direct entry or count as entry criteria to HNC courses at all Scottish Colleges.
- ✓ **Modern Apprenticeship (MA)** – You could progress on to a MA where you will be employed and paid to complete a Scottish Vocational Qualification (SVQ). As the FA includes SVQ units from the MA syllabus you will already have a head start.
- ✓ **Graduate Apprenticeship (GA)** – You could progress on to a GA where your employer will pay for you to study for a degree.
- ✓ **Direct Employment** – with your FA qualification and work experience, you are more attractive to employers.

## Scottish Baccalaureate - S6 only

The Scottish Baccalaureate in Languages, Science and Social Subjects consists of a coherent group of current Higher and Advanced Higher qualifications in associated subjects, but what makes a Scottish Baccalaureate unique is the Interdisciplinary Project.

### Social Subjects Baccalaureate

The Social Subject Baccalaureate is on offer to students who have achieved well in their Highers and are targeted to achieve 2 Advanced Highers and 1 Higher by the end of S6. One of the subjects must be English and the others must involve a minimum of one of the Core Social Sciences of Geography, History, Modern Studies, Psychology, RME or Philosophy; and either a second subject from the list above or one of the following Broadening Courses, Business Management or Environmental Science

### Language Baccalaureate

The Scottish Baccalaureate in Languages provides a challenging and rewarding experience for candidates in S6. It is based on studying three languages (which can include English), two at Advanced Higher and one at Higher. In addition, candidates complete an Interdisciplinary Project. Students choose and research an area of their choice, working throughout the year to investigate and then presenting their findings at the end of the year. Past projects have looked at aspects of politics, business, sport, music and law, to name but a few. This project enables pupils to develop a deeper understanding of the cultures and languages they are learning about, and encourages them to develop skills, attitudes and confidence that will help them make the transition into higher education or employment.

### Science Baccalaureate

The Science Baccalaureate is on offer to students who have achieved well in their Highers and are targeted to achieve 2 Advanced Highers and 1 Higher by the end of S6. These must include a minimum of one of the Core Sciences of Biology, Physics, Chemistry or Environmental Science; either Mathematics or Statistics; and either a second Science from the list above or one of the following Broadening Courses, Computing Science, Design and Manufacture, Engineering Science, Graphic Communication, Geography or Psychology.

### The Interdisciplinary Project

The Interdisciplinary Project is an Advanced Higher Unit in which you apply your subject knowledge in realistic contexts. You carry out an investigation or practical assignment. This is likely to involve you working out with your school — in a college or university, or in a community or workplace setting. The Interdisciplinary Project will help you to develop and show evidence of initiative, responsibility, and independent working — skills of real value in the world of higher education and work.

The Interdisciplinary Project Unit will be graded A, B or C. The Baccalaureate provides an opportunity for Students to choose an area of specific interest and study this independently whilst gaining accreditation for their work. This can support their applications to a variety of post school destinations.

## Making your Choices for S5

The following are core subjects during S5:

- PSE (1 period)
- Core PE (1 period)
- S5 activity/leadership (1 period - this replaces core RME)

These will automatically be added to your timetable.



You will need to choose **5 subjects** from the table on the next page.

This should be at the appropriate level, for example:  
Higher/ Level 6 English if you are on course to pass Nat. 5/ level 5/  
English at A – C grades, Nat. 5/ level 5 Biology if you are presented  
for Nat. 4/ level 4 Biology in S4 etc.



### SCHOOL COURSE ENTRY REQUIREMENTS

To choose a subject at Higher/level 6 in S5, **pupils must meet the entry requirements**. Pupils who are not on track to achieve this will be advised to choose an alternative subject by their Pupil Support Leader at their individual coursing discussion conducted during January/February 2026. PSLs will use attainment tracking, reports and evidence of progress when discussing appropriate courses. Entry requirements for a Higher/level 6 course of study are:

- Grade A or B at National 5/Level 5 in the same or closely related subject (e.g. For H Engineering Science, A or B at N5 Physics would be considered)
- Grade C will be considered on an individual basis after consultation with your PSL and the Curricular Leader.

Grade D or lower will not be permitted entry to a Higher/level 6 course of study due to the increased challenge at this level. More information on SQA exam progression statistics from Nat. 5 to

### Additional information:

- Please thoroughly research the content and detail for each course in Section 4 of 'S4 and S5 Course Choice and Pathways 2026' booklet.
- You must ensure you have met the entry requirements before choosing your courses.
- You must let your PSL know if you are considering leaving school at the end of this academic session. (May 2026)
- Course choices will be made using the online system TOOLS – your PSL will enter your subject choices into this after a coursing discussion with you.
- Deadline for course choice is **Friday 13th February 2026**. If you do not submit choices by then, you may be allocated subjects not of your own choosing.

**Please note that the school may need to amend or remove any of the courses listed below due to pupil uptake or staffing capacity. If this occurs, reserve subjects will be used.**

Qualification Level	School Based Subjects			
<b>SCQF Level 4</b> National 4/NPA	<ul style="list-style-type: none"> <li>English</li> </ul>	<ul style="list-style-type: none"> <li>Mathematics</li> </ul>	<ul style="list-style-type: none"> <li>Computer Games Development (at other school)</li> </ul>	<ul style="list-style-type: none"> <li>NPA Cyber Security (at other school)</li> </ul>
<b>SCQF Level 5</b>  National 5  National Progression Award (NPA)	<ul style="list-style-type: none"> <li>Art and Design</li> <li>Application of Maths</li> <li>Biology</li> <li>Chemistry</li> <li>Communication and Literature (English)</li> <li>Computing Science</li> <li>Computer Games Development</li> </ul>	<ul style="list-style-type: none"> <li>Creative Thinking</li> <li>Cyber Security</li> <li>Dance</li> <li>English</li> <li>French</li> <li>German</li> <li>Graphic Communication</li> <li>Laboratory Science</li> <li>Leadership in Languages</li> </ul>	<ul style="list-style-type: none"> <li>Mandarin</li> <li>Mathematics</li> <li>Mental Health and Wellbeing</li> <li>Media Studies</li> <li>Music</li> <li>Music Technology</li> <li>Numeracy and Personal Finance</li> </ul>	<ul style="list-style-type: none"> <li>Physical Education</li> <li>Physics</li> <li>Practical Cake Craft</li> <li>Scottish Studies</li> <li>Sociology</li> <li>Spanish</li> <li>Sports Coaching</li> <li>Travel and Tourism</li> </ul>
<b>SCQF Level 6:</b> Higher  National Progression Award (NPA)  Foundation Apprenticeship (FA) - 1 year course  * Level 7 course	<ul style="list-style-type: none"> <li>H Art and Design or A - Level Art over 2 years*</li> <li>Application of Maths</li> <li>Biology</li> <li>Business</li> <li>Chemistry</li> <li>Classical Studies</li> <li>Communication and Literature (English)</li> <li>Computing Science</li> <li>Creative Thinking</li> <li>Creative and Digital Media F.A.</li> </ul>	<ul style="list-style-type: none"> <li>Dance</li> <li>Drama</li> <li>Engineering Science</li> <li>English</li> <li>Environmental Science</li> <li>French</li> <li>Gàidhlig</li> <li>Geography</li> <li>German</li> <li>Graphic Communication</li> <li>History</li> <li>Human Biology</li> </ul>	<ul style="list-style-type: none"> <li>Journalism</li> <li>Powering Futures/Leadership &amp; Achievement award</li> <li>Mandarin</li> <li>Mathematics</li> <li>Media Studies</li> <li>Modern Studies</li> <li>Music</li> <li>Music Technology</li> <li>Numeracy and Personal Finance</li> <li>Philosophy</li> <li>Physical Education</li> </ul>	<ul style="list-style-type: none"> <li>Physics</li> <li>Product Design &amp; Manufacture</li> <li>Psychology</li> <li>RMPS</li> <li>Scientific Technologies</li> <li>Social Services, Children and Young People F.A.</li> <li>Spanish</li> <li>Sports Coaching</li> <li>Sustainability diploma (at other school)</li> </ul>
<b>EDINBURGH COLLEGE COURSES:</b>  Schools College Partnership (S.C.P.) and 2-year Foundation Apprenticeship	<p>You may also apply for other Foundation Apprenticeships (studied over 2 years during S5 and S6) at college or a Schools College Partnership course as one of your options.</p> <p>Edinburgh College offer many other courses and pathways from level 5 upwards - please use the link below for the courses on offer for 2026. This is currently being updated but all 2026 courses will be finalised by the end of January and information shared with pupils and parents/carers.</p> <p><b>S.C.P. and college F.A. courses will be timetabled for Tuesday &amp; Thursday afternoons - pupils will need to travel to the relevant campus.</b></p> <p>Applications MUST be made separately (online by you) at <a href="https://www.edinburghcollege.ac.uk/courses/for-school-pupils">https://www.edinburghcollege.ac.uk/courses/for-school-pupils</a></p> <p>Please let your Pupil Support Leader know if you are interested in applying for a college F.A. or S.C.P. course when submitting your choices with them.</p> <p>Please refer to the course information on the college website and, if interested, select <b>'College'</b> on the course choice form on TOOLS.</p>			



## Making your Choices for S6

S6 is based on a points system: you must have **15 points or above** to return to S6.

**12 of these points must be curricular based with a minimum 3 subjects chosen.**

Other points can be gained by engaging in activities which promote and develop other vital skills. These include joining a committee, coaching, supporting junior classes, being a 'departmentor', work experience etc.

You will be able to discuss this with your Pupil Support Leader.

You can choose any combination of activities using the school points value.

\* Please note that any work experience must be confirmed in writing **by the provider by 22nd May 2026**, so they can be factored into timetabling. This should be shared with your PSL.

### Additional information:

- You must ensure that you have met the **course entry requirements** before choosing your courses.
- Please let your PSL know if you are considering leaving school at the end of this academic session. (May 2026)
- Course choices will be made using the online system TOOLS – your PSL will submit these for you during an individual coursing meeting which will be conducted after prelims.
- Deadline for course choice is **Friday 27th February 2026**. If you do not submit choices by then with your PSL, you may be allocated subjects not of your own choosing.



Activity	School Point Value
National 5/level 5 course	4
Higher/level 6 course (including N.P.A. and F.A. courses)	4
Advanced Higher course/A-Level/Scottish Baccalaureate/level 7	5
Support of a junior class (weekly)	1
Out-of-school work experience (weekly) *	2
Other (as agreed with PSL/Community Head) such as Mental Health Companion, school sports coach, Departmentor etc.	1 or 2

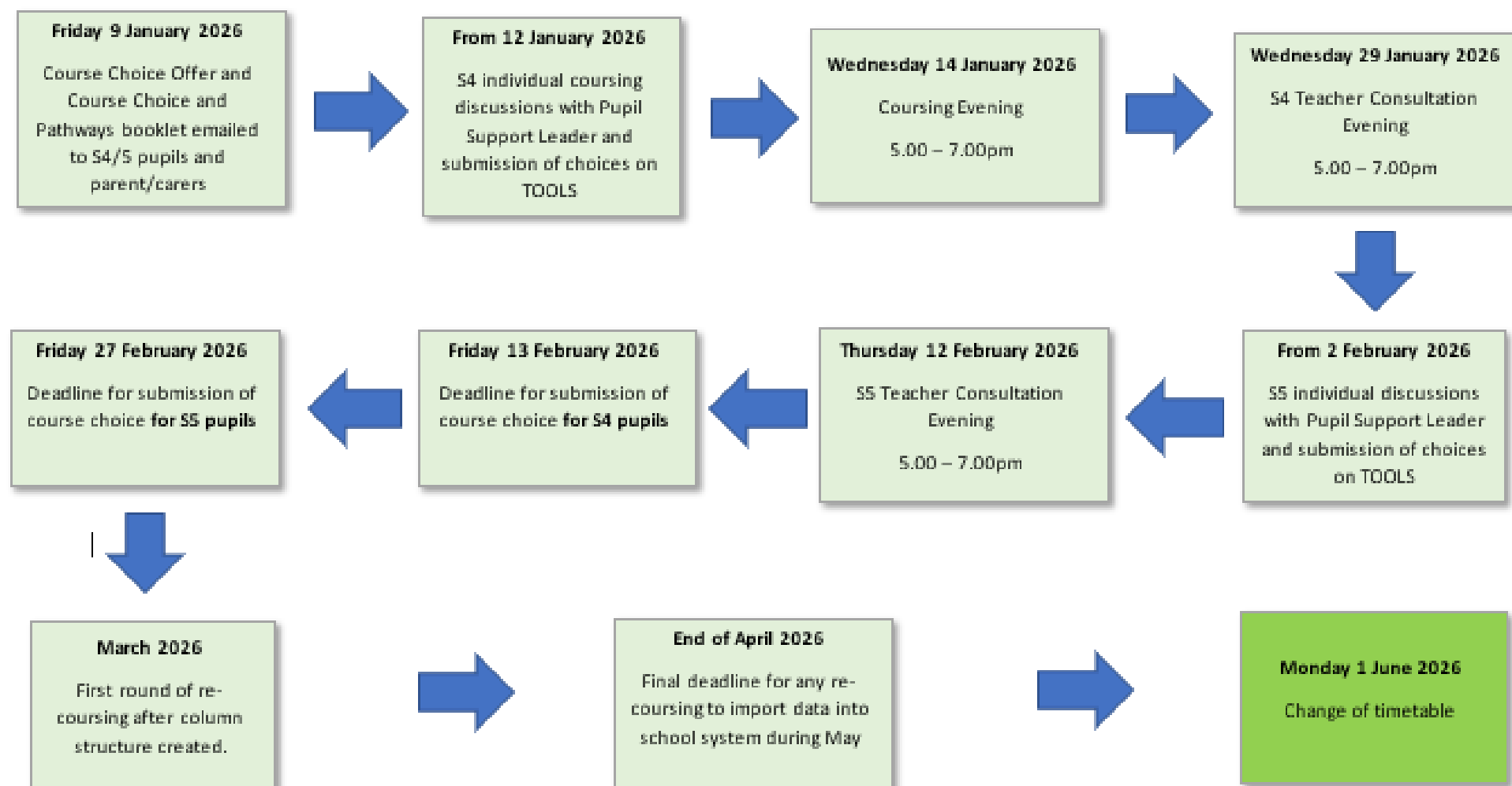


Some examples:						
Advanced Higher +		Advanced Higher +		Advanced Higher		= 15 points
Advanced Higher +		Advanced Higher +		NPA level 6 +	Higher	= 18 points
NPA level 6	Higher +	Higher +	Work experience +		Supporting junior class	= 15 points
Higher +	Higher +	F.A. +	Departmentor	Junior class +	Junior class	= 15 points

**Please note that the school may need to amend or remove any of the courses listed below due to pupil uptake or staffing capacity. If this occurs, reserve subjects will be used.**

Qualification Level	School Based Subjects			
<b>SCQF Level 4</b> National 4	<ul style="list-style-type: none"> <li>English</li> <li>Mathematics</li> </ul>			
<b>SCQF Level 5</b>  National 5  National Progression Award (NPA)	<ul style="list-style-type: none"> <li>Art and Design</li> <li>Application of Maths</li> <li>Biology</li> <li>Chemistry</li> <li>Communication and Literature (English)</li> <li>Computing Science</li> <li>Computer Games Development (at another school)</li> <li>Creative Thinking</li> <li>Cyber Security (at another school)</li> <li>Dance</li> <li>English</li> <li>French</li> <li>German</li> <li>Graphic Communication</li> <li>Laboratory Science</li> <li>Leadership in Languages</li> <li>Mandarin</li> <li>Mathematics</li> <li>Mental Health and Wellbeing</li> <li>Media Studies</li> <li>Music</li> <li>Music Technology</li> <li>Numeracy/Personal Finance</li> <li>Physical Education</li> <li>Physics</li> <li>Practical Cake Craft</li> <li>Scottish Studies</li> <li>Sociology</li> <li>Spanish</li> <li>Sports Coaching</li> <li>Travel and Tourism</li> </ul>			
<b>SCQF Level 6</b>  Higher  National Progression Award (N.P.A.)  Foundation Apprenticeship (F.A.) - 1 year course	<ul style="list-style-type: none"> <li>Art and Design</li> <li>Application of Maths</li> <li>Biology</li> <li>Business</li> <li>Chemistry</li> <li>Classical Studies</li> <li>Communication and Literature (English)</li> <li>Computing Science</li> <li>Creative Thinking</li> <li>Creative and Digital Media F.A.</li> <li>Dance</li> <li>Drama</li> <li>Engineering Science</li> <li>English</li> <li>Environmental Science</li> <li>French</li> <li>Gàidhlig</li> <li>Geography</li> <li>German</li> <li>Graphic Communication</li> <li>History</li> <li>Human Biology</li> <li>Journalism</li> <li>Powering Futures/Leadership &amp; Achievement award</li> <li>Mandarin</li> <li>Mathematics</li> <li>Media Studies</li> <li>Modern Studies</li> <li>Music</li> <li>Music Technology</li> <li>Philosophy</li> <li>Physical Education</li> <li>Physics</li> <li>Politics (S6 only)</li> <li>Product Design &amp; Manufacture</li> <li>Psychology</li> <li>R.M.P.S.</li> <li>Scientific Technologies</li> <li>Social Services, Children and Young People F.A.</li> <li>Spanish</li> <li>Sports Coaching</li> <li>Sustainability diploma (at another school)</li> </ul>			
<b>SCQF Level 7</b>  Advanced Higher/ A-Level/ Scottish Baccalaureate	<ul style="list-style-type: none"> <li>Art and Design: A-Level</li> <li>Biology</li> <li>Chemistry</li> <li>Computing Science</li> <li>English</li> <li>French</li> <li>Gàidhlig</li> <li>Geography</li> <li>German</li> <li>History</li> <li>Languages Baccalaureate</li> <li>LEAPS (apply separately)</li> <li>Mandarin</li> <li>Mathematics</li> <li>Mathematics of Mechanics</li> <li>Modern Studies</li> <li>Music</li> <li>Physics</li> <li>Science Baccalaureate</li> <li>Social Subjects Baccalaureate</li> <li>Spanish</li> <li>Statistics</li> </ul>			
<b>EDINBURGH COLLEGE COURSES:</b>  Schools College Partnership (SCP)	<p>Edinburgh College offer many other courses and pathways from level 5 upwards - please use the link below for the courses on offer for 2026. This is currently being updated but all 2026 courses will be finalised by the end of January and information shared with pupils and parents/carers.</p> <p><b>SCP and college FA courses will be timetabled for Tuesday &amp; Thursday afternoons - pupils will need to travel to the relevant campus.</b></p> <p>Applications MUST be made separately (online by you) at <a href="https://www.edinburghcollege.ac.uk/courses/for-school-pupils">https://www.edinburghcollege.ac.uk/courses/for-school-pupils</a></p> <p>Please let your Pupil Support Leader know if you are interested in applying for a college FA or SCP course when submitting your choices with them.</p> <p>Please refer to the course information on the college website and, if interested, select 'College' on the course choice form.</p>			

## S4/5 Course Choice Timeline 2026





**Aren't Higher and Further Education the same thing?**

**False!** *Further Education* relates to college courses up to National Certificate Level (SCQF Level 6).

*Higher Education* relates to qualifications above this level, for example HNC, HND and degrees.

You can study to either Further Education level or Higher Education level at College. Universities only offer courses at Higher Education Level.

**College is for less academic pupils**

**False!**

Colleges offer a huge range of courses at a wide range of levels. They have very specialised facilities that a school can't match. The courses on offer are suitable for pupils of all ability ranges (Edinburgh College sends more students to Edinburgh University than any other school or college does).

Here is a link to a useful [Progression Map](#) to show how various courses link together. You can download the college prospectus [here](#).

Colleges work closely with employers and universities to make sure their courses prepare young people well for the workplace or further study.

**Failing exams messes up your whole life**

**False!**

It is obviously disappointing to fail a course but it really isn't the end of the world. It can be an opportunity to take stock and think about what you want and how you are going to get there. The key element is how you deal with the failure.

Most of us have failed numerous things, you need to get up, dust yourself down and try again (or perhaps try something different).

Ask around, you might be surprised at the number of successful people who have had a few set backs over the years.

**False!**

For many students, moving to university is a good choice after school but for many others there may be better choices.

The level of independent study required at University can make it hard to manage the workload. An alternative route is to go to college first, study for an HNC/HND and gain entry into University (sometimes straight into second year, check out the [Progression Map](#)).

This can be a very positive experience as students gain confidence as the work progresses at a more suitable rate. The nature of the work can be more relevant and motivating. The skills developed will be of direct relevance to the employment sector you are working within, making you an attractive candidate for employers.

There are also a range of [Graduate Apprenticeships](#) where you are in a paid job and your employer supports you through University.

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

**False!**

See the entry on the right and don't worry too much. Have a chat with the careers advisers who will be able to re-assure you and advise on the options open to you.

Being honest with yourself and others is the start of getting back on track. If you want more qualifications after school, aim for a college place and work your way up that way.

It may take a little longer, but you will come out with a good set of skills.

**I've messed up S4/S5, that's the end of any plans for me!**

### False!

We have a range of levels on offer as well as other opportunities such as Foundation Apprenticeships and college courses.

Gaining 5 Highers each year in S5 and S6 is too much for a good number of students. We build our timetable around what you ask for and the combination of subjects varies from year to year. It is really important you are honest with yourself when you are choosing the levels for your courses. You should aim high but be realistic.

**S5/6 Is all about Highers**

**You need 5 Highers in S5 to get into University**

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

### False!

You will need five **very** good Highers, usually including Chemistry or Biology (or Human Biology) and **two** from: Biology/Chemistry/Physics/Maths (some Universities require Chemistry and **one** other).

If you have a specific university in mind, you should check with their admissions office for details. Some universities are happy for you to 'top up' with any missing subjects (eg Physics) in S6 providing you get the necessary grades in any subjects in S5.

Here is a link to entry requirements for medicine from [St Andrews](#), [Edinburgh](#) and [Glasgow](#) Universities. Link to the entry requirements for Vet school are here for [Edinburgh](#) (Edinburgh does require Physics at N5) and [Glasgow](#).

### Mostly false.

This depends on your route into University. It will be true for demanding and competitive courses. For many college and university courses it is about what you achieve by the time you leave school.

The better you do in S5, the more options you will have. However, if you are struggling with some subjects, it can be better to take your time, get a good N5 (or NPA) in S5 then build to a Higher in S6. The less favourable option is to aim too high in S5, fail and struggle again in S6.

If you are unsure about the best route for you, have a chat with your PSL or one of the careers advisers.

**Employers only value academic qualifications**

### False!

Academic qualifications are only part of the story (an important part!). Employers also value the following:

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

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

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

**Perhaps.**

Coming back to school is a comfortable and straightforward option; it sometimes really isn't the best one. The best choice can be a bit scary though. We get that and would be happy to support you in making a scary decision if that is the right one for you.

If you have a clear plan about what you want to get from S5/6, work closely and openly with your teachers and Pupil Support Leader and keep an open mind about your future. This way you will increase your chances of achieving your preferred next step after school.

If you come back to school because you did not know what else to do and it is what all your friends were doing, you might not be

**Taking an apprenticeship will limit my opportunities**

**False!**

Apprenticeships can cover a huge range of levels and open many doors for progress.

There are apprenticeships suitable for young people who leave at the end of S4 as well as university graduates and everyone between!

You can see the equivalence of different qualifications if you [follow this link](#).

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

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

**Very false!**

A **Foundation Apprenticeship** (FA) blurs the boundaries between work and school. Successful completion of a foundation apprenticeship is worth at least one Higher. Those who complete the FA also gain invaluable skills developed in a real-life work context.

They may be called '*Foundation*' but they certainly are not basic. You should be capable of working at *Higher* Level to sign up for an FA.

You can find out which colleges and Universities are accepting them [here](#). There is information Foundation Apprenticeships in a later section of this book.

**False!**

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

While updating this book, we just checked the [apprenticeships.scot](http://apprenticeships.scot) website and found opportunities for Apprentice Manufacturing Technicians with Leonardo who will put you through a HND through combining time in college with experience in the workplace, whilst paying £14 000 pa. They want a minimum of 3 Highers.

There are different categories of apprenticeship:

- Foundation
- Modern
- Graduate

You can find out more about them at the above website.

## Job Market Information

## FUTURE JOB OPENINGS

Edinburgh, Midlothian &amp; East Lothian (2034)

**Health & Social Care**

9,800 jobs

**Construction**

3,100 jobs

**Tourism**

3000 jobs

**Financial & Business Services**

2,500 jobs

**Creative Industries**

1,400 jobs

**Digital Technologies**

1,400 jobs

**Childcare**

1000 jobs

**Life & Chemical Sciences**

800 jobs

**Engineering**

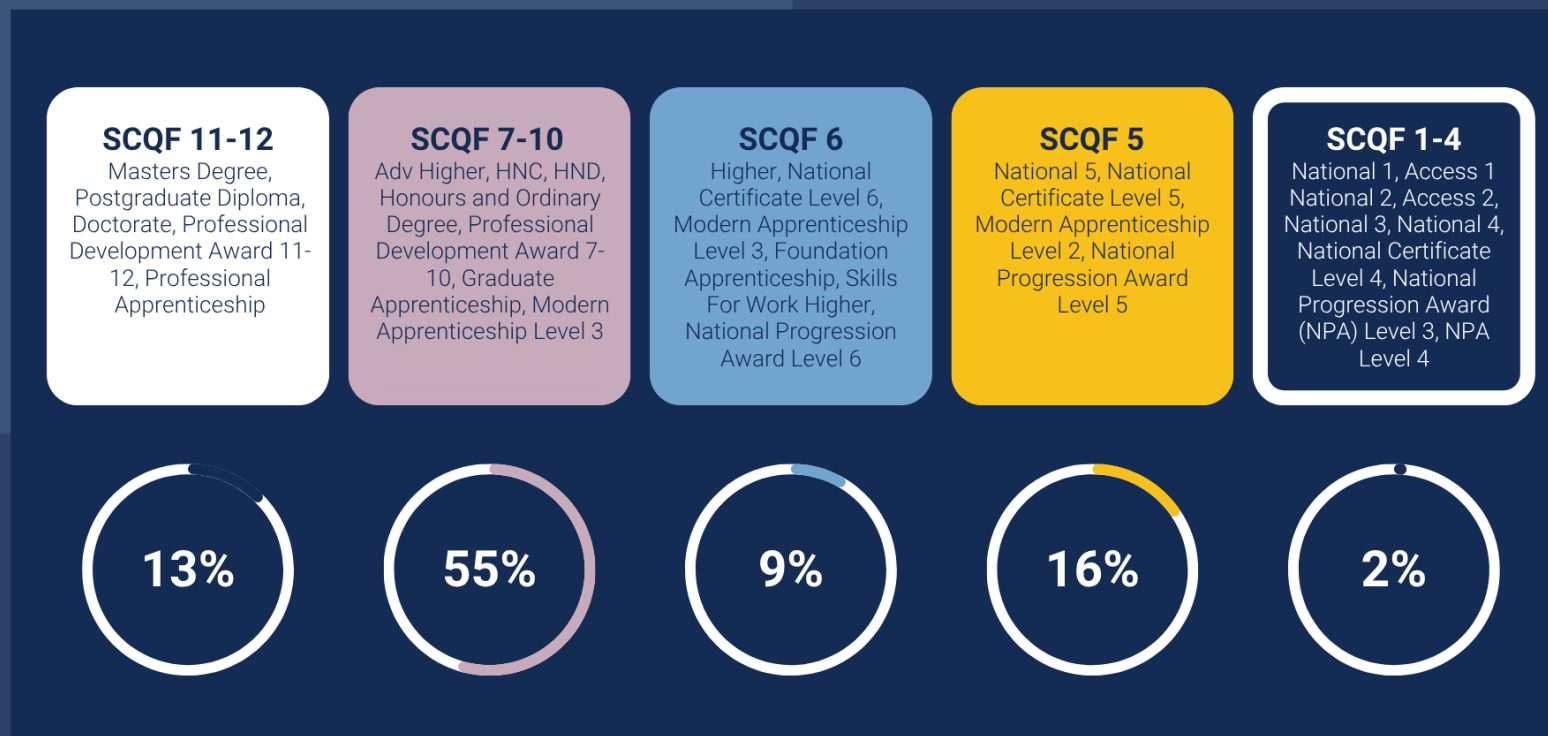
600 jobs

**Energy**

100 jobs

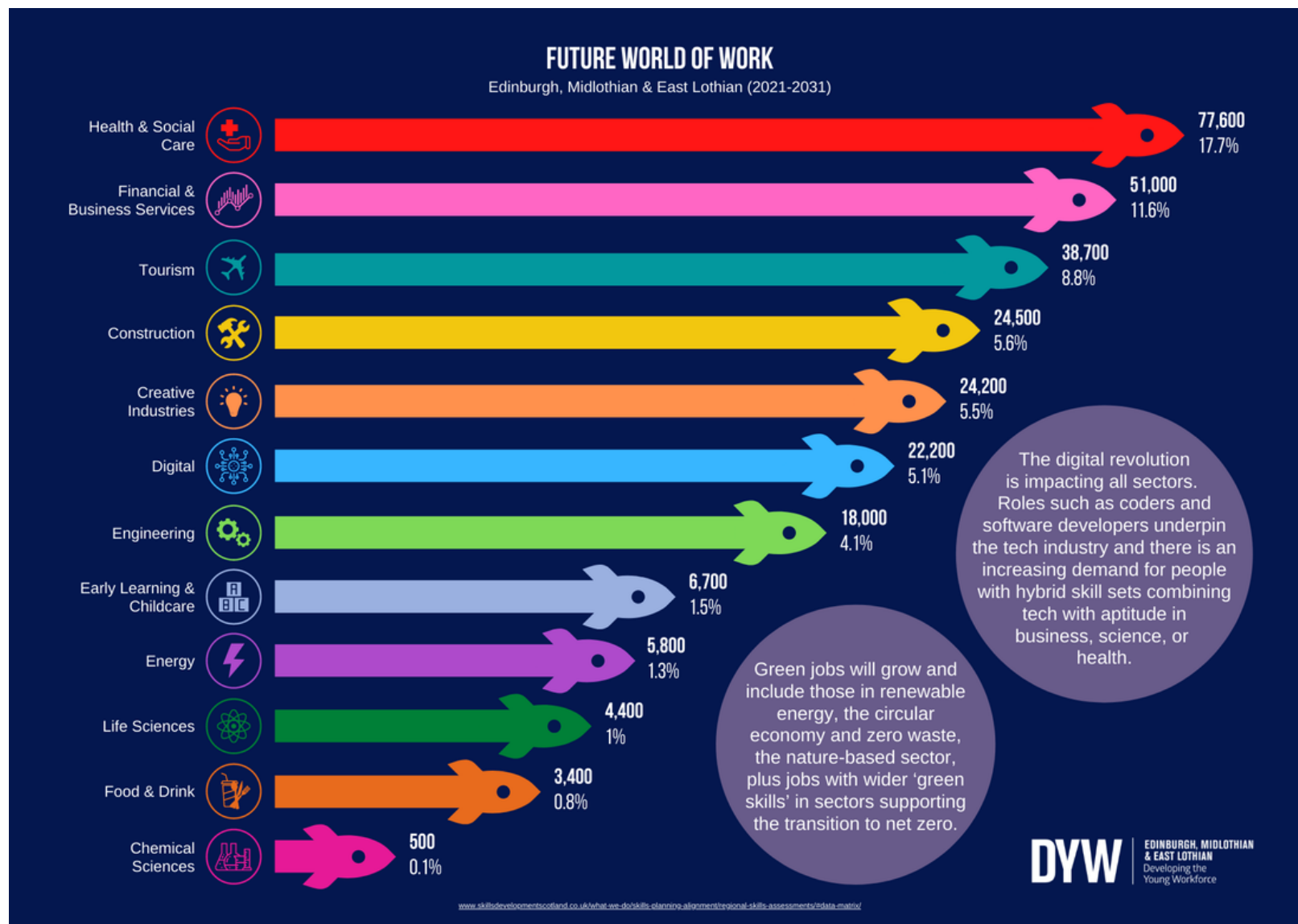
## EMPLOYMENT BY QUALIFICATION\*

Edinburgh, Midlothian & East Lothian (2024-27)



\*4% of jobs won't require any qualifications.





Chemical Sciences

## CHEMICAL SCIENCES

There will be an estimated **500** job openings in the Chemical Sciences Sector between 2021-2031 in Edinburgh, Midlothian & East Lothian

### Chemist

Working out how to use chemicals and materials to make new medicines, create better food and protect the environment.

Honours Degree  
Chemistry  
SCQF 10

Higher  
SCQF 6

### Chemical Plant Process Operator

Checking and running the machines that make products like paints, plastics, cosmetics and toiletries.

National 5  
SCQF 5

National 4  
SCQF 4

### Biotechnologist

Using your biology knowledge to come up with products and processes that improve our health, our food and our world.

Honours Degree  
Biotechnology  
SCQF 10

Foundation  
Apprenticeship  
Scientific  
Technologies  
(Laboratory Skills)  
SCQF 6

HND  
Biotechnology  
SCQF 8

### Chemical Engineer

Researching to improve the manufacturing methods used to turn raw materials into fuel, plastics, food, medicine and more.

Honours Degree  
Chemical  
Engineering  
SCQF 10

Higher  
SCQF 6

### Forensic Scientist

Helping to solve crimes by finding evidence that links a suspect to a crime scene.

Honours Degree  
Forensic Science  
SCQF 10

Technical  
Apprenticeship  
Life Science and  
Related Science  
Industries  
SCQF 8/9

Modern  
Apprenticeship  
Life Science and  
Related Science  
Industries  
SCQF 6/7

National 5  
SCQF 5

### Laboratory Technician

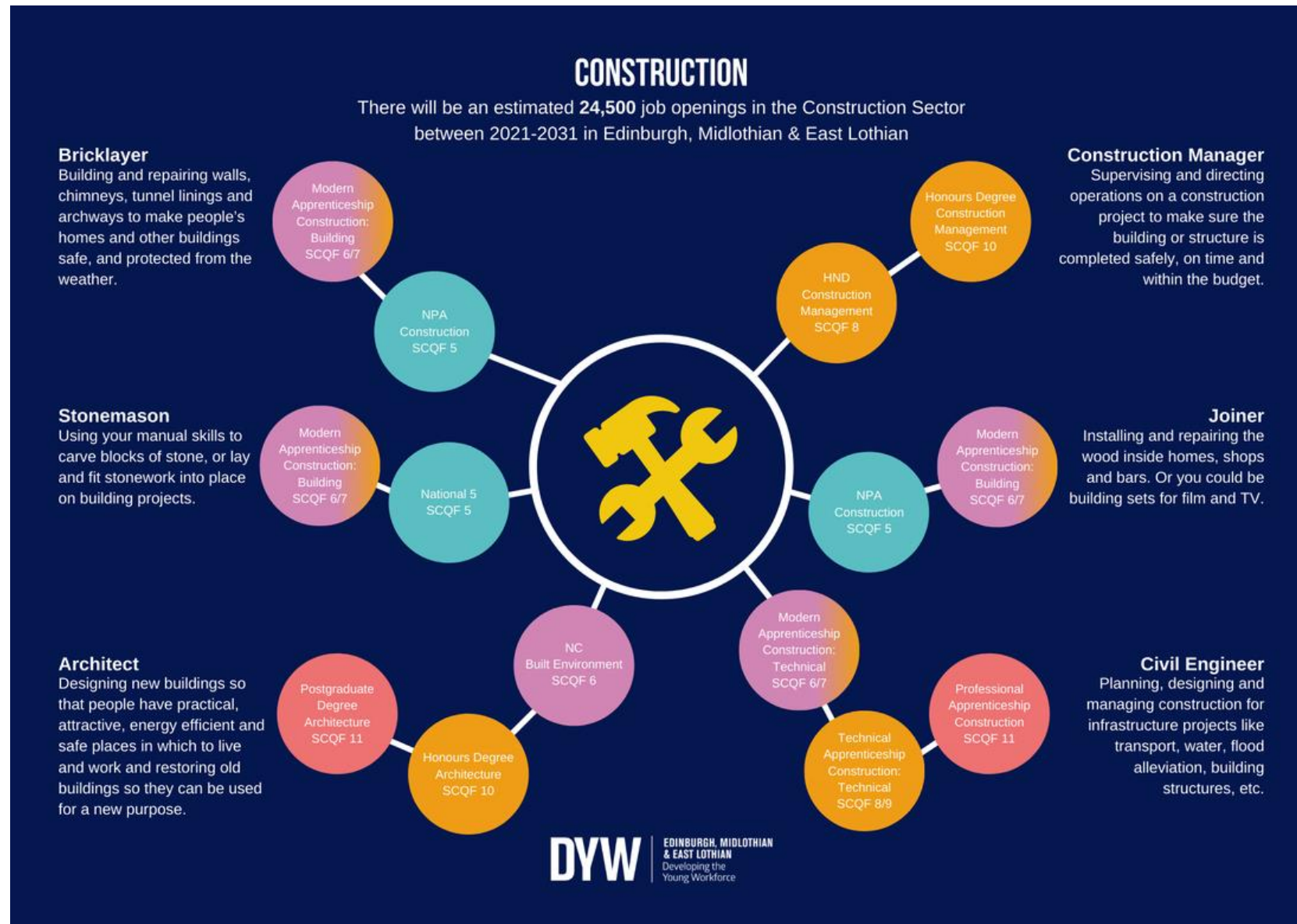
Doing tests, research and investigations and supporting scientists and their research.

NC  
Applied Sciences  
SCQF 6

**DYW**

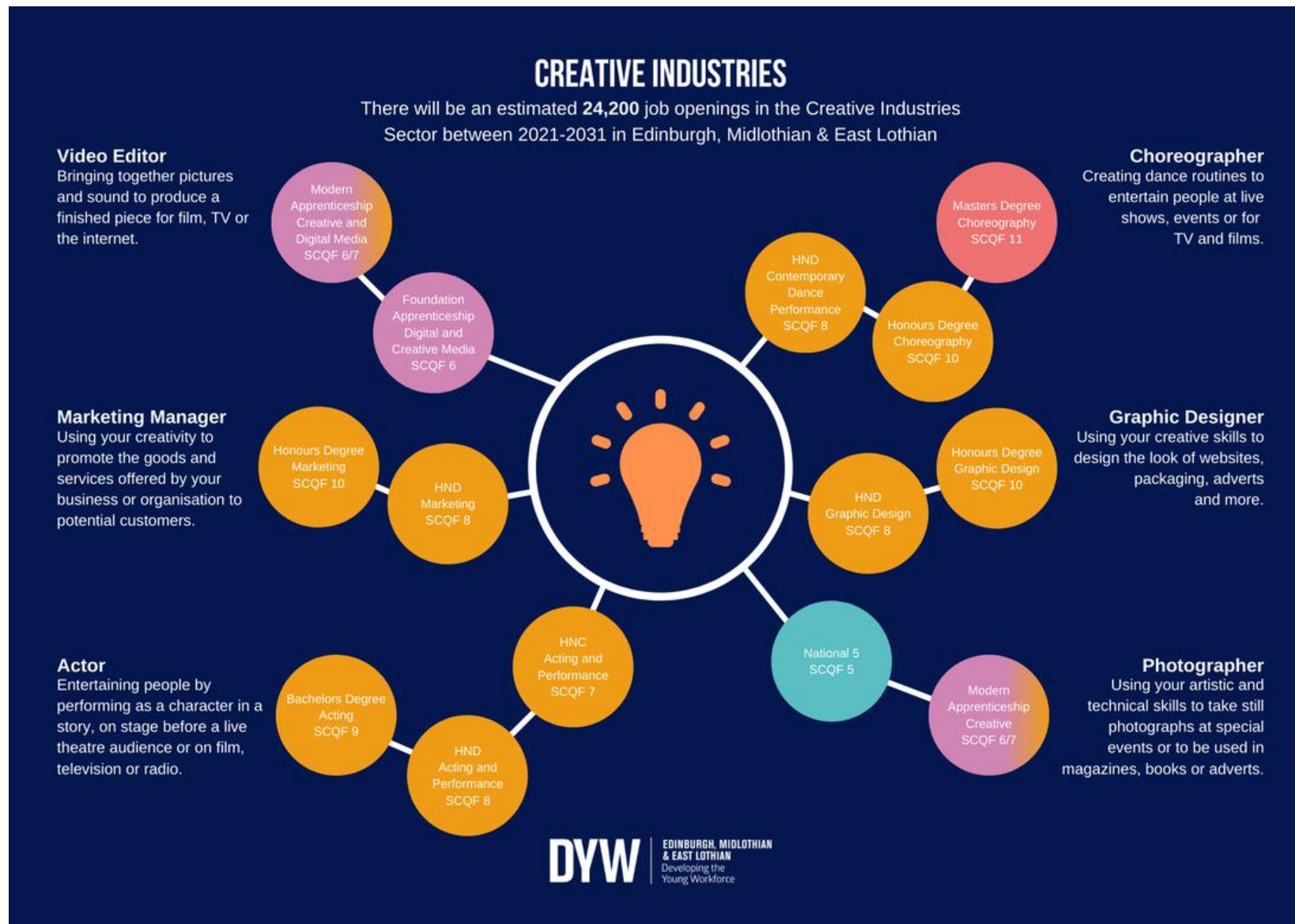
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## Construction

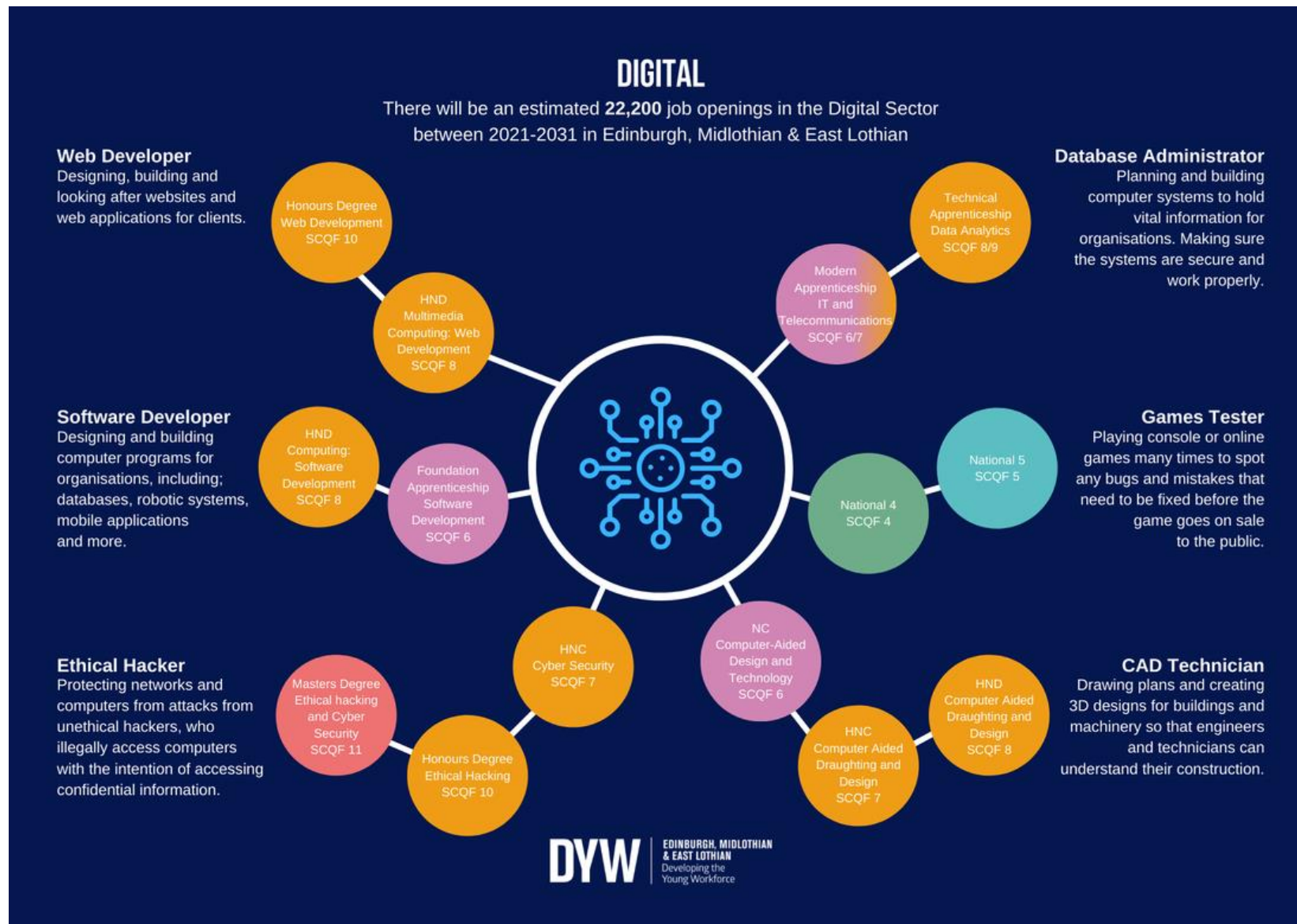


## Creative Industries





Digital



## EARLY LEARNING & CHILDCARE

There will be an estimated **6,700** job openings in the Early Learning & Childcare Sector between 2021-2031 in Edinburgh, Midlothian & East Lothian

### Early Years Teacher

Doing fun activities with babies and children to help them learn and develop.

Honours Degree  
Primary Education  
SCQF 10

HNC  
Early Education  
and Childcare  
SCQF 7

### Nursery Manager

Leading a team of people who provide daycare and learning for babies and young children from birth to five years.

Bachelors Degree  
Childhood Practice  
SCQF 9

HNC  
Early Education  
and Childcare  
SCQF 7

### Learning Support Assistant

Helping children and young people who need special support to make the most of education by working with them in the classroom.

HND  
Additional Support  
Needs: Supporting  
the Individual  
SCQF 8

HNC  
Additional Support  
Needs: Supporting  
the Individual  
SCQF 7



NC  
Education Support  
Assistant  
SCQF 6

National 4  
SCQF 4

Foundation  
Apprenticeship  
Business Skills  
SCQF 6

Modern  
Apprenticeship  
Management  
SCQF 6/7

### Teacher Primary School

Teaching primary school children and helping them enjoy learning. Encouraging them to take pride in their achievements outside school and be confident in their abilities.

Honours Degree  
Primary Education  
SCQF 10

HNC  
Childhood Practice  
SCQF 7

### Training Officer

Organising training to help staff improve their skills and get more out of their jobs.

### Classroom Assistant

Encouraging children and young people with learning activities in the classroom. Working closely with teachers to ensure the pupils learn in a safe and caring environment.

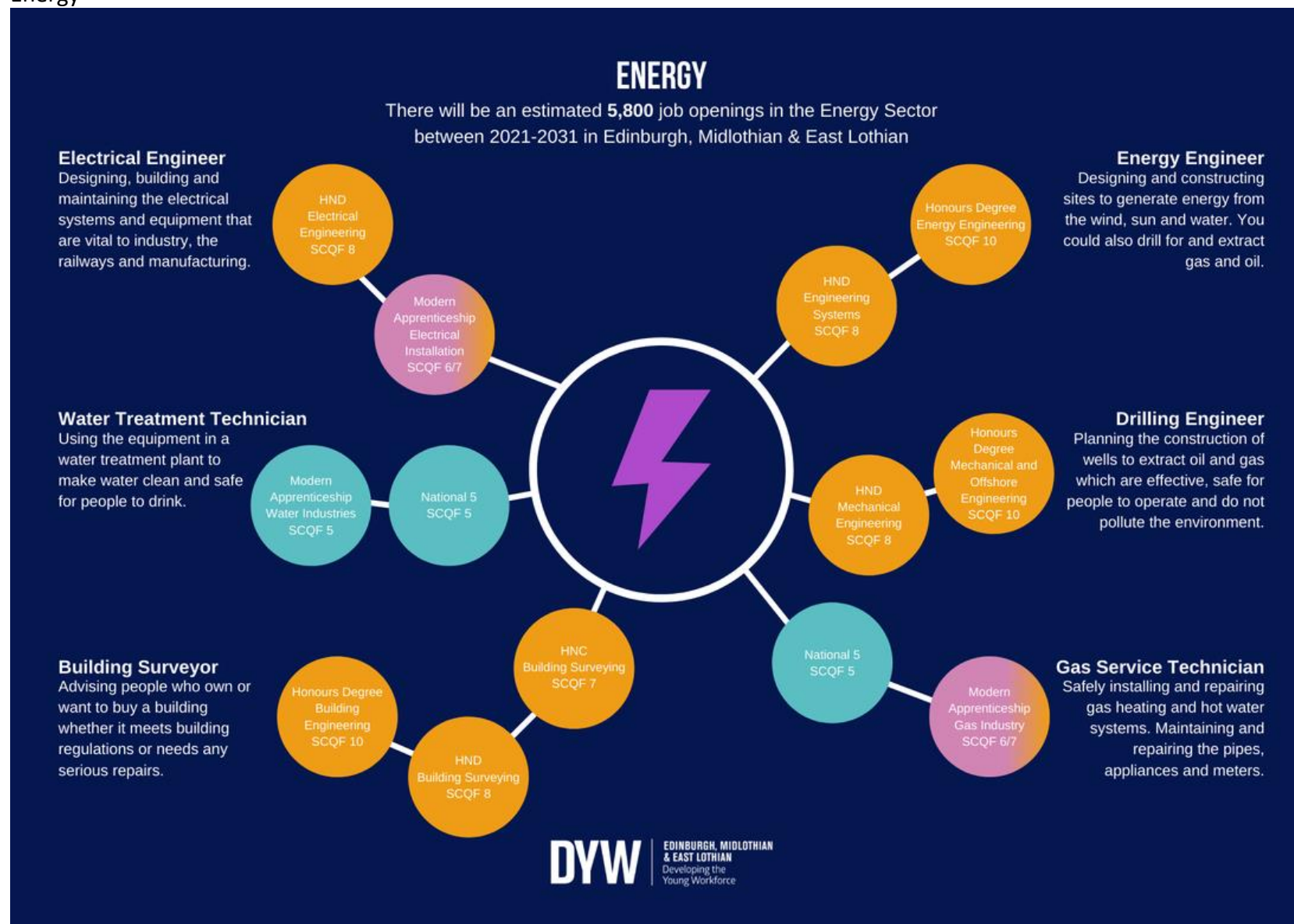
Foundation  
Apprenticeship  
Social Services -  
Children and Young  
People  
SCQF 6

**DYW**

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Developing the  
Young Workforce



## Energy



## Engineering

## ENGINEERING

There will be an estimated **18,000** job openings in the Engineering Sector between 2021-2031 in Edinburgh, Midlothian & East Lothian

### Marine Engineer

Designing, building and repairing ships, boats and offshore oil and gas platforms. Making sure their systems and machinery work effectively and safely.

Honours Degree  
Naval Architecture  
and Marine  
Engineering  
SCQF 10

HND  
Marine  
Engineering  
SCQF 8

### Mechanical Engineer

Designing and testing components and machines like wind turbines, pumps for clean water and medical prosthetics to help people who have mobility difficulties.

Honours Degree  
Mechanical  
Engineering  
SCQF 10

HND  
Mechanical  
Engineering  
SCQF 8

### Aerospace Engineer

Designing and building aeroplanes, helicopters, spacecraft, satellites, missiles and rockets.

Honours Degree  
Aerospace  
Engineering  
SCQF 10

HND  
Aircraft Engineering  
SCQF 8



National 5  
SCQF 5

### Electrician

Making sure that electrical systems in people's homes and businesses work safely, fixing faults and installing new systems.

Modern  
Apprenticeship  
Electrical  
Installation  
SCQF 6/7

### Engineering Operative

Putting together different parts to make products such as cars, household appliances, gadgets and furniture.

HND  
Electrical  
Engineering  
SCQF 8

Modern  
Apprenticeship  
Engineering  
SCQF 6/7

### Smart Meter Installer

Fitting and repairing gas and electricity meters in homes and businesses.

Modern  
Apprenticeship  
Smart Meter  
Installation  
SCQF 6/7

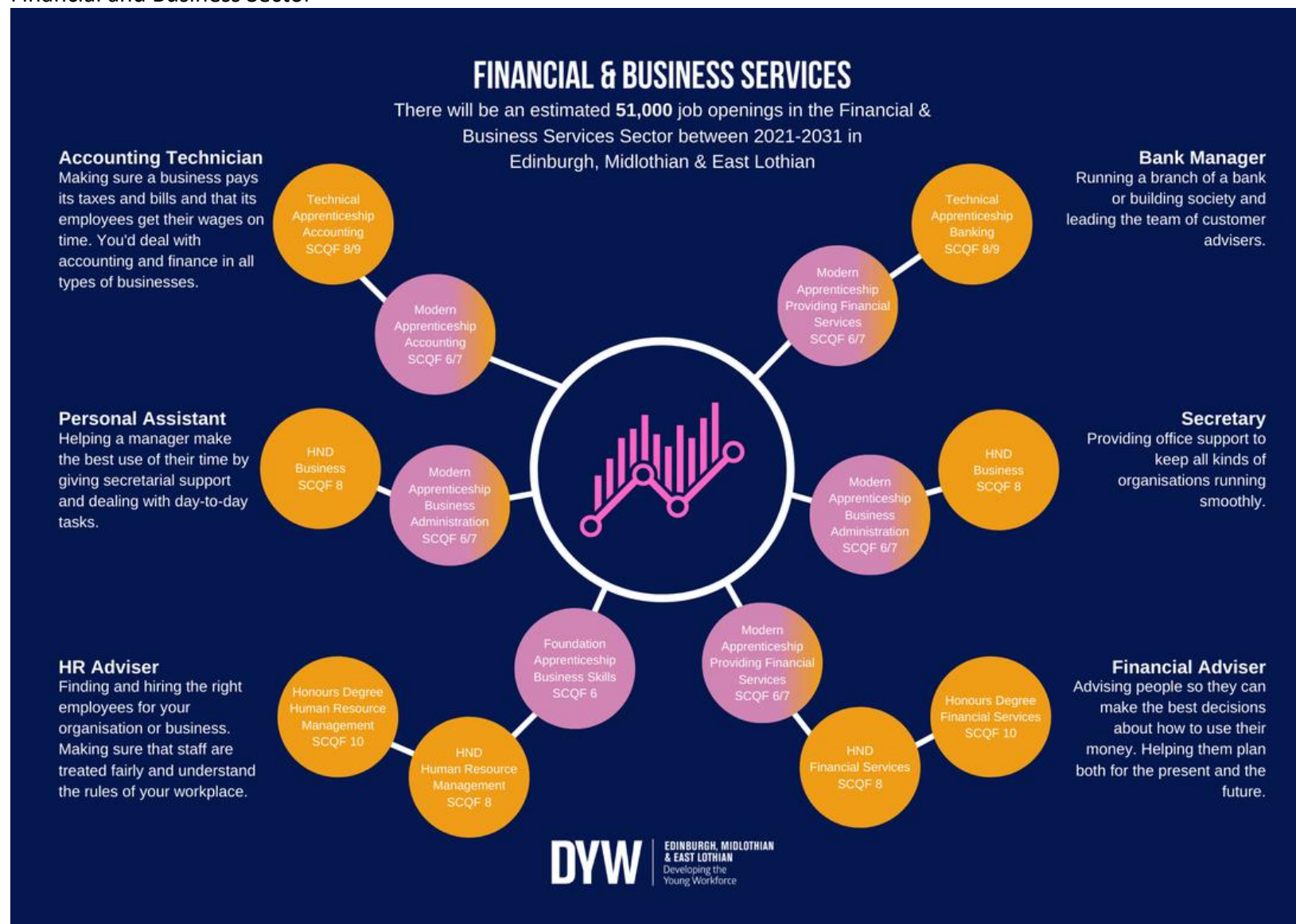
National 5  
SCQF 5

**DYW**

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& EAST LOTHIAN  
Developing the  
Young Workforce



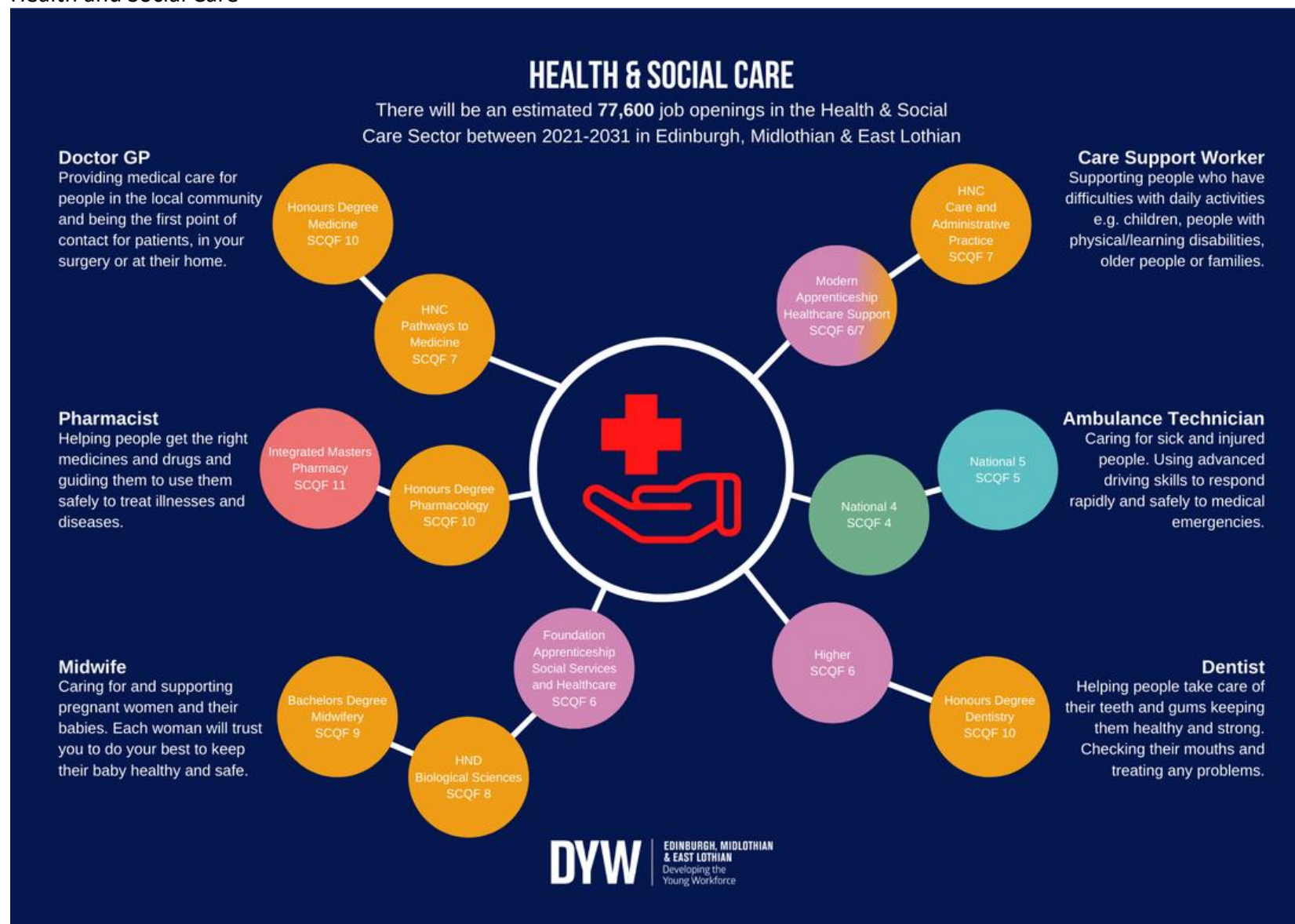
## Financial and Business Sector



## Food and Drink

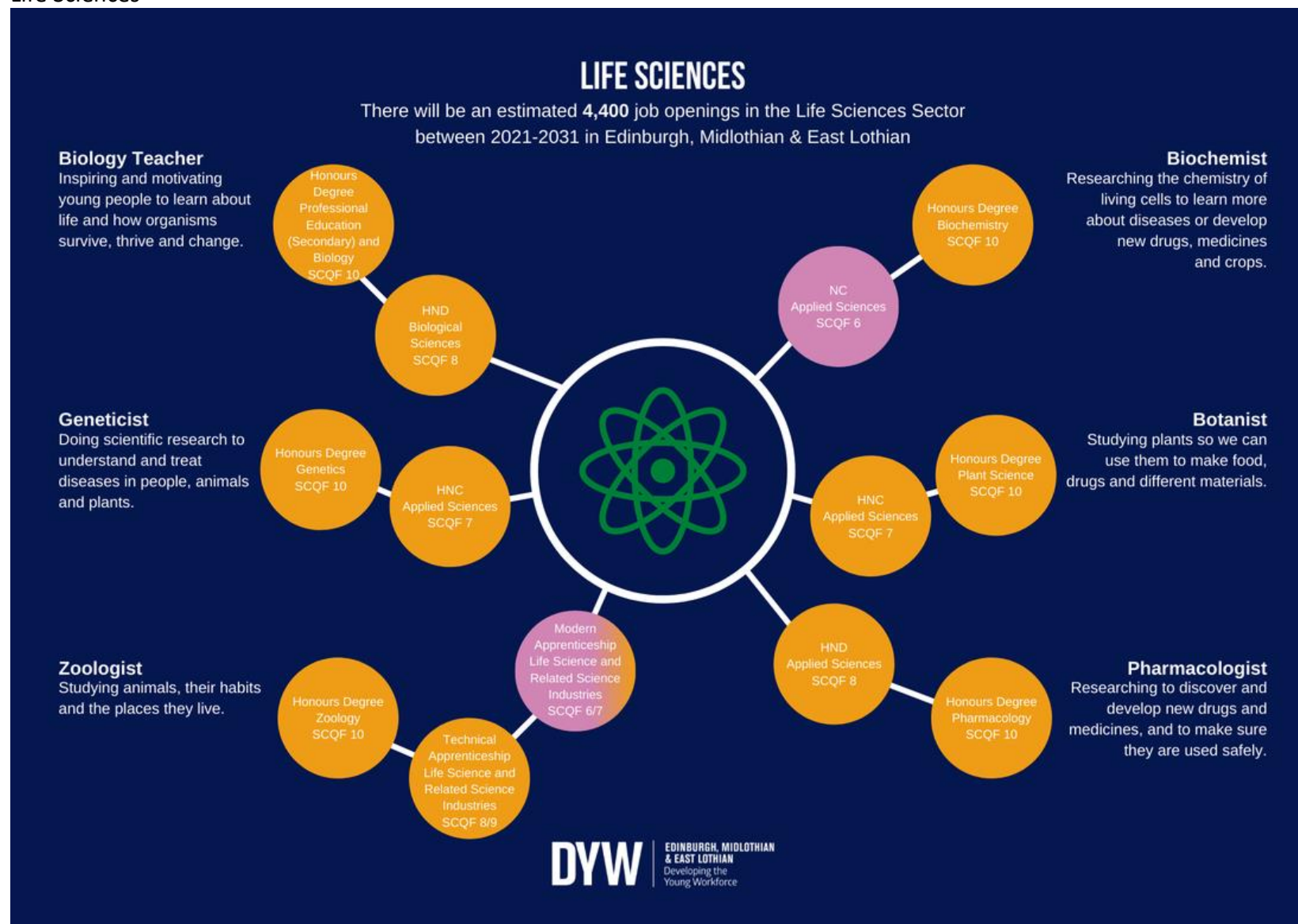


## Health and Social Care





## Life Sciences



## Tourism

## TOURISM

There will be an estimated **38,700** job openings in the Tourism Sector between 2021-2031 in Edinburgh, Midlothian & East Lothian

### Air Cabin Crew

Looking after airline passengers and being responsible for their comfort and safety during their flight.

NC  
Travel and Tourism  
SCQF 6

National 5  
SCQF 5

### Airport Information Assistant

Giving passengers in the airport accurate information about flights and schedules..

NC  
Travel and Tourism  
SCQF 6

National 5  
SCQF 5

### Tour Manager

Making sure tours for groups of holiday makers run smoothly and that they enjoy themselves.

Modern  
Apprenticeship  
Travel Services  
SCQF 6/7

National 5  
SCQF 5

### Hotel Manager

Overseeing all aspects of running a hotel so guests can enjoy their stay and the hotel makes a profit.

Modern  
Apprenticeship  
Hospitality  
SCQF 6

Technical  
Apprenticeship  
Hospitality  
Management Skills  
SCQF 8/9

### Travel Agent

Booking trips, selling holiday packages and giving advice to help make travel easier for people.

HND  
Travel and Tourism  
SCQF 8

HNC  
Travel and Tourism  
SCQF 7

NC  
Travel and Tourism  
SCQF 6

NC  
Travel and Tourism  
SCQF 6

### Resort Representative

Arranging trips, answering enquiries and sorting out problems for people on holiday in a resort so they have a good time.

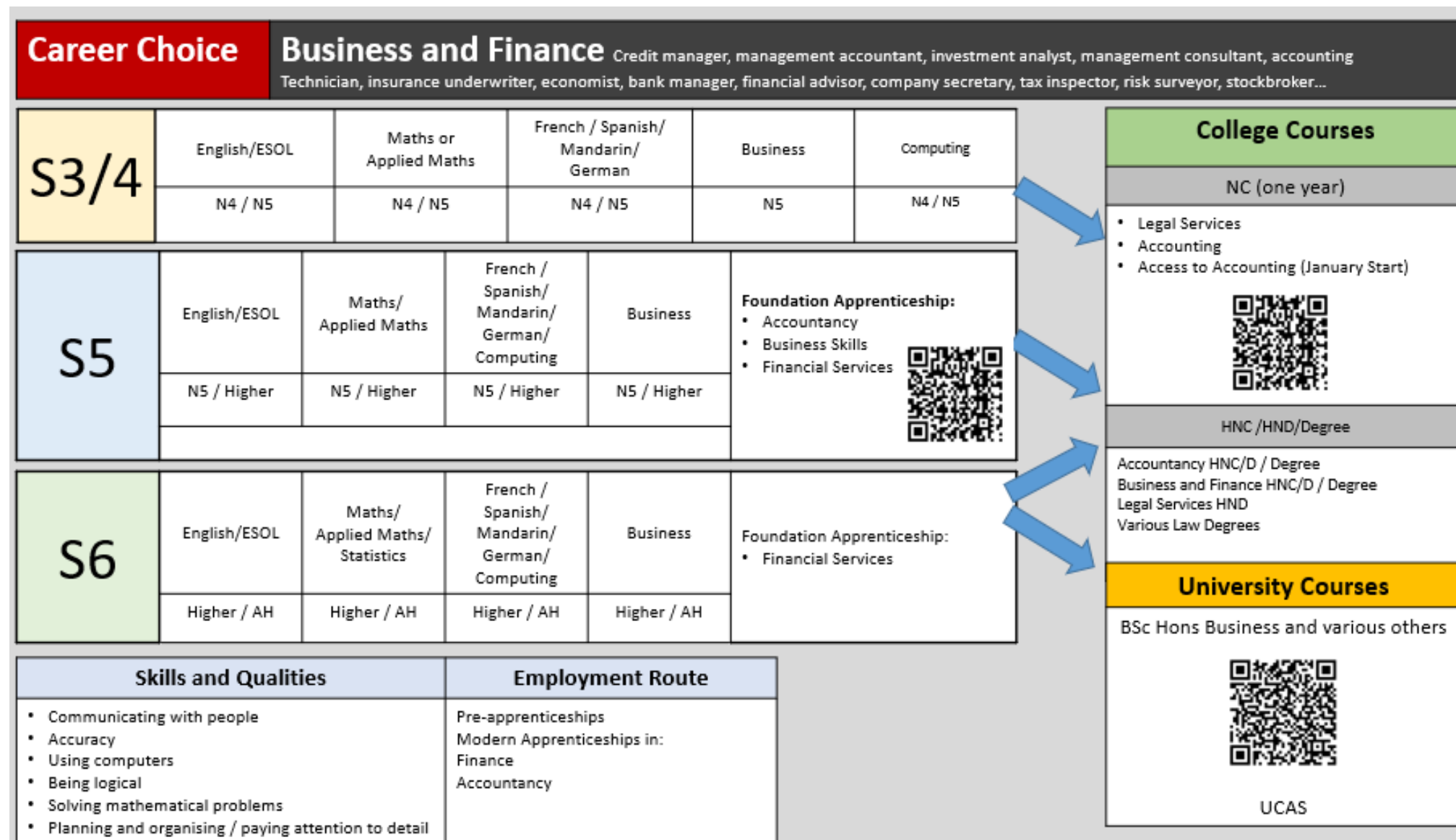
HNC  
Travel and Tourism  
SCQF 7

**DYW**

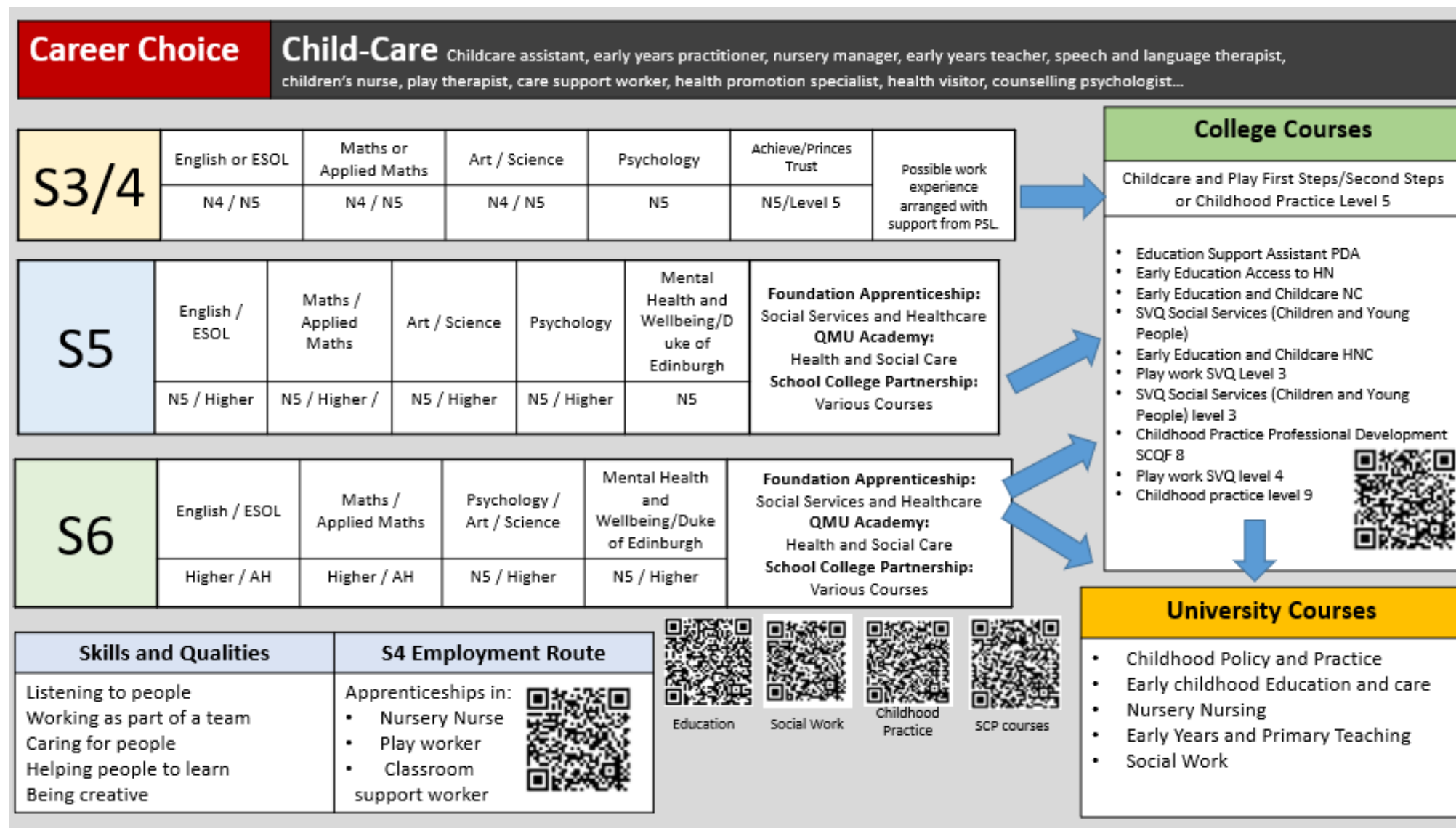
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& EAST LOTHIAN  
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Young Workforce

## Curriculum Pathways

## Childcare

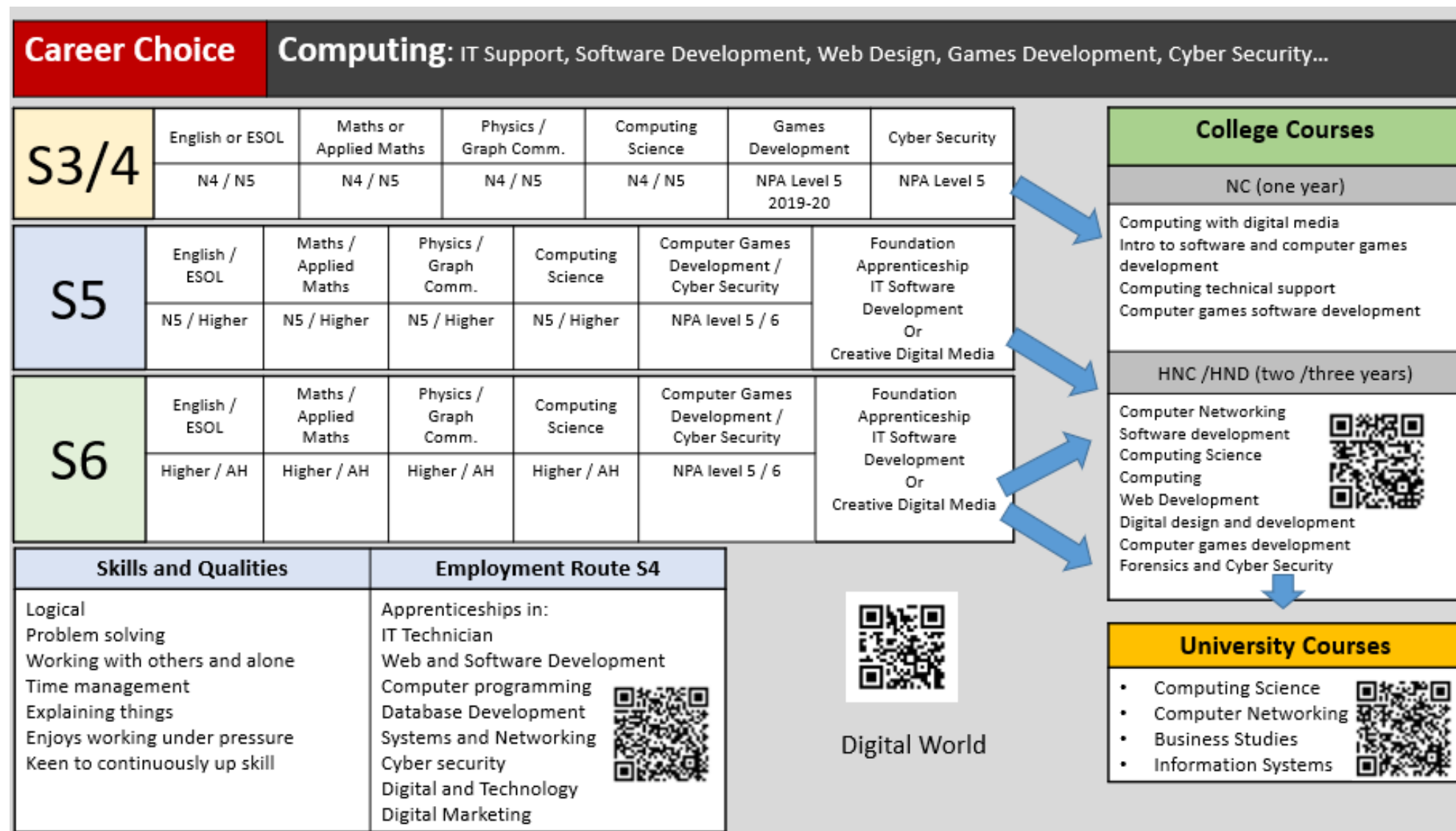


## Business &amp; Finance



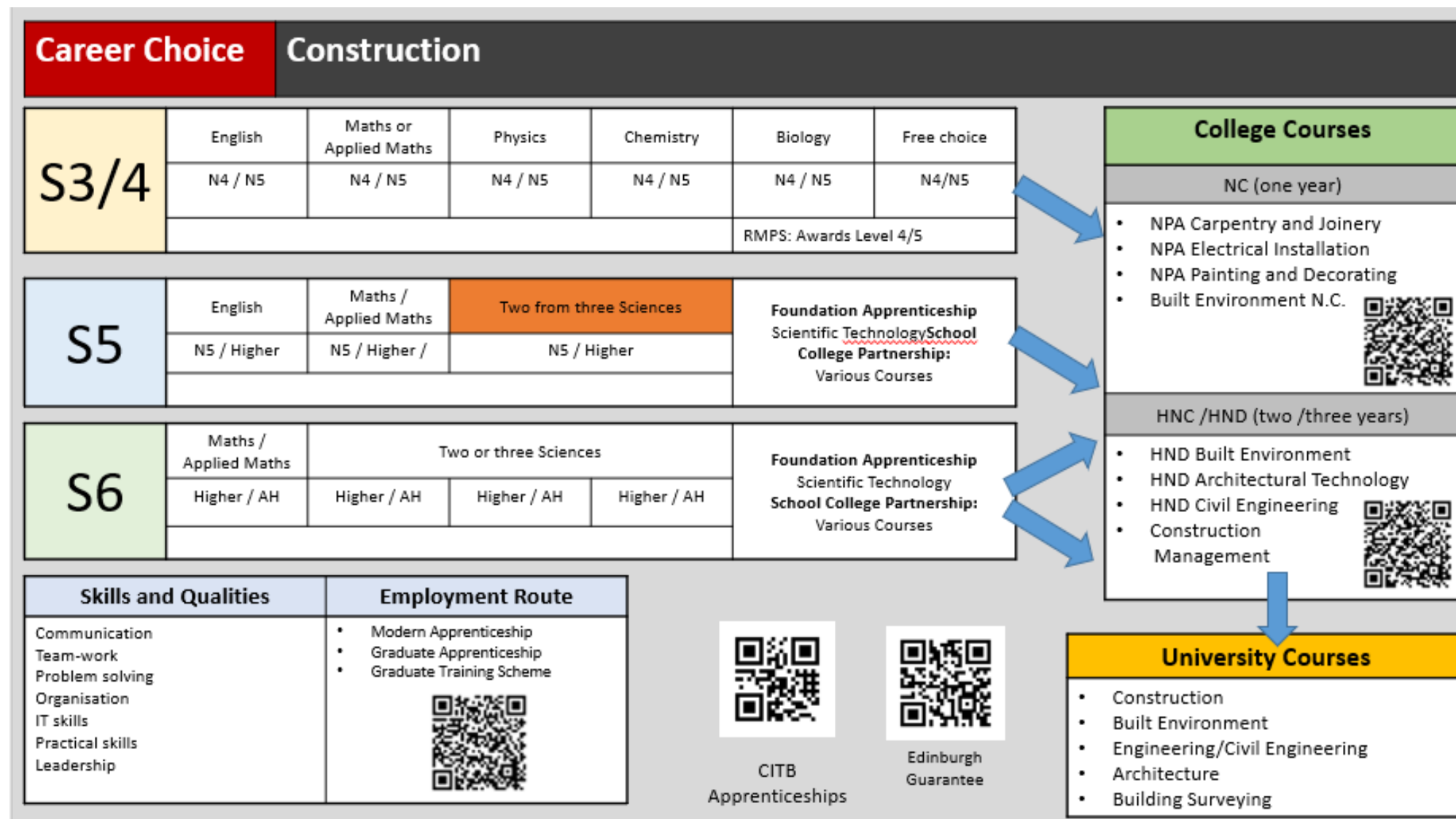


## Computing

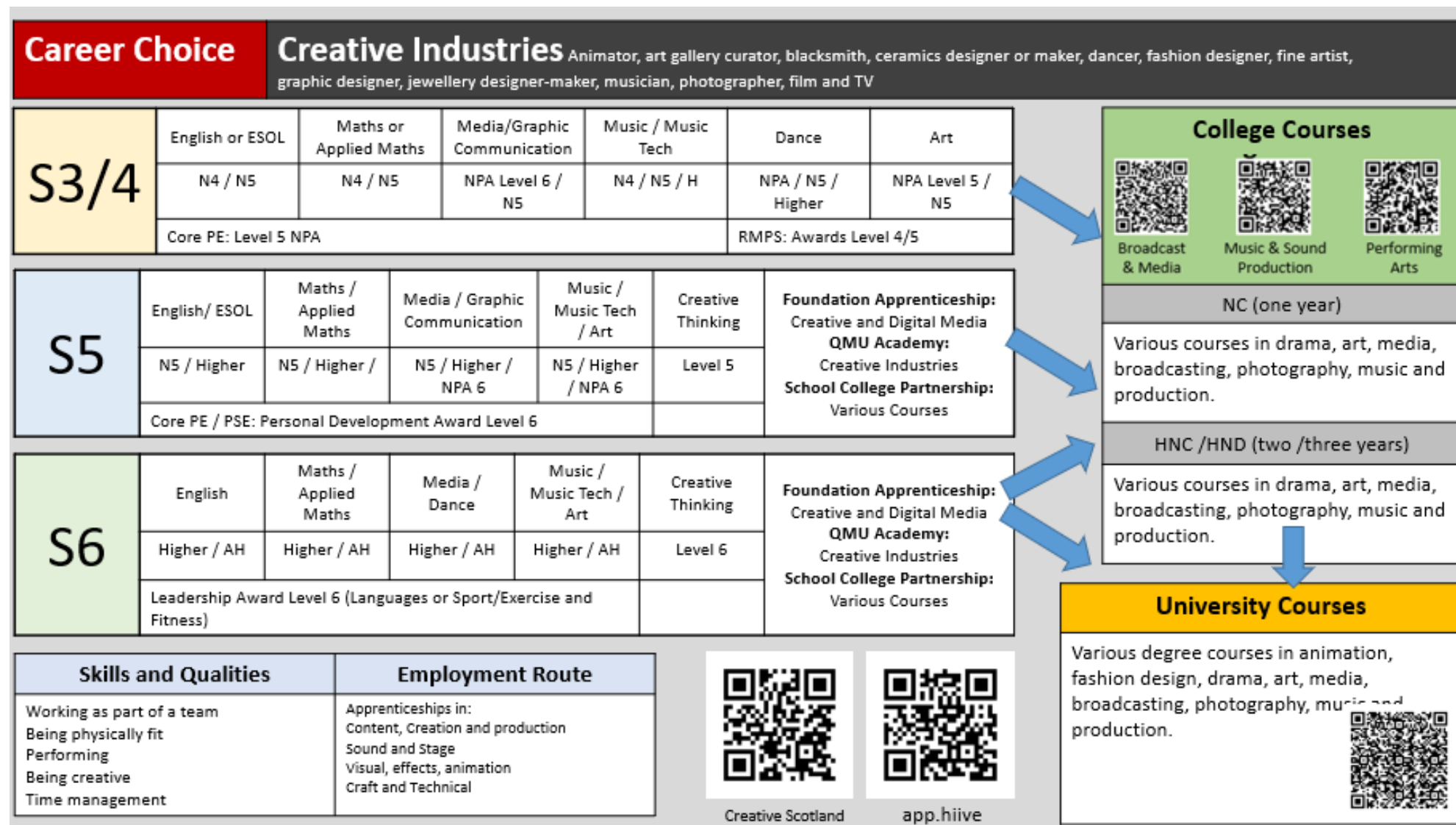




## Construction



## Creative Industries



## Engineering


Career Choice
**Engineering:** Mechanical, Civil, Chemical, Electronic, Automotive, Design, Aerospace, Nuclear...

S3/4	English or ESOL	Maths or Applied Maths	Practical Woodwork	Engineering Science	Product, Design and Manufacture	Science
	N4 / N5	N4 / N5	N4 / N5	N4 / N5	N4 / N5	N4 / N5


S5	English / ESOL	Maths / Applied Maths	Engineering Science	Product, Design and Manufacture	Science	Foundation Apprenticeship Engineering or Civil Engineering
	N5 / Higher	N5 / Higher	N5 / Higher	N5 / Higher	N5 / Higher	


S6	English / ESOL	Maths / Applied Maths / Statistics / Mechanics of Mathematics	Science/ Engineering Science	Product, Design and Manufacture	Foundation Apprenticeship Engineering or Civil Engineering 
	Higher / AH	Higher / AH	Higher / AH	Higher	

Skills and Qualities	Employment Route S4	Employment Route S5/6
Communication Explaining things Designing Planning and organisation Solution finding Teamwork	Employment from S4 – Modern apprenticeships Technician based (Entry levelled) Mechanics.	Civil, Mechanical, Electrical – Most modern apprenticeships in engineering now require you to have 2 Highers and a strong set of National 5s.





CITB  
Apprenticeships



UCAS Engineering  
and Technology

**College Courses**

**NC (one year)**

Pre apprentice Electrical installation  
 Engineering systems with skills for work  
 Measurement and control engineering  
 Engineering SWAP course  
 Electrical Engineering

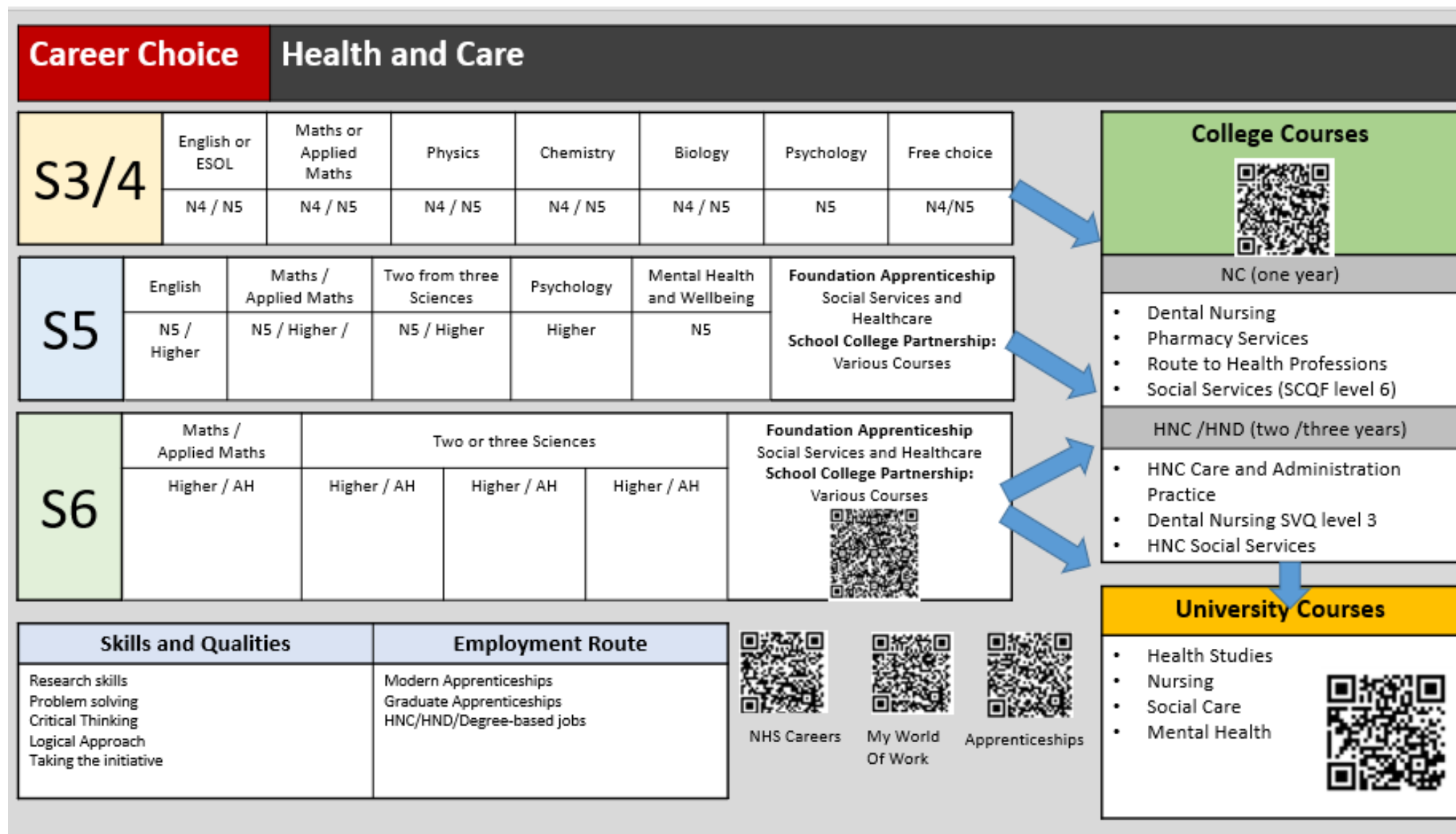
**HNC /HND / BEng**

Engineering systems with renewable systems  
 Civil engineering  
 Manufacturing engineering  
 Measurement and control engineering  
 Mechanical  
 Electronic engineering  
 BENG: Energy and Environmental Engineering  
 BENG: Electrical and Electronic Engineering  
 BENG: Civil Engineering

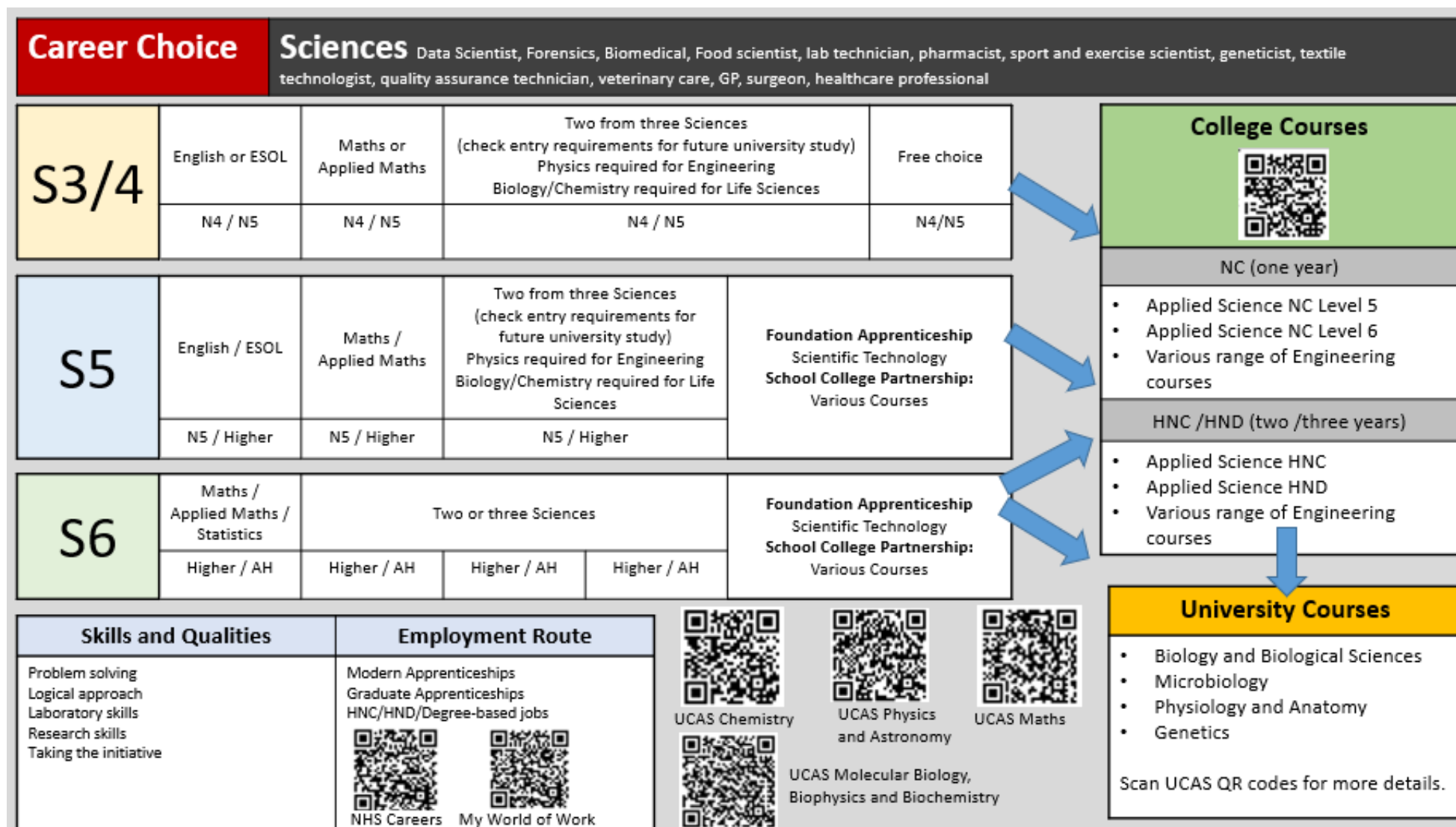
**University Courses**

Many Engineering based degrees:  
 Mechanical, Electrical, Civil, Software,  
 Sciences etc.  
 Scan UCAS QR code for more detail

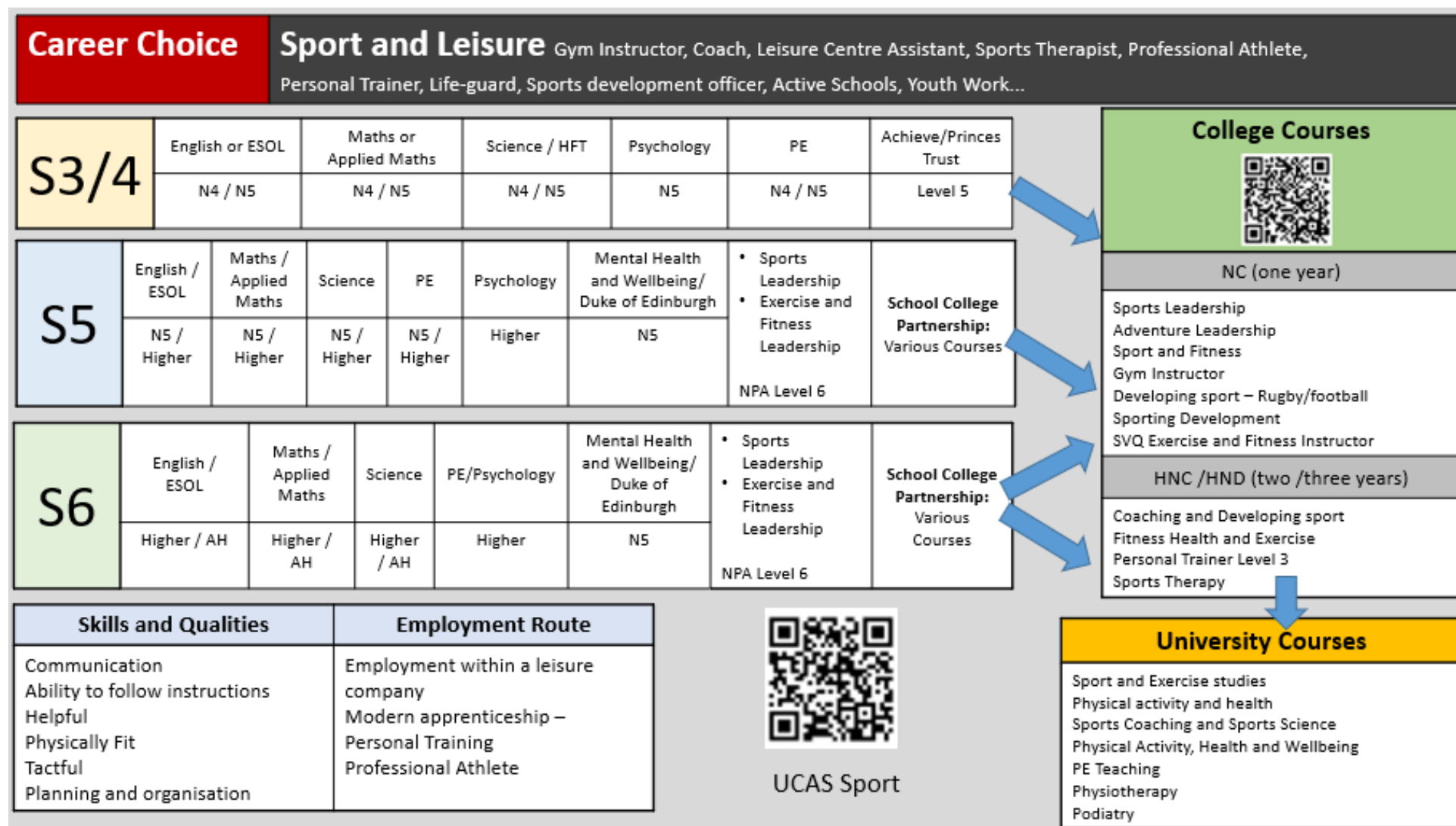
## Health &amp; Care



## Sciences

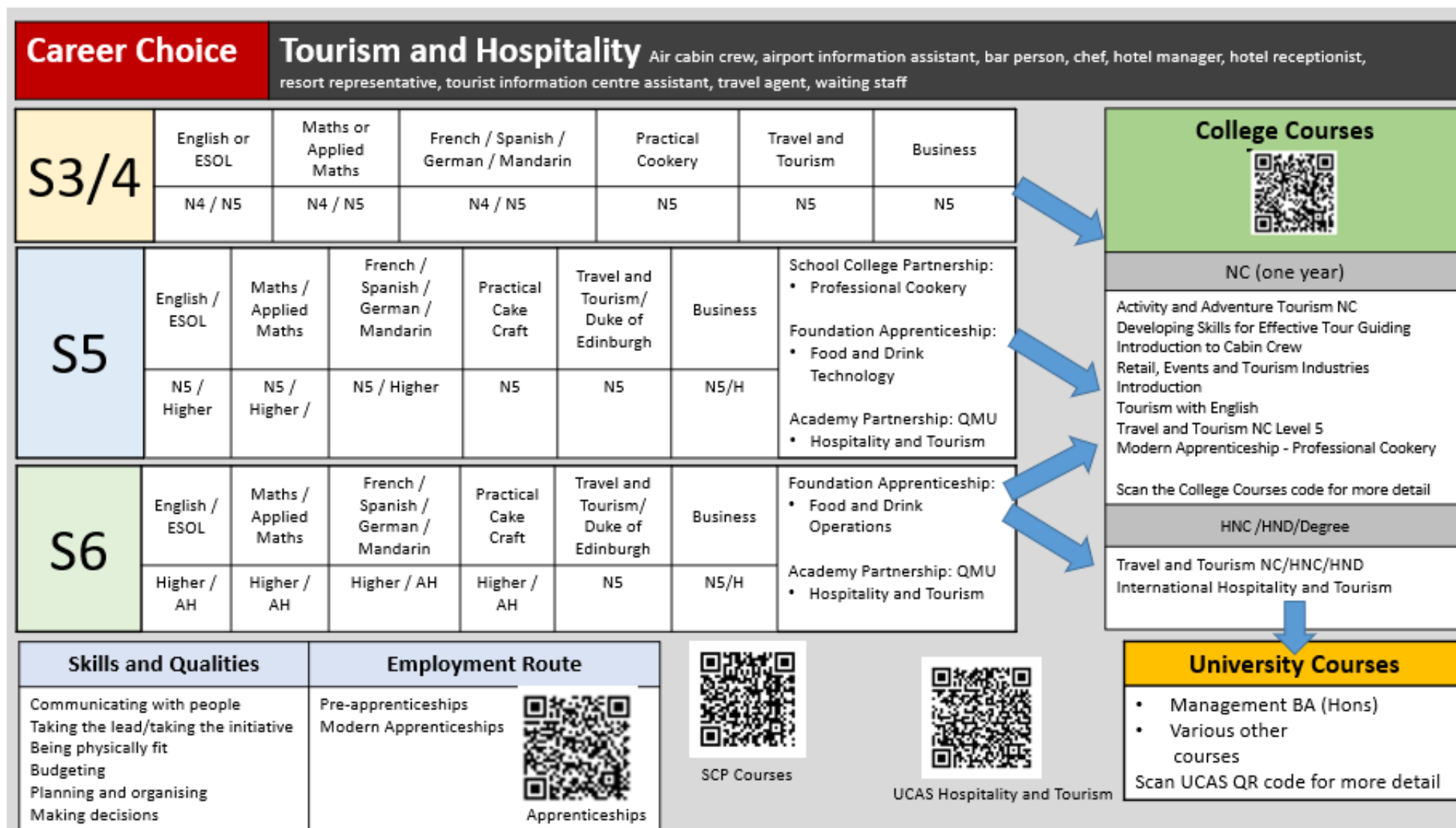


## Sport &amp; Leisure





## Tourism &amp; Hospitality



## Trades


Career Choice		Trades: Electrician, Joiner, Mechanic, Painter & Decorator, Plasterer, Plumber, Roofer, Stone Mason, Tiler					
S3/4	English/ ESOL	Maths/ Applied Maths	Science	Practical Woodwork	Product, Design and Manufacture	Graphic Communication	Possible work experience arranged with support from PSL.
	N4 / N5	N4 / N5	N3/4/5	N4 / N5	N4 / N5	N4 / N5	
S5	English/ ESOL	Maths/ Applied Maths	Science	Product, Design and Manufacture	Graphic Communication	Foundation Apprenticeship Engineering or Civil Engineering	
	N5 / Higher	N5 / Higher	N5 / Higher	Higher	N5 / Higher		

**Skills and Qualities**


Communication  
Team-work  
Problem solving  
Organisation  
Enthusiasm  
Practical  
Ability to work alone

**Employment Routes**

- Labouring (require a CSCS Card)
- Modern Apprentices with block release at college



CITB  
Apprenticeships




Edinburgh  
Guarantee

**College Courses**


**Leaving at S4**

- Pre apprenticeship in
  - Joinery
  - Plumbing
  - Painting and decorating
  - Brick Laying
  - Stone masonry
  - Plastering
- General Construction



**Leaving at S5/6**

- Construction Management
- Building surveying
- Built Environment
- Architectural Technology



## Personal Choice

My Choice!			Type of Job I'm thinking about:							
My Skills and Qualities			Possible Employment Routes							
S3	English /ESOL	Maths	Language	Science	Social Subject	Technologies	Expressive Arts	Free Choice 1	Free Choice 2	Free Choice 3
S4	English/ESOL	Maths								
S5										
S6										

College Courses	
NC (one year)	
HNC /HND/Degree	

University Courses	

## Qualifications explained

The diagram below shows how qualifications match up with each other. At a basic level, the qualifications at a given level have equivalent value. For example, a pass at National Progression Award (NPA) at Level 6 is equivalent to a Higher Grade C.

The different types of qualification will have different assessment methods and/or content. Some qualifications will better suit some pupils than others through the way they assess performance or in terms of content that might be more motivating for the young person.

## Qualifications explained

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For those were at school with earlier systems, this is how the previous exams compare:

Level 3	Level 4	Level 5	Level 6	Level 7
Standard Grade Foundation/ Access 3	Standard Grade General/ Intermediate 1	Ordinary ('O') Grade/ Standard Grade Credit/ Intermediate 2	Higher	Certificate in Sixth Year Studies (CSYS)/ A-Level

[illegible]

## Course Information Pages

### School-Based Academic Qualifications

On the next page is a list of school-based subjects offered in James Gillespie's High School from S3 to S6 for National Qualification so pupils in S3 can see the progression pathway for their chosen subjects further up the school.

Further detail for each S5 and S6 course can be found in the next section, '*Courses on Offer*'.

Pupils in S5 and S6 will have additional options to choose from, including part-time college courses and Foundation Apprenticeships (2-year course over S5/6).

Not all courses from the list below will be offered at National 4/Level 4 during S5/6.

### Gaelic Medium Education

GME pupils are not required to study this beyond S4 but many do continue to study Gàidhlig to Higher and even Advanced Higher levels.



## Courses and Progression Pathways within School

Subject	Level 4	Level 5	Level 6	Level 7
	Nat. 4	Nat. 5	H/FA/NPA	AH/A-Level
Achieve/Princes' Trust (S3 option)	✓			
Applications of Mathematics	✓	✓	✓	
Art and Design	✓	✓	✓	✓
Biology	✓	✓	✓	✓
Business Management	✓	✓	✓	
Business Skills (S5/6 option)			✓	
Cake Craft (S5/6 option)	✓	✓		
Chemistry	✓	✓	✓	✓
Classical Studies (S6 option)			✓	
Computing Games Development	✓	✓	✓	
Computing Science	✓	✓	✓	✓
Creative Digital Media (S6 option)			✓	
Creative Thinking (S5/6 option only)		✓	✓	
Cyber Security (S5/6 option)	✓	✓	✓	
Dance		✓	✓	
Drama	✓	✓	✓	
Duke of Edinburgh (S5/6 option)	✓	✓		
Engineering Science	✓	✓	✓	
English	✓	✓	✓	✓
Environmental Science	✓	✓	✓	
ESOL	✓	✓	✓	
French	✓	✓	✓	✓
Gàidhlig (only for GME pupils)	✓	✓	✓	✓
Gàidhlig Learners (S3 option)	✓	✓	✓	✓
Geography	✓	✓	✓	✓
German	✓	✓	✓	✓
Graphic Communication	✓	✓	✓	✓
History	✓	✓	✓	✓
History GME (S3 GME option)	✓	✓		
Human Biology			✓	
Journalism			✓	
Laboratory Skills (S5/6 option)		✓		
Language Skills for Life and Work (S3 option)	✓	✓		
Leadership in Modern Languages (S5/6 Option)	✓	✓		
LEAPS (S6 option)				✓
Mandarin	✓	✓	✓	✓
Mathematics	✓	✓	✓	✓
Mathematics of Mechanics (S6 option)				✓
Media Studies	✓	✓	✓	
Mental Health and Wellbeing (S5/6 option)	✓	✓		
Modern Languages Baccalaureate (S6 option)				✓
Modern Studies	✓	✓	✓	✓
Modern Studies GME (S3 GME option)	✓	✓		
Music	✓	✓	✓	✓
Music Technology	✓	✓	✓	
Numeracy and Personal Finance (S5/6 option)		✓	✓	
Physical Education	✓	✓	✓	
PE: Sports Leadership/Exercise and Fitness (S5/6 option)		✓	✓	
Physics	✓	✓	✓	✓
Powering Futures/Effective Now Leadership and Employability (S5/6 option)		✓	✓	
Politics (S6 option)			✓	
Practical Cookery (S3 option)	✓	✓		
Practical Woodworking (S3 option)		✓		
Product Design and Manufacture	✓	✓	✓	
Psychology	✓	✓	✓	
RMPS	✓	✓	✓	
Science Baccalaureate (S6 option)				✓
Scientific Technologies (S5/6 option)			✓	
Scottish Studies (S5/6 option)		✓		
Social Services, Children and Young People (S5/6 option)			✓	
Social Subjects Baccalaureate (S6 option)				✓
Sociology (S5/6 option)	✓	✓		
Spanish	✓	✓	✓	✓

## Course Information Pages

**Explanatory Notes:**

The courses offered are the ones we hope to run next session. They are dependent on:

- Number of pupils choosing a course
- Changes in staffing

It is sometimes necessary to withdraw a course when we start to construct the timetable. If this is the case, we will speak to those involved and look for alternatives such as your reserve choices.

**Course Content**

Each course offered will offer detail on the topics and unit studied throughout S3 and S4. Please ensure you know the content of any course you choose to study, as changing a course once you start this may not be possible.

**Course Assessment**

Each course will offer detail on how it will be assessed, leading to the National Qualification in that subject.

**Career Paths**

Each course will list the potential jobs and careers that you may enter from studying that subject.

# Design and ICT

## Art & Design

- ✓ National 5/level 5
- ✓ Higher/level 6
- ✓ A Level/level 7

**Curriculum Leader: Mr S. Corson**

### Entry Requirements

#### Nat 5

Nat 4 and anyone new to the subject area

#### Higher

A or B at National 5, or a grade C based on individual circumstance and only in agreement with subject CL

#### **A-Level (*S5 over 2 years, S6 over 1 year FOR NEXT SESSION ONLY*)**

S5: A at N5 and A or B at N5 English for H and A-Level over 2 years

S6: A or B at Higher.

## Art & Design National 5

### Course Content

**Design Activity** with integrated Critical Studies focuses on the creation of a design brief and the experience of working through the design process using problem solving skills and critical thinking to fulfil the requirements of the brief.

Design areas may include jewellery design & body adornment, textile design covering areas such as costumes, masks, hats and bags, graphic design, architecture design or product design. The Critical Studies element will develop the pupil's understanding and appreciation of designers' working practices. They will also develop knowledge and understanding of the social and cultural influences on design work.

**Expressive Activity** with integrated Critical Studies focuses on the expression of personal ideas, thoughts and feelings in visual terms through the use of a variety of media and techniques including drawing, painting, collage, sculpture and printmaking. The Critical Studies element will involve pupils developing their knowledge, understanding and appreciation of historical and contemporary artists' working practices. They will also develop knowledge and understanding of the social and cultural influences on art-work.

**Homework** - The integrated Critical Studies element of each unit requires the student to conduct a substantial degree of personal and independent research that will support practical work covered in class.

#### **Course Structure:**

Expressive with integrated Critical Studies  
(100 marks)

Design with integrated Critical Studies  
(100 marks)

### Assessment

Design folio: 40%,  
Expressive folio: 40%,  
Written paper: 20%

*Design & Expressive portfolios*

*Final written exam*

**Art & Design Higher****Course Content:**

*“Art & Design promotes creative problem solving skills, critical and creative thinking skills and confidence in verbal, written and visual communication to allow successful progression to the world of work and further /higher education within the creative industries.” This course allows choice in depth and breadth of study across the key areas within Art & Design, and associated Art & Design history.*

**The course comprises the submission of two folios of work with a written exam**

**Expressive Activity with integrated Critical Studies** focuses on the expression of personal ideas, thoughts and feelings in visual terms through the use of a variety of media and techniques including drawing, painting, collage, sculpture and printmaking. The Critical Studies element will involve pupils developing their knowledge, understanding and appreciation of historical and contemporary artists’ working practices and the social and cultural influences on art-work.

**Design Activity with integrated Critical Studies** focuses on the creation of a design brief and the experience of working through the design process using problem solving skills and critical thinking to fulfil the requirements of the brief to produce a final outcome. Choice within the Design Activity encompasses jewellery design & body adornment, textile design covering areas such as costume and fashion, masks, hats and bags, 2D graphic design, architecture/environmental design or product design. The Critical Studies element will develop the pupil’s understanding and appreciation of designers’ working practices and the social and cultural influences on design work.

**Assessment:**

Internal Units for all levels are:

- Design Activity with associated written work
- Expressive Activity with associated written work

Design folio: 38.5 %,

Expressive folio: 38.5%,

Written paper: 23%

**Final Exam**

Design and Expressive folios are submitted to the SQA for external assessment, folios are worth 100 marks each. A written exam worth 50 marks (National 5) and 60 marks (Higher) is also externally assessed.



### Art & Design: A Level

#### Course Content:

*The A Level GCE Art and Design course is very dynamic and exciting. It offers a broad ranging, portfolio and studio-based methods of working. It gives the individual pupil a freedom of choice, in regard to disciplines, and completely supports and prepares a pupil who wishes to apply to an Art based University, College or Further Education course.*

At James Gillespie's High School, we teach the Pearson's EdExcel A-Level course which we believe offers every pupil the opportunity to pursue their own interests and ideas through a structured but creatively flexible course. This supports the individual pupil and is an incredible opportunity for personal diversification, deepening knowledge and skills within two distinct components over one intensive year or four components over two years. This is an intellectual, imaginative and creative course that develops students' intuitive capabilities and challenges S5/S6 students to think independently as artists and designers in their individual areas of strength.

The breadth of disciplines associated with the Unendorsed Art and Design are painting and drawing, printmaking, sculpture, alternative media, scenography, architectural, environmental and interior design, product design, constructed textiles, dyed textiles, printed textiles, fine art textiles, fashion textiles, film-based photography, digital photography, film and video, advertising, illustration, packaging, typography and interactive media.

There is greater flexibility in the delivery of the new A Level Art & Design 2015 as the AS is a stand-alone qualification and not part of A Level so can therefore be co-taught allowing students to focus on one or the other depending on level of ability. The work submitted for the AS Personal Investigation can form part of the A Level Personal Investigation submission, but it is important to note that A Level standard is higher than AS standard. It is essential that students are prepared to undertake a substantial amount of study in their own time and to come into the department whenever they have free periods in the week to produce additional practical work.

#### Assessment:

**Component 1** -Personal Investigation 60% with four assessment objectives worth 90 marks (18 marks of which are for a Written Personal Study Essay (1000-3000 words). The other 72 marks are from their folio, sketchbooks and final outcome as described below.

**AO1** Develop ideas informed by contextual and other sources

**AO2** Explore and select resources, materials, techniques and processes, reviewing and refining work as it develops

**AO3** Record ideas by observational drawing or using a camera and write reflective comments

**AO4** Present a personal meaningful response/final outcome that makes connections between visual and other elements.

**Component 2**-Exam Unit 40%- The Exam Paper is provided from 1st Feb until May when students sit a 15 hour exam over three consecutive days in May in which they make their final piece to their Exam Unit Component 2. This unit is worth 72 marks and is marked with the same four objectives as Component 1 above.

#### Career Paths:

Graphic Designer

*Fine Artist*

*Visual Merchandiser*

Arts Exhibition Organiser

*Textile Designer*

*Architect*

*Games Designer*

Jewellery Designer

**Computing Science**

- ✓ National 5/level 5
- ✓ Higher/level 6
- ✓ Advanced Higher/level 7

**Curriculum Leader: Mr S. Corson****Entry Requirements****Nat 5**

- Pass at National 4 Computing Science with teacher recommendation.
- Grades A, or B at National 5 in Math - based on individual circumstance and only in agreement with subject CL.

**Higher**

- A or B at National 5, or a grade C based on individual circumstance and only in agreement with subject CL.
- Grades A, or B at Higher in Math - based on individual circumstance and only in agreement with subject CL.

**Adv Higher**

- A or B at Higher, or a grade C based on individual circumstance and only in agreement with subject CL.

**National 5****Course Content**

In National 5 the following four topics are covered:

- Computer Systems – How computers work and how they store information.
- Database Design & Development – Planning, creating and populating databases. You will also learn how to interact with a database using SQL to find and manipulate the data held within. Microsoft Access is used as the database management software.
- Website Design & Development – Planning and creating websites. You will learn how to create a website using HTML (content), CSS (colours and formatting) and JavaScript (interactivity).
- Software Design & Development – Planning, creating and testing software/programs. You will learn how to create simple sequential programs using Python. You will learn the majority of the basic programming constructs and data structures.

**Assessment**

Throughout your studies you will complete an end of topic test for each topic.

National 5 has two SQA assessments; one open-book practical assessment worth roughly 30% of the course which covers the DDD, WDD and SDD topics and one closed-book written assessment worth 70% of the course which covers all topics. Both assessments are externally marked.

The practical assessment involves creating a piece of software following a given design, creating a database and interacting with it using SQL and creating a website based on a given design using HTML and some CSS to add the information and formatting.

**Higher****Course Content**

Building upon the work completed in National 5, the same four topics are covered in more depth looking at more advanced concepts:

- Computer Systems – Expanding upon how data is stored in the computer as well as exploring factors that may affect a computer's performance and how instructions are executed. You will also look at some security risks and how you may best protect computers and the data they store.
- Database Design & Development – Expanding upon National 5 knowledge to design and create databases with three or more tables, using a wider range of relationship cardinality. There is a large focus on introducing many more advanced SQL concepts to allow for further interaction with the data stored within. Microsoft Access is used as the database management software.
- Website Design & Development – Expanding upon the simple websites created in National 5 to create a more modern website with commonplace features that are widely in use today. This includes creating web forms, navigation bars and displaying elements beside each other horizontally. You will also explore in much greater depth how JavaScript can be used to introduce greater interactivity to a website.
- Software Design & Development – Expanding upon the National 5 programming to begin designing and creating modular programs with more advanced data structures, predefined functions and standard algorithms. You will also learn how to read and write to files to store data while the program is not running.

**Assessment**

Throughout your studies you will complete an end of topic test for each topic.

Higher has two SQA assessments; one open-book practical assessment worth roughly 30% of the course which covers the DDD, WDD and SDD topics and one closed-book written assessment worth 70% of the course which covers all topics. Both assessments are externally marked.

The practical assessment involves creating a piece of software following a given design, creating a database and interacting with it using SQL and creating a website based on a given design using HTML and some CSS to add the information and formatting.

### Advanced Higher

#### Course Content

Building upon the work completed in Higher, three topics are explored in a greater depth looking at more advanced concepts and how they would integrate with one another:

- Database Design & Development – Building upon previous knowledge to design databases in such a way that more accurately reflects the real-world processes. There is a shift towards using only SQL to create databases and interact with the data held within using a variety of new SQL operations and SQL data types. Some new SQL is introduced that allow for some very advanced and complex queries to be created as well as allowing some operations to be carried out easier than previous levels. This will be completed by using Python to run SQL queries.
- Website Design & Development – Building upon previous knowledge to design responsive websites with more detail and advanced features. You will use CSS to create responsive website that change their layout depending on the screen's size. You will learn how to implement server-side processing to process HTML forms and interact with the data held within a database using PHP. As part of learning PHP you will be able to implement a login system within your websites.
- Software Design & Development – Building upon your previous programming experience, you will begin to explore Object-Orientated Programming which more accurately reflects the majority of real-world programming. As part of this you will learn how to design and implement programs that make use of your own objects/classes. There will also be further exploration into more advanced data structures and standard algorithms.

The majority of the time spent in class after October will be dedicated to the development of your Advanced Higher Project following the iterative development methodology. This project allows for some creativity and freedom to explore and create a digital solution to a problem you have chosen. The project must integrate two of the three topics described above and must contain some specific Advanced Higher concepts within your solution. Pupils in the past have explored the use of machine learning, creating a revision system using flashcards and visual quizzes, creating a live tutoring website, creating an RPG game (textual and graphical), exploring the use of Virtual Reality and much more!

#### Assessment

Throughout your studies you will complete an end of topic test for each topic.

Higher has two SQA assessments; one closed book written assessment worth 40% of the course which covers all topics and the Advanced High Project worth 60% of the course that is developed over the majority of the year. Both assessments are externally marked.

#### Career Paths

- |   |   |   |
|---|---|---|
| • <a href="#">Application analyst</a>       | • <a href="#">Game designer</a>             | • <a href="#">Penetration tester</a>            |
| • <a href="#">Applications developer</a>    | • <a href="#">Games developer</a>           | • <a href="#">Software engineer</a>             |
| • <a href="#">Business analyst</a>          | • <a href="#">IT sales professional</a>     | • <a href="#">Systems analyst</a>               |
| • <a href="#">Cyber security analyst</a>    | • <a href="#">IT trainer</a>                | • <a href="#">Telecommunications researcher</a> |
| • <a href="#">Data analyst</a>              | • <a href="#">Machine learning engineer</a> | • <a href="#">UX designer</a>                   |
| • <a href="#">Data Scientist</a>            | • <a href="#">Nanotechnologist</a>          | • <a href="#">Web designer</a>                  |
| • <a href="#">Electronics Engineer</a>      | • <a href="#">Network engineer</a>          | • <a href="#">Web developer</a>                 |
| • <a href="#">Forensic computer analyst</a> |   |   |

**NPA Computer Games Development (at another school)**✓ **National Progression Award Levels 4, 5 and 6***Interested pupils will travel to another school in the authority***Entry Requirements****Level 4**

- Previously achieved a National 4 in Math and National 4 in English.

**Level 5**

- Level 4 award in the NPA Computer Games Development.
- Previously achieved a National 4 or above in Computing Science.

**Level 6**

- Level 5 award in the NPA Computer Games Development.
- A or B at National 5, or a grade C based on individual circumstance and only in agreement with subject CL.
- A, B or C at Higher, or a grade D based on individual circumstance and only in agreement with subject CL.

**Levels 4, 5 and 6****Course Content**

Each level of the NPA Computer Games Development qualification covers the same three topics. As you advance from level 4 to level 6 you will be required to demonstrate knowledge of more advanced concepts, more advanced programming skills and larger, more complicated games. In Level 6, you would be expected to implement some of your code for the game in a written programming language yourself without using any of the in-built functionality of the game engine.

The three topics within this course are:

- Design – Research games that have been released to identify and discuss various design elements that have been used. You will create two design proposals for two games before creating the design proposal for the game you will create as part of this course.
- Media Assets – Research the laws around the use of media assets (images, videos, audio and text) within video games. Create and legally source the media assets you will use within your game. You will be required to create at minimum some images and some audio media assets.
- Development – Using the provided game engine, create your game following the design proposal you created ensuring you meet the complexity required for your level of study. You will also test and evaluate your game.

**Assessment**

This course's assessment is internally marked by the teacher and there is no final exam. Throughout the course you will be creating a portfolio that demonstrates your knowledge and ability towards the level you are studying for each topic. By the end of the course, your portfolio should have demonstrated your knowledge and ability by answering a variety of short-answer questions, creating three design proposals, creating a variety of media assets, and creating a working game.

**Career Paths**

- |                             |                                  |
|-----------------------------|----------------------------------|
| • Game Developer/Programmer | • UI/UX Designer                 |
| • Game Designer             | • Audio Engineer/Sound Designer  |
| • Game Artist/Animator      | • Game Producer/Project Manager  |
| • Game Tester/QA Analyst    | • Game Educator/Instructor       |
| • Technical Artist          | • Virtual Reality (VR) Developer |

**NPA Cyber Security (at another school)**✓ **National Progression Award Levels 4, 5 and 6***Interested pupils will travel to another school in the authority***Entry Requirements****Level 4**

- National 4 in Math and National 4 in English.
- National 4 in Computing Science.

**Level 5**

- Level 4 award in the NPA Cyber Security.
- A or B at National 5, or a grade C based on individual circumstance and only in agreement with subject CL.

**Level 6**

- Level 5 award in the NPA Cyber Security.
- A or B at Higher, or a grade C based on individual circumstance and only in agreement with subject CL.

**Levels 4, 5 and 6****Course Content**

Each level of the NPA Cyber Security qualification covers the same three topics. As you advance from level 4 to level 6 you will be required to demonstrate knowledge of more advanced concepts and more advanced practical skills.

The three topics within this course are:

- **Data Security** – Explore the dangers and risks of data breaches of personal data and data held by businesses. You will also explore a large variety of techniques used to help businesses and individuals keep their data secure on their devices and across a network.
- **Digital Forensics** – Explore the digital forensics process used to investigate a digital crime. You will also learn about the techniques and tools used to carry out an investigation. Finally, you will use some of the tools you have learnt about to carry out some investigations yourself.
- **Ethical Hacking** – Research relevant legislation relating to cyber-crime and hacking as well as the current techniques used by ethical and malicious hackers to compromise computer systems. You will also learn about and put into practice, various ethical hacking techniques to carry out penetration tests on a variety of computer systems.

**Assessment**

Each topic has two assessments; an externally marked closed-book multiple choice assessment and an internally assessed open-book practical assessment. The multiple-choice assessment is delivered online by the SQA and they only permit two attempts of the assessment. The practical assessments will involve you demonstrating your practical knowledge of each topic.

**Career Paths**

- |  |   |
|--|---|
| • Security Analyst                         | • Cybersecurity Consultant                        |
| • Penetration Tester/Ethical Hacker        | • Security Auditor/Compliance Analyst             |
| • Security Consultant                      | • Cryptographer                                   |
| • Security Engineer                        | • Forensic Analyst                                |
| • Security Architect                       | • Security Trainer/Educator                       |
| • Network Security Engineer                | • Identity and Access Management (IAM) Specialist |
| • Information Security Officer             | • Malware Analyst                                 |
| • Security Operations Center (SOC) Analyst | • Security Researcher                             |
|  | • Chief Information Security Officer (CISO)       |



## Creative Thinking SCQF 5

**Curriculum Leader: Mr S. Corson**

**Entry Requirement:** Minimum three SCQF5/N5 or level 5 passes in previous academic year.

### Course Outline

The Creative Thinking qualification is a project-based learning experience, particularly suited to senior students targeting a creative pathway at college or university level. With creative projects at its heart, the qualification has an emphasis on students setting and responding to their own real-world briefs, offering an enriching opportunity to explore themes, issues and topics close to them personally. The qualification enables learners build a deep portfolio of work that helps them stand out as a creative individual and active participant in shaping the future. Students use sketchbooks to record their exploration and connection with a theme, before visually conceptualising, testing and refining their ideas towards a final proposal. The course feels different to other Level 6 learning in a school setting – with an emphasis on inter-disciplinary knowledge application over purely knowledge building. The course offers learners extremely high levels of autonomy and control in their learning, suiting young people who are independently minded, socially engaged, energetic and be able to embrace and action feedback.

The course has been designed through extensive partnership between schools, higher education and employers – including Edinburgh College of Art and Glasgow School of Art.

Please view example student work on our course website: [creativethinkingjghs.my.canva.site](https://creativethinkingjghs.my.canva.site)



### Course content

Students will work on three creative projects across the course. Examples of projects include:

- Circular Brand – The Ellen MacArthur Foundation challenges students to create a global fashion brand which moves away from a wasteful linear economy to a more sustainable model.
- Campaign for Kindness- Students explore real-world societal need and disadvantage, designing a social campaign to support positive change for a demographic or cause of their choice.
- Van of Dreams- Your local community has been gifted a campervan. How can you use it to create a product, service or experience for the benefit and joy of a specific user group local to you?

### Progression Pathways

The qualification carries 24 SCQF points. SCQF6 carries full UCAS points equal to Higher at grade C.



### Assessment

Course assessment is based upon three project submissions. Assessment places emphasise on process rather than just final outcome.

- October 2026 – Project 1 Portfolio Submission (Graded A-D)
- January 2027 – Project 2 Portfolio Submission (Graded A-D)
- April 2027 – Project 3 Portfolio Submission (Graded A-D)

There is no written exam assessment for this course. There are not unit only awards or Level 4 options.

Student evidence comes primarily from manual sketchbook work, and other manual/digital media selected by students for final project proposals.

### Career Pathways

The qualification supports and prepares a student for entry into any sector or industry, but particularly benefits students applying to creative centred University/College courses that require portfolio submission.

## Creative Thinking SCQF 6

Curriculum Leader: S. Corson

**Entry Requirement:** National 5 English**Course Outline**

The Creative Thinking qualification is a project-based learning experience, particularly suited to senior students targeting a creative pathway at college or university level. With creative projects at its heart, the qualification has an emphasis on students setting and responding to their own real-world briefs, offering an enriching opportunity to explore themes, issues and topics close to them personally. The qualification enables learners build a deep portfolio of work that helps them stand out as a creative individual and active participant in shaping the future. Students use sketchbooks to record their exploration and connection with a theme, before visually conceptualising, testing and refining their ideas towards a final proposal. The course feels different to other Level 6 learning in a school setting – with an emphasis on inter-disciplinary knowledge application over purely knowledge building. The course offers learners extremely high levels of autonomy and control in their learning, suiting young people who are independently minded, socially engaged, energetic and be able to embrace and action feedback.

The course has been designed through extensive partnership between schools, higher education and employers – including Edinburgh College of Art and Glasgow School of Art.

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**Course content**

Students will work on three creative projects across the course. Examples of projects include:

- Circular Brand – The Ellen MacArthur Foundation challenges students to create a global fashion brand which moves away from a wasteful linear economy to a more sustainable model.
- Campaign for Kindness- Students explore real-world societal need and disadvantage, designing a social campaign to support positive change for a demographic or cause of their choice.
- Van of Dreams- Your local community has been gifted a campervan. How can you use it to create a product, service or experience for the benefit and joy of a specific user group local to you?
- 

**Progression Pathways**

The qualification carries 24 SCQF points. SCQF6 carries full UCAS points equal to Higher.

S5

S6

Creative Thinking  
SCQF6



College/University

**Assessment**

Course assessment is based upon three project submissions. Assessment places emphasise on process rather than just final outcome

- October 2026 – Project 1 Portfolio Submission (Graded A-D)
- January 2027 – Project 2 Portfolio Submission (Graded A-D)
- April 2027 – Project 3 Portfolio Submission (Graded A-D)

There is no written exam assessment for this course.

Student evidence comes primarily from manual sketchbook work, and other manual/digital media selected by students for final project proposals.



## Engineering Science

- ✓ National 5/ level 5
- ✓ Higher/ level 6

Curriculum Leader: Mr S. Corson

### Entry Requirements:

#### Nat 5

*Nat 4* - based on individual circumstance and only in agreement with subject CL

#### Higher

A or B at National 5, or a grade C based on individual circumstance and only in agreement with subject CL

## Engineering Science National 5

Engineering Science enables learners to apply knowledge and understanding of key engineering facts and ideas, and to understand the relationships between engineering, mathematics and science.

### Course Outline:

Pupils will bring together elements of science, technology, and mathematics, then apply these to real-world challenges, and build challenging, coherent and enjoyable journeys for learners through all levels. With insights into the opportunities and challenges in engineering, the units provide a strong basis for further study or a career in any branch of engineering.

### Course Structure:

This course is split into three topics:

- Engineering Contexts & Challenges
- Electronics & Control
- Mechanisms & Structures

### Assessment:

Nat 5 Assignment

Question Paper 69%

Assignment 31%

## Engineering Science Higher

### Course Content:

This course builds on the foundation of the National 5 course and is ideal for any pupil wishing to go on to further study of engineering.

If you are looking for a deeper understanding of the central role of engineers as designers and problem-solvers, then this course is an ideal choice.

The course provides a challenging exploration of engineering, so pupils can extend their knowledge of key concepts including; Systems, Energy and efficiency, Engineering roles and disciplines, Analogue and Digital Electronics, Drive systems, Pneumatics. A combination of this course and a pure science course will provide a very strong foundation for further study of engineering or the sciences.

### Assessment:

Question Paper 69%

Assignment 31%

## Graphic Communication

- ✓ National 5/ level 5
- ✓ Higher/ level 6

Curriculum Leader: Mr S. Corson

### Entry Requirements

#### Nat 5

*Nat 4 or Design & Manufacture / Art based subject* – based on individual circumstance and only in agreement with subject CL

#### Higher

A or B at National 5, or a grade C based on individual circumstance and only in agreement with subject CL

#### Adv Higher

A or B at National 5, or a grade C based on individual circumstance and only in agreement with subject CL

## Graphic Communication National 5

### Course Content

You will study pictorial sketching and drawing, printing, publishing, packaging, engineering drawing, digital imaging, computer graphics, digital photography and related areas. The discipline includes media and mass communication involving the creation and production of advertising, marketing, engineering and architectural drawings, magazine articles, newspapers, catalogues, packages and other media in printed and digital form.

The Graphic Communication industry is estimated to be the 4th largest manufacturing industry in the world. Many graphic communication jobs are high tech, highly skilled, high paying, creative, and innovative. Further and higher education graduates are in high demand by leading national and international corporations.

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- 2D Graphics
- 3D and Pictorial Graphics
- Course assignment / Added Value Unit and an external exam.

### Assessment

*Final Exam/Question Paper – 67%,*

*Assignment – 33%*

*This assignment is an 8-hour timed exam, conducted in school.*

**Graphic Communication Higher****Course Content:**

*“Graphic Communication provides you with all the necessary skills and knowledge to progress to further / higher education and the world of work with confidence . And to work successfully within the creative industries.” This course is the study of Preliminary, Production and Promotional graphics in construction, industry, education and commerce.*

Students will learn to create preliminary 2D and 3D free-hand sketches and drawings using a variety of different techniques, before gradually developing more detailed production type drawings using Computer Aided Design to 3D model products and scenarios prior to rendering using Illustration & Presentation software and subsequently creating multi-page promotional graphic presentations.

Students will also be required to become familiar with the impact and influences of graphics upon industry, retail business and society.

Internal Units for all levels are:        2D Graphic Communication  
   3D & Pictorial Graphic Communication

**Assignment:**

*8 hour timed assignment in class set by the SQA – 36% of the final grade*

**Assessment:**

*8 hour timed assignment in class set by the SQA – 36% of the final grade*

Final Exam – 64% - sat during exam time.



# English

## Communication, Literature and Culture

✓ Level 5

✓ Level 6

Curriculum Leaders: Mrs F. Kirkwood and Mr A. Crosbie

### Entry Requirements

**Level 5:** Pass at National 4 English

**Level 6:** Pass at National 5 English

### Course Overview:

‘Communication, Literature, and Culture’ is an enriching and dynamic course which provides an opportunity to achieve a National 5 or Higher level English qualification. **It is accepted by many colleges and universities across Scotland as an alternative qualification to Higher English. For example, this course meets the English qualification entry requirement for PGDE Primary Education at the University of Edinburgh.** The course is assessed through ongoing class assignments rather than a final exam, with the focus on developing the communication skills you need to take your education or employment further. The complete course, including optional units, is worth 36 SCQF credit points in total (for reference - Higher English is worth 24).

The course is made up of 2 units at Level 6, worth 18 SCQF credit points:

- **Communication**
- **Literature 1**

There will also be the option of completing 2 additional units for a further 18 SCQF credit points:

- **English with a Scottish Context comprising**
  - *analysis and evaluation*
  - *creation and production*

### Course Objectives:

- To develop essential skills in reading, writing, talking, and listening and to allow learners to demonstrate their abilities and progress without the pressure of external assessments.
- To offer engaging and stimulating content that encourages deep engagement with literature and cultural studies.
- To provide a clear and supportive pathway to Higher English in S6, preparing students for the demands of this advanced course.

### Who Should Enrol:

This course is ideal for learners who want to further develop their core English skills in a supportive environment that does not involve externally assessed examinations. It suits those looking to enhance their literacy capabilities and gain confidence in their language use, setting a strong foundation for potential advancement to Higher English or to the world of work.

### Assessment:

There is no final exam for the award. Assessments will take place at appropriate points throughout the course.

## English

- ✓ National 5/ level 5
- ✓ Higher/ level 6
- ✓ Adv Higher/ level 7

Curriculum Leaders: Mrs F. Kirkwood and Mr A. Crosbie

## Entry Requirements

## National 5

- Subject teachers and PSLs can advise on the most appropriate pathway for you
- National 4 English (including National 4 Literacy and Added Value)

## Higher

- A or B at National 5 English or a grade C based on individual circumstance and only in agreement with subject CL

## Advanced Higher

- A or B at Higher English, or a grade C based on individual circumstance and only in agreement with subject CL

## English National 5 and Higher

## Course Content:

## Critical Reading: This involves two units of work as follows:

1. *Literary Study:*  
The detailed study of a text, either poetry, drama, prose or media, in order to prepare to write a critical essay on an unseen question in the exam.
2. *Scottish Context:*  
The detailed study of one of the texts from the SQA set text list to prepare to answer unseen understanding and analysis questions on an extract of the text.

## Reading for Understanding, Analysis and Evaluation:

Pupils will regularly read non-fiction articles and high-quality journalism. They will learn how to answer questions asking them to put the writer's ideas into their own words, to analyse the writer's language and to evaluate the article.

## Writing Portfolio:

Pupils will produce several pieces of writing across different genres, for example, creative, personal and persuasive. They will select their strongest piece of writing to redraft.

## Assessment

The course award is determined by performance in three externally assessed elements:

1. *Portfolio:*  
This is a piece of writing, either broadly creative or broadly discursive, which pupils produce over the course of the first term. This coursework is then submitted to the SQA for assessment in the second term. It is marked out of 30 and is worth 30% of the final grade.
2. *Exam Question Paper 1: Reading for Understanding, Analysis and Evaluation*  
This involves reading a previously unseen non-fiction text and answering a series of understanding, analysis and evaluation questions. It is marked out of 30 and worth 30% of the final grade.
3. *Exam Question Paper 2: Critical Reading of a Scottish Text, and another text studied in class.*  
There are two sections to this paper. The first is the Scottish Context element where pupils will be asked a series of questions on an extract of a text which they have studied over the course of the year. Section 2 is the of the paper asks pupils to respond to a question with a critical essay on a text that they have studied. Each section is marked out of 20, and the paper is worth 40% of the final grade.

## English Advanced Higher

**Course Content:**

The Advanced Higher English Course provides learners with the opportunity to apply critical, analytical and evaluative skills to a wide range of complex and sophisticated texts from different genres. Learners develop refined writing skills, responding and exploring to the way structure, form and language shape the overall meaning of texts.

**Assessment****Portfolio (60%)**

**Dissertation:** Learners will produce a dissertation to demonstrate planning, research and presentation of their knowledge and understanding of an aspect or aspects of literature. This dissertation will be at least 2,500 words long and is marked out of 30.

**Writing:** Learners will produce writing for a clear purpose. The writing can be from the following types: Persuasive / informative / argumentative; Personal/reflective; Poetry; Prose fiction; Drama. The writing portfolio is marked out of 30.

**Exam (40%)***Paper 1: Literary study*

There will be a choice of questions from the genres of Drama, Prose fiction, Prose non-fiction and Poetry. This section will have 20 marks (20% of the total mark). Questions on the texts will demonstrate the skills of understanding, analysis and evaluation. Candidates will select one question.

*Paper 2: Textual analysis*

There will be a choice of questions from the genres of Drama, Prose fiction, Prose non-fiction and Poetry. This paper has 20 marks (20% of the total mark). Candidates will select one question.

**Career Paths**

- Editorial Assistant
- EAL Teacher
- Lexicographer
- Magazine Journalist
- Newspaper Journalist
- Teacher
- Public Relations
- Writer
- Academic Librarian
- Advertising Executive
- Advertising Copywriter
- Arts Administrator
- Information Officer
- Marketing Executive

**E.S.O.L. (English for Speakers of Other Languages)**

- ✓ **National 5**
- ✓ **Higher**

Curriculum Leaders: Mrs F. Kirkwood and Mr A. Crosbie

**Entry Requirements:****National 5**

- ✓ National 4 English or ESOL
- ✓ Discussion with the EAL teacher and CL

**Higher**

A or B at Nat. 5, or a grade C based on individual circumstance and only in agreement with subject CL

**E.S.O.L. National 5 and Higher****Course Overview:**

ESOL is for learners whose first language is not English. The main purpose of this course is to develop English language skills, in particular reading, writing, listening, and speaking for everyday life and for work and study related contexts. Within these contexts pupils will be able to understand and produce detailed written and spoken texts in English.

The course covers the following units: ESOL for Everyday Life; ESOL for Study Context; ESOL for Work Context

In these units, a range of topics will be covered in order to teach a wide range of vocabulary, reading and listening skills. Pupils will also cover a range of writing styles, such as formal and informal letters/emails, essays, reports, articles and reviews.

Pupils will also prepare for a speaking performance which will be assessed in the second term.

**Assessment:****Externally Assessed Question Papers:**

*Component 1: Listening:* This paper lasts approximately 45 minutes and pupils will listen to three talks and answer a series of questions based on what they have heard. The paper is marked out of 25 and is worth 20% of the overall grade.

*Component 2: Reading:* This paper involves reading three unseen texts and answering a series of questions to check understanding of the main ideas and vocabulary of the texts. It is marked out of 35 and worth 25% of the overall grade.

*Component 3: Writing:* Pupils are asked to produce 2 pieces of writing of different styles, for example and formal letter and an article. It is marked out of 30 and worth 25% of the overall grade.

**Internally Assessed**

*Performance:* speaking and listening. This performance is marked out of 30 and worth 30% of the final grade.

**Career Paths:**

ESOL is recognised by **all universities as an equivalent to Higher English in all university courses**. English language skills are essential for gaining employment in the UK. Having ESOL qualifications will prove to an employer that you have a strong knowledge in written and spoken English, making your chances of employment increase.

## Journalism

✓ **National Progression Award: Level 6**

**Curriculum Leaders: Mrs F. Kirkwood and Mr A. Crosbie**

### Entry Requirements

#### NPA Level 6:

The minimum entrance requirement is a pass at National 5 English.

### Course Content

The Journalism (SCQF Level 6) NPA covers a range of aspects of modern journalism. At its heart is the journalistic activity of research and writing, but there is also opportunity to develop content in page layout, photography and website design. This qualification also offers an ideal base for the development of a wide range of Core Skills, especially in communication, information technology, problem solving and working with others.

Candidates will study a range of media and journalistic outputs before undertaking a research and production project. The main aims of the course are:

To develop specific competencies in research, interview skills and feature writing

- To allow the development of skills in a range of journalistic related disciplines including newswriting, page layout and design, website development and photography
- To familiarise students with the range of job roles and functions within media industries
- To develop creativity, employability and transferrable skills through engagement with creative production activity

Units studied will include:

- Research and interview skills for journalism
- Feature writing
- Photography
- Basic website development
- Newswriting for Print

### Assessment

As this is a vocational qualification there is no final exam for the award. Assessments will take place at appropriate points throughout the course and are likely to include:

- An article produced from interview transcripts
- A feature article on an issue
- A news-based website with a focus on local issues
- A journalistic blog incorporating text and photography in response to a brief

A pass in Journalism NPA: Level 6 is the equivalent of a Higher Pass.

### Career Paths

This course is designed to build skills which are relevant in many roles within the media/creative industries. For example:

- |                          |                             |
|--------------------------|-----------------------------|
| • Journalist             | • Podcasting                |
| • Public Relations       | • Radio Broadcast           |
| • Communications         | • Magazine                  |
| • Market and Advertising | • Print/Layout              |
| • Website Design         | • Newswriting and broadcast |



# Gaelic

## Gàidhlig

- ✓ Higher/ level 6
- ✓ Advanced Higher/ level 7

Curriculum Leader: Mr C. Methven

## Entry Requirements:

**Higher**

- Grades A or B at National 5 Gàidhlig, grade C based on individual circumstance and with agreement of Curriculum Leader

**Adv Higher**

- Grades A or B at Higher Gàidhlig, grade C based on individual circumstance and with agreement of Curriculum Leader

## Higher and Advanced Higher

**Course Content****Higher:**

Pupils studying Higher Gàidhlig develop their skills across 4 key areas: Writing, Reading, Listening and Speaking.

**1: Litreachas agus Sgrìobhadh**

- ‘Playa de la Suerte’ – sgeulachd ghoirid le Gillebrìghde MacilleMhaoil, agus ‘breisleach’ – dàn le Aonghas MacNeacail
- Sgilean litreachail agus anailis
- Sgilean sgrìobhaidh (fiosrachail, beachdail, mac-meanmail)

**2: Leughadh**

- Sgilean tuigse agus anailis
- Sgilean sgrùdadh litreachail

**3. Èisteachd agus Labhairt**

- Sgilean èisteachd
- Leasachadh sgilean labhairteach tro bhith a’ toirt sùil gheur air gràmar na Gàidhlig, gnathasan-cainnt, briathrachas, agus dual-chainnt.

**Advanced Higher:**

Pupils studying Advanced Higher Gàidhlig develop their skills across 4 key areas: Speaking, Reading, Writing, and Translating.

**1. Labhairt**

- Leasachadh sgilean labhairteach tro bhith a’ toirt sùil gheur air gràmar na Gàidhlig, gnathasn-cainnt, briathrachas, agus dual-chainnt..

**2. Leughadh**

- Leughaidh sgoilearan measgachadh de phìosan neo-fhicsean agus ficsean, agus leasachaidh iad na sgilean sgrùdadh aca.

**3. Sgrìobhadh**

- Sgrìobhaidh sgoilearan aistidhean air pìosan litreachais air an deach sgrùdadh a dhèanamh tron chùrsa.
- Leasachaidh na sgoilearan na sgilean sgrìobhaidh aca fhèin.

**4. Eadar-theangachadh**

- Leasachaidh na sgoilearan sgilean eadar-theangachaidh le sùil gheur air briathrachas iomchaidh agus gràmar adhartach

**Assessment: Higher**

- External examination for Higher Gàidhlig consists of a Reading paper (30 marks), a Listening paper (20 marks), and a Literature paper (20 marks). The Assignment Writing component of the course (20 marks) is completed in class prior to external verification.
- The Performance-Talking assessment accounts for 30 marks and is assessed internally.

**Assessment: Advanced Higher**

- External examination for Advanced Higher Gàidhlig consists of a Practical Criticism paper (30 marks), a Literature and Writing Paper (40 marks), and a Translation paper (15 marks).
- The Performance-Talking assessment accounts for 30 marks and is assessed externally.

# Health & wellbeing

## Dance

- ✓ National 5/ level 5
- ✓ Higher/ level 6

**Curriculum Leader: Mr G. Newall**

### Entry requirements

- A or B pass at N5 and/or recommendation from PE Department

### Course Content

National 5 and Higher Dance offers a dynamic and expressive learning experience, combining physical activity with artistic expression. This course not only promotes fitness but also fosters creativity, teamwork, and self-discipline. Through the study of diverse dance styles, students develop a deep appreciation for cultural and historical aspects of dance. The qualification enhances communication skills, boosts confidence, and provides a platform for personal growth. Whether pursuing a career in dance or simply seeking a holistic education, National 5 and Higher Dance equips students with valuable skills and a lifelong passion for movement and self-expression.

The N5/Higher Dance course covers the following general topics:

- **Dance Technique**
- **Choreography**
- **Performance Skills**
- **Contextual Studies**
- **Evaluation**
- **Dance Analysis**

### Assessment:

#### Higher Externally Graded

Performance	40%
Practical Activity	30%
Question Paper	30%

#### National 5

#### Externally Graded:

Performance	35%
Practical Activity	45%
Question Paper	20%

**P.E.**

- ✓ National 5/ level 6
- ✓ Higher/ level 6

Curriculum Leader: Mr G. Newall

**Entry requirements**

National 5:

- N4 Pass and/or recommendation from PE Department

Higher:

- A or B pass at N5 and/or recommendation from PE Department

**National 5 and Higher****Course Content**

Studying Physical Education (PE) offers invaluable insights into the principles of fitness, health, and sports performance. It equips students with essential life skills, fostering physical well-being, teamwork, and discipline. The curriculum delves into physiology, skill development and the psychology of exercise, providing a holistic understanding of human movement. Through practical activities, students enhance motor skills, coordination, and overall fitness. Additionally, PE promotes a lifelong appreciation for physical activity, encouraging a healthy lifestyle. The course not only contributes to academic development but also cultivates qualities like resilience, leadership, and sportsmanship, laying a foundation for holistic personal growth.

**Course Outline:**

This course is aimed at improving your performance in a wide range of sporting activities. Activities will be selected from the following categories;

- |                            |
|----------------------------|
| • Football or Swimming     |
| • Badminton or Gymnastics  |
| • Basketball or Volleyball |

Pupils must be motivated, enthusiastic and show a keen interest in developing their performance in physical education. All are encouraged to participate in sport outside of school hours in order to improve practical grades.

**Assessment:****National 5****Internally Assessed:**

Performance 50%

**Externally Assessed:**

Portfolio 50%

**Higher****Internally Assessed:**

Performance 50%

**Externally assessed:**

Question Paper 50%

## Practical Cake Craft

✓ National 5/level 5

Curriculum Leader: Mr G. Newall

### Entry Requirements

- N4/N5 pass at Practical Cookery and/or recommendation from FHT Department

### Course Content

N5 Practical Cake Craft is **both practical and theory based.**

In choosing National 5 Practical Cake Craft, you will develop a range of cake baking and finishing skills in hospital related contexts.

It enables candidates to develop, consolidate and demonstrate creative techniques in the production of cakes and other baked items as well as learning about the science of baking, functions of ingredients, processing techniques and cake production methods.

**This theory and practical based course which includes a N5 textbook, is developed and supported with written work including candidate assignment booklets and exams.**

The National 5 Practical Cake Craft course covers the following key areas:

- **Cake Baking Techniques**
- **Decorating Skills**
- **Ingredients and Recipes**
- **Food Safety and Hygiene**
- **Design and Presentation**
- **Evaluation and Reflection**

### Assessment:

#### National 5

#### Externally Assessed:

Question Paper	25%
Assignment	22%

#### Internally Assessed :

Practical Activity	53%
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## Sports Coaching N.P.A.

✓ Level 5

✓ Level 6

Curriculum Leader: Mr Newall

### Entry Requirements

Learners would benefit from having attained the skills, knowledge and understanding required by one or more of the following or equivalent qualifications and / or experience:

#### Level 5

- An interest in sport, physical activity and coaching
- Introduction to coaching from a Sports Governing Body, club or school / college programmes

#### Level 6

- Pass at National 5 Physical Education and/or NPA Exercise and Fitness Leadership
- An interest in sport, physical activity and coaching
- NPA SCQF level 5 in Sports Coaching
- Introduction to coaching from a Sports Governing Body, club or school / college programmes

### Course Content:

#### SCQF Level 5 (National Progression Award)

1. Introduce coaching skills in relation to knowing yourself, others and coaching.
2. Introduce assistant coaches to their role in a supervised environment.
3. Develop an understanding of professional practice in sports coaching.
4. Assist in the delivery of planned sports coaching sessions.

#### SCQF Level 6 (National Progression Award)

1. Introduce coaching skills in relation to knowing yourself, others, and coaching.
2. Demonstrate self-awareness in the context of your own roles and responsibilities as a coach practicing while under minimal supervision.
3. Prepare the physical environment and equipment to meet the required safety standards.
4. Identify and respond to the needs and expectations of participants during a session.
5. Develop skills working with others within a coaching team.
6. Lead in the planning, delivery, and review of coaching sessions.

### Career Paths:

PE Teacher  
Sports Coaching  
Fitness Industry  
Leisure Industry

Personal Trainer  
Sports Administrator / Events Organiser  
Sports Therapy / Physiotherapy  
Sports Psychology  
Sports Development

# Humanities

## Business Management

- ✓ National 4/level 4
- ✓ National 5/ level 5
- ✓ Higher/ level 6

**Curriculum Leader: Ms L. Halliday**

### Entry Requirements:

N4/5 Business Management in S5/S6 over 2 years with the chance to sit Higher if N5 is achieved at A or B:

- At least N4 achieved in English and one other Humanities / Social Subject to sit N4 Business  
or
- At least N5 English grade C and one other Humanities / Social Subject achieved or at least on track to pass and discussed with CL to sit N5 Business

### Higher Business Management in S5:

- A or B at National 5 in Business Management and in English  
or
- A or B in a Humanities or Social Subject and in English  
or
- A grade C based in the above depending upon individual circumstance and in agreement with subject CL

### Higher Business Management in S6:

- A or B at National 5 in Business Management and in English  
or
- A or B at National 5 in Business Management and a C in Higher English  
or
- 2 Higher Humanities/ Social Subjects at grade B +/- or Higher English grade B with 1 Humanities / Social Subject at grade B. Candidates with grade C will be considered depending upon individual circumstance and in agreement with subject CL

### Course Content:

#### Understanding Business

Examines the role of business in society, the different types of organisations, their aims and objectives. We study how both the internal and external environments impact businesses and who their stakeholders are. We study business structures and decision-making.

#### Marketing

Considers how businesses use marketing to identify, anticipate and satisfy the consumers of their products. We study market research, the marketing mix which looks at Price, Place, Product and Promotion. At higher level, we examine the extended marketing mix.

### Operations

Studies the whole process from selecting the right suppliers, choosing a production method to final delivery to the customer. Customer satisfaction is key. Ethical issues and sustainability are an important part of this section.

#### Finance

Looks at how organisations budget. We consider cash budgeting, break-even analysis and the main elements of an Income Statement. At Higher level, we look at the users of financial information, and the use of ratios.

#### Management of People

Examines the management of people. We cover recruitment and selection, training, employment law, health and safety at work and workforce planning.

**Higher Assessment:**

There are 2 parts in the assessment - both are externally marked.

The written paper is worth 90 marks.

The assignment is worth 30 marks and the candidate will examine a business and writes a report on how a particular aspect of that business functions. They should come up with recommendations on how to continue/improve the business.

This part of the course is externally marked with time allocated for planning and preparation in class.

**Career Paths:**

- |  |  |
|--|--|
| <ul style="list-style-type: none"><li>• Actuarial analyst</li><li>• Arbitrator</li><li>• Business adviser</li><li>• Business analyst</li><li>• Business development manager</li><li>• Chartered management accountant</li><li>• Corporate investment banker</li><li>• Data analyst</li></ul> | <ul style="list-style-type: none"><li>• Data scientist</li><li>• Forensic accountant</li><li>• Insurance underwriter</li><li>• Management consultant</li><li>• Project manager</li><li>• Risk manager</li><li>• Stockbroker</li><li>• Supply chain manager</li></ul> |
|--|--|

## Modern Studies

- ✓ Higher/ level 6
- ✓ Advanced level 7

**NB: Many Modern Studies students also progress to:**

- ✓ Social Subjects Baccalaureate (S6 only)
- ✓ Higher Politics (S6 only)

**Curriculum Leader: Ms L. Halliday**

### Entry Requirements:

#### Higher Modern Studies

- A or B at National 5 Modern Studies
- Grade C Modern Studies based on individual circumstance and in agreement with subject CL or
- S6 students with a pass at Higher English or alternative Higher Social Subject

#### Advanced Higher Modern Studies

- A or B at Higher Modern Studies
- Grade C at Higher Modern Studies based on individual circumstance and in agreement with subject CL

**NB: Many Modern Studies students also progress to:**

#### Social Subjects Baccalaureate (S6 only)

- A
- B

#### Higher Politics (S6 only)

- S6 students with a pass at Higher Modern Studies, Higher English or alternative Higher Social Subject

## Higher Modern Studies

### Course Content

#### Section 1: Democracy in Scotland and the United Kingdom

Candidates study aspects of the democratic political system in the UK including the place of Scotland within this system. Relevant case studies are used from either Scotland or the UK, or both Scotland and the UK.

- Possible alternatives for the governance of Scotland
- Implications of the UK's decision to leave the European Union (EU)
- Effectiveness of parliamentary representatives in holding government to account
- Strengths and weaknesses of different electoral systems used in elections within the UK
- Factors which influence voting behaviour including class, age and media
- Ways in which citizens can influence government decision-making, including pressure groups

#### Section 2: Social Issues in the United Kingdom

##### Option 2: Crime and the Law

In the crime and the law context, candidates focus on relevant and contemporary aspects of crime, criminology and the law. Appropriate references are made to Scotland, the UK, or both Scotland and the UK.

- The legal rights and responsibilities of UK citizens
- The causes and theories of crime
- The impact of crime on victims, offenders and their families
- The social and economic impact of crime on wider society

- The effectiveness of custodial and non-custodial responses to crime

### Section 3: International Issues

#### Option 1: World Powers – The USA

The study of a world power focuses on political and socio-economic issues.

- The extent to which the political system allows democratic participation
- Political institutions and their ability to dominate government decision-making
- Socio-economic inequality and its impact on a specific group in society
- The effectiveness of government responses to socio-economic inequality
- A world power's international influence

#### Assessment at Higher Modern Studies:

##### Question Paper 1: 52 marks

This question paper has three sections. Students will write one essay on each of the three topic areas above. There is a choice of question in each section to allow for personalisation and choice.

This question paper allows candidates to demonstrate application of the following skills and breadth of knowledge and understanding: giving detailed explanations, analysis and evaluation of complex political, social and economic issues

##### Question Paper 2: 28 marks

The skills of analysing, evaluating and synthesising evidence are assessed in question paper 2.

This question paper allows candidates to demonstrate application of the following skills:

- detecting and explaining the degree of objectivity using a range of sources of information
- drawing and supporting complex conclusions using a range of sources of information
- evaluating the reliability of a range of sources of information

##### Assignment: 30 marks

Candidates choose any Modern Studies topic or issue that refers to a contemporary political, social, or international issue. Their choice is not constrained by the content of question paper 1.

### Advanced Higher Modern Studies

#### Course Content:

##### Law and Order and Research Methods

At Advanced Higher candidates use a comparative approach to analyse and evaluate similarities and differences between the UK (including Scotland) and other international countries in relation to complex law and order issues.

Candidates have flexibility in the international countries they choose to compare with the UK.

Candidates study social science research methods and issues. Relevant case studies and examples are used from either contemporary contexts, academic contexts, or the candidate's own use of social science research methods.

##### 1. *Understanding Criminal Behaviour*

- Definitions, measurements and perceptions of crime
- Contemporary relevance of theories of criminal behaviour including physiological, psychological and sociological theories
- Social and economic impact of criminal behaviour on victims, perpetrators, families and wider society

##### 2. *Responses by Society to Criminal Behaviour*

- Contemporary relevance of theories of punishment, including deterrence, rehabilitation, incapacitation, retributivism, and denunciation
- Preventative responses to crime, including policing strategies, multi-agency approaches and early interventions
- Criminal justice responses to crime, including custodial and non-custodial sentences

##### 3. *Social Science Research Methods and Issues*

Research methodology - analysis, evaluation and comparison of research methods, including:

- |   |                                  |
|---|----------------------------------|
| • official statistics                                       | • focus groups                   |
| • surveys postal, telephone and online                      | • case studies                   |
| • interviews - structured, semi-structured and unstructured | • longitudinal studies           |
|   | • observation — covert and overt |

Source evaluation - critical evaluation of sources of information including:

- |                                   |   |
|-----------------------------------|---|
| • other researchers' data         | • focus groups                                |
| • official statistics and reports | • non-participant and participant observation |
| • private and personal documents  | • media outputs                               |
| • surveys                         | • virtual (internet) outputs                  |
| • interviews                      | • case studies                                |

#### Assessment at Advanced Higher Modern Studies

##### Final Examination – 90 marks

The question paper has three sections and samples from knowledge and understanding, and skills

Students will select 2 essays to write and will complete 2 questions examining their research methods and source evaluation.

##### Project–dissertation – 50 marks

Candidates choose a Modern Studies topic or issue that refers to a complex, contemporary political or social issue. Their choice is not constrained by the content of the question paper.



## Philosophy

✓ **Higher /level 6****Curriculum Leader: Ms L. Halliday****Entry Requirements**

A or B at National 5 in a humanities or social subject and in English

Or

Grade C based on the above depending upon individual circumstance and only in agreement with subject CL.

**Course Content**

Studying philosophy develops candidates' ability to think logically, to evaluate arguments critically, and to challenge their own ideas and those of other people. This course introduces pupils to the thinking of some of the great philosophers of the past. Philosophy is about understanding our human experience.

***Arguments in Action***

The structure of arguments.

An introduction to logical thinking in philosophy.

Valid and invalid arguments.

Formal and informal fallacies in reasoning.

***Knowledge and Doubt***

This text-based unit explores the works of two of the most influential philosophers in this field, Rene Descartes and David Hume. Students will read selected extracts from their works, and explore the arguments and theories.

Descartes' Meditations, a historical attempt to try and find a foundation for science and knowledge based on rationalism which is reason and thinking.

Hume's theory of knowledge which contrasts Descartes, an attempt to form a foundation of knowledge based in empiricism, drawing from the conclusions of our experiences.

***Moral Philosophy***

In this unit students will develop their knowledge and understanding of two major ethical theories, Classical Utilitarianism and Kantian ethics.

For Utilitarianism they will explore the works of Jeremy Bentham and John Stuart Mill, a theory of morality that is based on focusing on the consequences of our actions and the happiness that is created.

Kantian ethics, exploring the idea that the morality of an action stems from duty and reason, not consequences or personal desires.

**Assessment**

100% by external examination (2 papers)

Paper 1 – 60 marks (2 x 30-mark essays)

Paper 2 – 50 marks (Short answer questions drawn from all three units)

**Career Paths**

Higher Philosophy develops a range of skills suitable for higher education and variety of career paths:

Advertising, marketing and public relations agencies

Charities

Healthcare

Journalism

Law

Local government and the Civil Service

Politics

Psychology

Social Work

**Politics - S6 only**✓ **Higher / level 6****Curriculum Leader: M Has L. Halliday****Entry Requirements**

- A or B at National 5 Modern Studies
- Grade C Modern Studies based on individual circumstance and in agreement with subject CL or
- S6 students with a pass at Higher English or alternative Higher Social Subject

**Course Content**

*The course covers key political concepts and ideologies, political theory, comparative politics and the electoral performance of political parties.*

*Unit 1 - Political Theory*

Learners examine political theories, the work of political theorists and apply their theory to political systems. Learners will analyse the concepts of Power, Authority and Legitimacy with reference to the work of Steven Lukes and Max Weber in the 21<sup>st</sup> century. The course will give learners the opportunity to evaluate distinct aspects of democracy and comparatively assess the strengths and weaknesses of representative democracy in comparison with direct democracy with reference to the work of political thinkers. Learners will also explore the comparative features of two significant political ideologies – Conservatism and Socialism – to assess the degree of difference or similarity between those ideologies, while exploring the contribution of relevant theorists including Edmund Burke, Benjamin Disraeli, Karl Marx, Friedrich Engels and Vladimir Lenin. Throughout this unit relevant case studies are used from either local, national or international contexts, as well as different historical contexts.

*Unit 2 - Political Systems (UK and USA)*

Learners will study the constitutional arrangements in two political systems: the UK political system and the political system of the United States of America. The detailed study of the political systems focuses on the roles of the executive and legislative branches within each system. Learners will compare the respective powers of individual branches of government within the two political systems and draw balanced conclusions about these. Learners will take a comparative approach of study focusing on: constitutional arrangements, the legislative branch and the executive branch. Each area of study will allow the learner to draw conclusions about the sources of power within two political systems.

*Unit 3- Political Parties and Elections*

Learners compare the electoral impact of two different dominant ideas within the Labour party by examining the electoral impact of Labour (democratic socialism) and New Labour. These ideas are studied alongside the impact of political campaign management strategies and theoretical analyses of voting behaviour in the UK. Relevant case studies are used from Scotland and the United Kingdom.

**Assignment**

The Higher Politics Assignment is worth 30 marks (27% of the overall mark) and can be on any political issue. Candidates will independently prepare for their assignment by identifying a relevant topic and conducting research - with a degree of supervision in class. Candidates will write up the assignment under exam conditions during class time.

**Assessment**

In addition to the assignment, candidates will sit two papers as part of the external exam.

Paper One – 52 marks

Paper Two – 28 marks

**Career Paths:**

- Law / Criminal Justice
- Education/ Community Education
- Academia – Sociology/ Criminology/ International Relations/ Psychology/ Philosophy/ Economics/ Politics
- Media/ Journalism
- NHS
- Social Care
- Politics
- Civil Service
- Social Work
- Communications
- Human Resources
- Third Sector Work
- Campaign Work
- Lobbying
- Advertising
- Banking/ Finance
- Diplomacy

## Psychology

✓ **Higher/ level 6**

**Curriculum Leader: Ms L. Halliday**

### Entry Requirements

- A or B at National 5 Psychology.
- Grade C at National 5 Psychology based on individual circumstance and in agreement with subject CL.
- S6 students with a pass at Higher English or alternative Higher Social Subject. This should also be discussed with subject CL or psychology teachers.

## Higher

### Course Content

Psychology is the study of the human mind and behaviour. Students will learn about the forces that drive human behaviour, focusing on the following topics:

#### *Unit 1: Individual Behaviour*

- Sleep and Dreams
- Memory

#### *Unit 2: Social Behaviour*

- Conformity and obedience

Students will explore how Psychologists undertake experiments and explore the ethics behind these. Pupils will undertake their own research as part of an externally assessed assignment.

All modules involve studying related theories and research. Students will build on and develop their ability to evaluate, explain and analyse learning. This involves being able to develop applications of theories and studies as well as draw-out similarities and differences.

### Assessment

The Higher Psychology course is assessed using two key components:

1. Final exam at the end of the year – 66.6% of final grade
2. The assignment – 33.3% of final grade.

### Career Paths

- Clinical Psychologist
- Educational Psychologist
- Further Education Lecturer
- Higher Education Lecturer
- Occupational Psychologist
- Sport and Exercise Psychologist
- Human Resources
- Counsellor
- Psychotherapist

## Religious Moral Philosophical Studies (RMPS)

✓ Higher/ level 6

Curriculum Leader: Ms L. Halliday

### Entry Requirements

- A or B at National 5 in RMPS/Humanities/Social subject/English  
or
- Grade C based in the above depending upon individual circumstance and only in agreement with subject CL

### Course Content

This course aims to help pupils to develop an understanding of society. Pupils will learn about, and from, religious beliefs, non-religious viewpoints, and personal experience. By exploring how religion, morality and philosophy can help people find meaning and purpose in life, candidates develop their understanding of human beliefs, values and behaviour. Pupils will learn how to express their own values and beliefs and develop their ability to make informed moral decisions. This is an academic subject; throughout the course pupils will have the opportunity to develop literacy, critical thinking skills and a sense of responsible citizenship.

### World Religion: Hinduism

In this unit pupils will develop their knowledge and understanding of Hindu religious beliefs and practices in line with SQA standards. Learners will analyse and evaluate the relationship between these beliefs and practices and how this impacts followers and the rest of society. Please see below for content covered.

- Beliefs about God
- Nature of human beings: atman; jiva; dukkha; avidya; karma
- Beliefs about Isvara
- Samsara and moksha
- Living according to Dharma
- The Three Margas
- Worship: puja; meditation

### Morality and Belief: Morality and Justice

In this unit pupils will develop their knowledge and understanding of morality and justice. Learners will analyse and evaluate the religious and non-religious responses to crime and punishment as a moral issue. Here, they will focus on developing in-depth ideas and become critical thinkers on topics areas such as the justice system in the UK, the causes of crime, purposes of punishment and the death penalty. Please see below for content covered.

- Causes of crime: environmental; psychological
- Purposes of punishment: reformation, retribution, deterrence and protection
- Responses to crime: custodial sentences; non-custodial sentences; capital punishment.

### Religious and Philosophical Questions: The Problem of Suffering and Evil

In this unit pupils will develop their knowledge and understanding of philosophy focusing on the topic of evil and suffering. Learners will analyse and evaluate religious and non-religious responses to the philosophical questions surrounding the problem of suffering and evil and draw conclusions. Here, pupils will examine questions such as:

- What is the difference between evil and suffering?
- The history of evil
- Evil and suffering in the media
- Is God responsible for evil and suffering?
- Are humans responsible for evil and suffering?
- Does the responsibility for evil and suffering lie with both God and humans?
- What are the strengths and weaknesses surrounding the responsibility of evil and suffering?

**Assignment (Externally Assessed)**

The Higher assignment is an externally assessed piece of course work which is submitted to the SQA. Here pupils will independently select a question which falls under either a religious, moral or philosophical topic which interests them.

Learners will independently research their topic to develop their knowledge and understanding. They will engage with case studies and sources and draw upon their analysis and evaluation skills, identifying religious and non-religious responses to their question. Pupils will present their work as an essay and the formal write up is completed under exam conditions.

**Assessment (Total 110 marks)**External examination (2 papers)

Paper 1 – 60 marks (2 x 10-mark essays 2 x 20-mark essays)

Paper 2 – 20 marks (1 x 20-mark essay)

Assignment

Essay- 30 marks

Formal Write Up- 1 hour 30 mins

**Career Paths:**

Higher RMPS develops a range of skills suitable for higher education and variety of career paths:

- Lawyer
- Politics
- Teacher
- Civil Service
- Third Sector
- Museum Curator
- Business Analyst
- Police
- Healthcare
- Social Work
- Counselling

### Scottish Baccalaureate in Social Subjects - S6 only

✓ Level 7

Curriculum Leader: Ms L. Halliday

#### Entry Requirements

Learners must meet the following entry requirements in S5/6:

2 eligible courses at Advanced Higher Level

1 eligible course at Higher

One of the above Courses must be English\* (or ESOL or Gàidhlig\*) or Mathematics\* (or Mathematics of Mechanics or Statistics\*) and this may be at Higher or Advanced Higher level.

Two other courses must be chosen from core courses Geography\*/History\*/ Modern Studies\*/ Philosophy/ Politics/Psychology

Alternatively, one core course can be taken with one of the following broadening courses – Business Management/ Environmental Science

***\*subjects currently offered at Advanced Higher level at James Gillespie's High School***

#### Course Content

The Scottish Baccalaureate in Social Sciences has been designed to provide a challenging and rewarding experience for S6 learners. The award is based on a coherent group of subjects at Higher and Advanced Higher level with the addition of the Interdisciplinary Project (IP). The IP is an independent research project completed in S6 with the assessor's supervision and support.

The IP provides an opportunity for personalisation and choice. Learners can identify and choose a research topic which will enable candidates to use their knowledge of Social Sciences and to develop and apply cognitive and generic skills. Learners identify, propose and plan the project which must be interdisciplinary in nature reflecting the candidates' knowledge and skills from two or more social sciences. Learners are free to choose a topic that they have a personal interest in provided it meets the project requirements.

Learners are expected to submit a folio of evidence which includes:

- project proposal
- project plan
- presentation of project findings/product
- evaluation of project
- self-evaluation of generic/cognitive skills development

Learners will have a weekly meeting with the assessor who provides guidance and feedback on the learners' progress. Learners are strongly encouraged to make connections with academics to carry out primary research and to move beyond the school curriculum in their learning.

#### Assessment

The assessor will make a holistic judgement of the learner's achievements across the five pieces and will grade the IP internally. The SQA will verify these judgements and the assessors report. There is no external assessment for this course.

#### Career Paths

Law / Criminal Justice	NHS/ Healthcare	Media/ Journalism	Housing
Education/ Community Education	Professionals	Communications	Banking/ Finance
Academia – Sociology/ Criminology/	Social Care	Human Resources	Diplomacy
International Relations/ Psychology/	Politics	Third Sector Work	Social Policy
Philosophy/ Economics/ Politics/ PPE	Civil Service	Campaign Work	Local Government
	Public Policy	Lobbying	Officer
	Social Work	Advertising	
	Advocacy	Research/Quantitative	



### Social Services, Children and Young People

#### ✓ 1-year Foundation Apprenticeship/National Progression Award Level 6

Curriculum Leader: Ms L Halliday

The Foundation Apprenticeship in Social Services, Children and Young People is a 1-year course. You must have the ability to study at SCQF level 6 (Higher equivalent) in a vocational setting and meet the entry requirements for this.

#### Entry Requirements

- Achieved or working towards National 5 Maths/Application of Maths and English
- Pupils should be working towards achieving one or two Highers.
- The ability to work towards a SCQF level 6 (Higher) qualification.
- An interest in developing greater awareness of the industry or considering a career in social services which may include working in social work and in social care settings such as care home services for adults and community care, and in early years settings such as nurseries or out of school care clubs.

#### Course Outline

During the NPA in school you will complete the following units of the National Progression Award:

- Safeguarding of Children and Young People
- Play for Children and Young People
- Communication with Children and Young People
- Development of Children and Young People
- Promote the Wellbeing and Safety of Children and Young People

During your work placement you will work with an Industry Mentor to develop work ready skills and complete the following units of the SVQ qualification:

- Support effective communication.
- Support the health and safety of yourself and individuals.
- Develop your own knowledge and practice.
- Support the safeguarding of children.

#### Qualification

On successful completion of the course, you will achieve a Joint Qualification Certificate for the Foundation Apprenticeship in Social Services, Children and Young People (SCQF Level 6) which comprises of:

- A National Progression Award (NPA) in Social Services, Children and Young People SCQF Level 6
- Four work-based units from the SVQ in Social Services (Children and Young People) at SCQF level 6

#### Assessment

There is no final exam at the end of the course. You are assessed on a unit-by-unit basis and will achieve the qualification by obtaining a pass in each unit assessment.

You will complete a portfolio of work during your placement, and you will have a workplace mentor to guide you. The portfolio will be marked by a workplace assessor.

#### Career Pathways

- Modern Apprenticeship: A pupil completing the Foundation Apprenticeship in Social Services (Children & Young People) will have achieved a large proportion of the requirements for a Modern Apprenticeship in Social Services (Children & Young People) SCQF level 6 Progression routes from the Social Services (Children & Young People) Modern Apprenticeship could include, for example: SVQ Social Services (Children and Young People) (SCQF Level 7)
- Further Education: All Scottish further education colleges recognise the Foundation Apprenticeship in Social Services (Children & Young People) as an eligible qualification towards Higher National provision.
- Higher Education: Scottish universities recognise the Foundation Apprenticeship in Social Services (Children & Young People) as an eligible qualification towards under-graduate degrees and graduate apprenticeship provision, alongside other qualifications.

**Sociology – S5/6**✓ **National 5****Curriculum Leader: Ms L Halliday****Entry Requirements**

- National 4 Modern Studies
- National 4 People and Society
- Any other National 4 Humanities, Social Subjects or English
- The ability to work towards a National 5 qualification

**Course Content**

This course is suitable for learners wishing to develop a deeper understanding of the social world in which we live, as well as those who wish to progress to more specialised training, further education or employment.

Learners may have little or no prior experience of studying sociology, but their general education and life experience will provide a good foundation for beginning this qualification

The National 5 Sociology course helps candidates:

- Develop an understanding of society that goes beyond personal experience and common-sense explanations.
- Learn to think about human society, social issues, culture and identity from different points of view.
- Learn about the key role of evidence in supporting explanations for human social behaviour and become familiar with research methods in sociology.
- Ask questions about the social world in which we live, and to use evidence to support explanations for human social behaviour.

**Course Outline****Human society**

Candidates develop an understanding of the sociological approach to studying human societies. They investigate the research methods used in sociology and describe relationships that exist among individuals, groups and institutions from different sociological perspectives.

**Culture and identity**

Candidates develop a basic knowledge and understanding of how to use sociological concepts to explain culture and identity. They investigate and explain the relationship between culture and identity and develop skills in collecting, using and communicating information from a range of sources. They also develop an awareness of diversity.

**Social issues**

Candidates develop a sociological understanding of contemporary social issues. They develop knowledge of sociological theories and the terminology used to explain social issues. They also develop skills in using a range of sources, including research evidence, to justify points of view.

**Assessment:**

National 5 Sociology has two assessment components:

National 5 Assessment Paper: 70 marks (2 hour)

The question paper allows candidates to demonstrate the following skills, knowledge and understanding:

- identifying and describing basic differences between sociological and common-sense explanations of human society
- understanding society by describing sociological perspectives, theories and concepts
- describing the sociological significance of relationships among individuals, groups and institutions
- describing the main research methods used in sociology
- using sociological explanations for human social behaviour
- using knowledge and understanding of research and evidence to support explanations

National 5 Assignment: 30 marks

The question paper allows candidates to demonstrate the following skills, knowledge and understanding:

- identifying and describing basic differences between sociological and common-sense explanations of human society
- understanding society by describing sociological perspectives, theories and concepts
- describing the sociological significance of relationships among individuals, groups and institutions
- describing the main research methods used in sociology
- using sociological explanations for human social behaviour
- using knowledge and understanding of research and evidence to support explanations

### **Progression**

- National 5: Mental Health Wellbeing Award
- Higher: RMPS, Politics, Modern Studies, Psychology, Philosophy or related Social Sciences

### **Career Pathways**

- Social Work
- Education
- Criminal Justice System
- Government Policy
- Journalism
- Policing
- Charity Work
- Human Resources
- Marketing

# Mathematics

### Applications of Mathematics

✓ National 5/ level 5

✓ Higher/ level 6

Curriculum Leader: Mr D. Hoyland

#### Entry Requirements

##### Nat 5

Subject teachers and PSLs can advise on the most appropriate pathway for you.

##### Higher

A or B at National 5 mathematics or applications of mathematics, or a grade C based on individual circumstance and only in agreement with subject CL.

### National 5

#### Course Content

The National 5 Applications of Mathematics course explores the applications of mathematical techniques and skills in everyday situations, including financial matters, statistics, and measurement. The skills, knowledge and understanding in the course also support learning in other curriculum areas, such as technology, health and wellbeing, science, and social studies. The following provides a broad overview of the subject skills, knowledge and understanding developed in the course:

- analyse real-life situations and problems involving mathematics.
- identify valid mathematical operational skills to tackle real-life situations or problems.
- select and apply numeracy skills.
- select and apply skills in finance, statistics, measurement, geometry, graphical data and probability.
- use mathematical reasoning skills to draw conclusions or justify decisions.
- mathematical information in an appropriate way.

#### Assessment

*Course award is based on a 100% external exam. It is comprised of two papers.*

Paper 1 is non calculator and is worth 45 marks

Paper 2 is calculator and is worth 65 marks

**Higher****Course Content**

Higher Applications of Mathematics focuses on maths skills for life and the workplace. It covers statistics, finance and project planning. We will use computers where possible to carry out calculations and use the results to make decisions and communicate our findings. This aligns more closely with how most of us interact with maths in our day-to-day lives as opposed to solving equations and carrying out calculations by hand.

Statistics – many careers require an ability to work with data to produce statistics. We have all seen first-hand over the last few years how influential statistics are in policy and decision making, for individuals at home, businesses and nationally. We will learn how to use statistical programming package, RStudio (widely used in industry and universities), to carry out statistical calculations and create data displays. Many university courses require that you carry out some statistical analysis of your research. The statistical element of Higher Applications of Mathematics will give you a head start on this aspect of university.

Finance – learn how to understand credit cards, loans, savings, interest, insurance, inflation, taxation. Calculations will mainly be carried out using spreadsheets for this aspect of the course. This will see you well equipped to manage your financial planning in life after school.

Project planning and decision making – learn ways of representing projects using mathematical models, by splitting the project into its various activities. Use these models to communicate findings regarding risks and rewards of the project and make planning decisions about timings and costs of the various aspects of the project.

If you are planning a career in a STEM environment, you may wish to consider taking this subject alongside Higher Mathematics. If you are considering a career in a non-STEM area, this course is highly applicable to the skills you require in university and the workplace.

**Assessment**

Coursework project – worth around 27% of final grade.

Final exam – consisting of some written questions and some questions to complete on computer.

**Career Paths**

Having an understanding of statistics, financial calculations, being able to communicate mathematical results in a coherent way, and working with Excel and RStudio, are skills that are transferable and desirable in many industries.

## Mathematics

- ✓ National 5/ level 5
- ✓ Higher/ level 7
- ✓ Advanced Higher / level 7

Acting Curriculum Leader: Mr D. Hoyland

### Entry Requirements

#### Nat 5

- Subject teachers and PSLs can advise on the most appropriate pathway

#### Higher

- A or B at National 5, or a grade C based on individual circumstance and only in agreement with subject CL

#### Adv Higher

- A or B at Higher, or a grade C based on individual circumstance and only in agreement with subject CL

## National 5

### Course Content

Our Mathematics courses aim to help pupils learn how to describe, tackle, and solve problems which require the use of mathematical knowledge and techniques. You are encouraged to see Mathematics as arising out of solving problems, often in the real world, and not just as a collection of discrete knowledge, skills, and techniques.

Our aim is to develop your higher order thinking skills such as the ability to evaluate and apply your knowledge in unfamiliar contexts. This will in turn equip you for the demands that lie ahead of you in adult life, in employment and further study. We also seek to help you develop an appreciation and enjoyment of Mathematics, to raise your awareness of its importance and to contribute to your overall development.

You will build confidence in your ability to manipulate numbers in many forms which have practical applications on how you interpret the numerical world around you. Your understanding of shape and measure will also be developed including concepts such as volume, weight, temperature, and time as well as coordinates, angles and an introduction to trigonometry.

You will investigate relationships between many concepts including algebraic relationships and graphical relationships. You will have the opportunity to investigate and advance your understanding of data handling and statistics including probability.

### Assessment

*Course award is based on a 100% external exam. It is comprised of two papers.*

Paper 1 is non calculator and is worth 40 marks

Paper 2 is calculator and is worth 50 marks

## Higher

### Course Content

In this course you will develop the mathematical skills required to be able to access a range of curricular areas such as the Sciences, Technologies, Informatics and Engineering. You will also develop important transferable skills such as the ability to use logic and reason to solve a problem in unfamiliar situations.

Patterns: Investigating long term effects of recurring models which have applications in finance but also in interpreting population growth and radioactive decay.

The Mathematics of Change: You will learn about Calculus, the study of change. You will discover how to find optimal solutions to problems such as determining the maximum surface area for a solar cell or the minimum cost of a product's packaging.

Geometry: You will study vectors which have practical uses in science also form the basis for 3D computer design.

### Assessment



*Course award is based on a 100% external exam. It is comprised of two papers.*

Paper 1 is non calculator and is worth 55 marks

Paper 2 is calculator and is worth 65 marks

### Advanced Higher

#### Course Content

Building on the foundation of both National 5 and Higher courses, the Advanced Higher will provide you with the opportunity to study these in more depth. You will consider how the concept of infinity affects sequences, which has applications in signal processing and probability (Patterns). You will evaluate situations where multiple variables are changing at the same time, useful in physical and economic models. This will lead into the solving of differential equations which play an important role in modelling virtually every physical, technical, or biological process, from celestial motion to bridge design and interactions between neurons (the Maths of change). Finally, matrices will be introduced which are important in many aspects of Computer Science including 3D game design (Geometry).

#### Assessment

*Course award is based on a 100% external exam. It is comprised of two papers.*

Paper 1 is non calculator and is worth 35 marks

Paper 2 is calculator and is worth 80 marks

#### Career Paths

- |                                  |                              |                                     |
|----------------------------------|------------------------------|-------------------------------------|
| • Acoustic consultant            | • Research scientist (maths) | • Insurance underwriter             |
| • Actuarial analyst              | • Secondary school teacher   | • Machine learning engineer         |
| • Actuary                        | • Software engineer          | • Management consultant             |
| • Astronomer                     | • Sound engineer             | • Meteorologist                     |
| • Chartered accountant           | • Statistician               | • Operational researcher            |
| • Chartered certified accountant | • Academic researcher        | • Palaeontologist                   |
| • Data analyst                   | • CAD technician             | • Private tutor                     |
| • Data scientist                 | • Financial manager          | • Quantity surveyor                 |
| • Investment analyst             | • Financial trader           | • Radiation protection practitioner |
| • Financial manager              | • Game designer              | • Software tester                   |
|                                  | • Insurance underwriter      | • Games Designer                    |
|                                  | • Academic researcher        |                                     |
|                                  | • CAD technician             |                                     |
|                                  | • Financial trader           |                                     |

## Mathematics of Mechanics

✓ **Advanced Higher / level 7**

**Curriculum Leader: Mr D. Hoyland**

### Entry Requirements

A or B at Higher mathematics and higher Physics or a grade C based on individual circumstance and only in agreement with subject CL. It is also required that you also take both AH mathematics and AH Physics.

### Advanced Higher

### Course Content

Mechanics is a part of Physics that studies movement. Mechanics uses mathematics to enable us to model real-life situations and to equip us with the skills we need to interpret and understand how things work, simplify and solve problems, identify limitations, and draw conclusions.

(There's no Higher course in this subject)

In this course, time is taken to study motion in 1 and 2 dimensions (Kinematics), explore the causes of motion, i.e. forces, energy and momentum (Dynamics) and learn specific mathematical techniques to solve the different problems posed by the other two parts (mostly calculus). Mechanics encourages independent thinking and an enquiring approach. Learning mechanics develops questioning skills, logical reasoning, analysis, problem-solving skills, creativity and the ability to communicate explanations concisely.

### Assessment

The final assessment consists of just 1 question paper (calculator allowed): 100 marks in 3 hours.

### Career Paths:

- Physics
- Mechanical engineer
- Aeronautical engineer
- Civil engineer
- Architect
- Actuary
- Mathematical modelling in many areas
- Teacher

## Numeracy and Personal Finance

✓ SCQF Level 5/6

Acting Curriculum Leader: Mr D. Hoyland

### Entry Requirements

National 4 Mathematics or National 4 Applications of Mathematics. Other candidates may be considered based on teacher recommendation and in agreement with CL.

### Course Content

**National 5 Numeracy** focuses on developing the practical maths skills that young people need for everyday life, further learning, and the workplace. The course emphasises confidence in using numbers, interpreting information, and solving real-life problems. Pupils learn to work with money, time, measurement, data, and graphical information, and to select the most appropriate strategies for different situations. The overall aim is to build strong, transferable numeracy skills that support decision-making and allow pupils to handle everyday mathematical demands with increased accuracy and independence.

The **Personal Finance Award** helps pupils develop the knowledge and skills needed to manage their money confidently and effectively in everyday life. Learners explore topics such as budgeting and comparing costs, different methods of payment, saving and borrowing options, bank accounts, tax and National Insurance, credit cards, exchange rates, interest and inflation, and other personal financial decisions. This Award supports pupils in becoming more financially aware and better prepared for life beyond school. There are units available for this award at SCQF Levels 4, 5 and 6.

### Assessment

There is no final exam at the end of the course. You are assessed on a unit-by-unit basis and will achieve the qualification by obtaining a pass in each unit assessment.

#### Career Paths:

- Retail, customer service, and sales roles
- Administration and office roles requiring budgeting or data handling
- Banking and financial services (entry-level)
- Apprenticeships in trades (plumbing, electrical, joinery, etc.)
- Hospitality and tourism roles involving money handling
- Business support and clerical posts
- Healthcare support roles (e.g., calculating timings, measurements, schedules)
- Social care roles involving budgeting and everyday numeracy
- Entrepreneurship and self-employment
- Further study in business, accounting, or financial services

## Statistics

✓ **Advanced Higher / level 7**

**Acting Curriculum Leader: Mr D. Hoyland**

### Entry Requirements

A or B at Higher mathematics or applications of mathematics or a grade C based on individual circumstance and only in agreement with subject CL

## Statistics Advanced Higher

### Course Content

In this course, time is taken to explore the key concepts of probability and uncertainty that might be much more rushed if experienced at universities and colleges. Feedback from universities has been that students often struggle when meeting statistics on their courses, and benefit from previous experience at AH level.

Real-life situations are explored, and mathematical models are used to describe inherent natural variation. Assumptions and limitations of these models are considered and then conclusions drawn. Computer simulations are looked at to aid understanding of concepts and learners become familiar with using standard distribution tables and data values.

The rigorous mathematical analysis allows appropriate confidence to be placed in results and some attempt to be made to grapple with the unsettling concept of uncertainty. Throughout the course, emphasis is on interpretation and application rather than complex mathematical or algebraic manipulation, so whilst a good grade at Higher is stated for entry, even more important is fluency with decimals, fractions and percentages, and a strong number sense.

Topics studied:

- Data representation and sampling strategies
- Using probability theory
- Statistical distributions and related probabilities
- Analysing data using a variety of statistical tests and intervals
- Using linear regression to model and analyse data with two variables

### Assessment

*Course award is based on a 100% external exam. It is comprised of two papers.*

Paper 1 has a case study approach and is worth 30 marks

Paper 2 is a standard questions paper and is worth 90 marks

### Career Paths

Analysing and interpreting data is applicable to many career or study paths, and for life in general. The ideas of risk and uncertainty, and making appropriate conclusions are necessary for anyone who will be experimenting or researching. Students who go on to study business, finance, social sciences or medicine to name a few will benefit from having prior experience in statistics. Students who go on to study further mathematics will find that statistics may form part of their university course.

# Modern Languages

## Modern Languages

- ✓ Higher/ level 6
- ✓ Advanced Higher/ level 7

**Curriculum Leader: Mr P. O'Connor**

### Entry Requirements

#### Higher

- Grades A, B or C\* at National 5 in the language or another\*

#### Adv Higher

- Grades A, B or C\* at Higher in the language
- \*Only in consultation with the CL

### Course Content

The Modern Languages Higher and Advanced Higher Courses are designed to foster linguistic proficiency, cultural understanding, and critical thinking. Students will continue to develop their abilities and be assessed in the four language skills: listening, speaking, reading, and writing.

The courses encourage active engagement, personalisation, and relevance. Students explore contemporary social and cultural issues, promoting a holistic understanding of the target language and the countries where it is spoken. Through exploring authentic resources including books, film and other media students improve their understanding of other ways of thinking and thus, of seeing the world in which we live.

A Higher or Advanced Higher qualification in Modern Languages nurtures not only linguistic competence but also the ability to analyse, evaluate, and express opinions. The course equips students with increased linguistic proficiency, cultural insights, and the analytical skills necessary for success in a global context.

### Course Outline

Pupils develop their knowledge in the four contexts of society, culture, education and employability.

Topics covered at Higher include media, technology, the environment, family and relationships, health and tourism.

At Advanced Higher, the course delves deeper into polemic issues such as immigration and multiculturalism, LGBTQ+ rights, the role of women and women's rights, the environment and gang culture.

At both levels, students develop their literacy skills in both the target language and English as well as their ability to produce language more spontaneously, equipping them to discuss current issues and develop their views and understanding of today's world.

### Assessment:

#### Higher:

#### Internally Assessed

#### Externally Marked:

Talking 25%  
Writing Assignment  
12.5%

#### Exams:

Reading & Translation  
25%  
Listening 25%  
Directed Writing 25%

#### Advanced Higher:

#### Internally Assessed

#### Externally Marked:

Talking 25%  
Writing Portfolio  
12.5%

#### Exams:

Reading & Translation  
25%  
Listening 25%  
Discursive Writing 25%

### Career Paths:

Speech and language therapy  
Immigration officer  
EFL teacher  
Intelligence Agent  
Tourist guide  
Marketing

Interpreter / Translator  
Tourism and Hospitality  
Events manager  
International Relations  
Retail buyer  
Teacher

Foreign Affairs  
Customs officer  
Business management  
International Journalist  
Diplomat/Foreign Office  
Events management

# Performing Arts



## Drama

- Higher/ level 6

Acting Curriculum Leader: Mrs L. Shearer/Ms H. Stygal (from Jan. 2026)

### Entry Requirements

#### Higher

- Grades A or B at National 5 Drama or grade C based on individual circumstance and only in agreement with subject CL.
- Grades A or B at National 5 English grade C based on individual circumstance and only in agreement with subject CL.
- Teacher recommendation

## Higher

### Course Content

The Higher course provides opportunities for learners to further develop skills in creating and presenting drama. The course focuses on the development and application of complex drama and production skills to present drama.

Two mandatory units are Drama Skills and Production Skills. Further to this is Performance which assesses the learner's preparation and performance of two textual extracts. The assessment can cover either acting or production roles. Written assessment will focus on both a studied text and a live theatre performance that the learner has seen.

S5 pupils wishing to return to Drama after not studying it since S2 are welcome to join –they should speak to a member of staff in advance. An enthusiastic interest in the subject is essential.

### Assessment

The Higher course award is assessed externally, and pupils will need to complete the following:

- **Component 1:** Question Paper (40%)
- **Component 2:** Performance (60%)

The performance has two sections: a performance and the preparation for performance

### Career Paths

- |  |   |
|--|---|
| <ul style="list-style-type: none"> <li>• Actor</li> <li>• Costume designer</li> <li>• Lighting designer</li> <li>• Camera Operator</li> <li>• Set designer</li> <li>• Theatre director</li> <li>• Community Arts Worker</li> <li>• Dancer</li> </ul> | <ul style="list-style-type: none"> <li>• Drama Therapist</li> <li>• Hair and makeup designer</li> <li>• Arts Administrator</li> <li>• Broadcast Presenter</li> <li>• Teacher/Lecturer</li> <li>• Stage Manager</li> <li>• Film/TV/Radio</li> <li>• Media/journalism</li> <li>• Sound designer/engineer</li> </ul> |
|--|---|

## Creative Digital Media – S6 only

✓ **1-year Foundation Apprenticeship/National Progression Award Level 6**

**Delivered by Screen Education Scotland**

The Foundation Apprenticeship in Creative and Digital Media is a 1-year course which is open to pupils entering 5<sup>th</sup> or 6<sup>th</sup> year. You must have the ability to study at SCQF level 6 (Higher equivalent) in a vocational setting and meet the entry requirements of the course. This course will be delivered by Screen Education Scotland at a city centre location

### Entry Requirements:

- Achieved or working towards National 5 Maths/Application of Maths and English
- Pupils should be working towards achieving one or two Highers.
- The ability to work towards a SCQF level 6 (Higher) qualification.
- An interest in developing greater awareness of the industry or considering a career within the Creative Industries

### Course Outline:

This course will be delivered by Screen Education Edinburgh, During the NPA you will complete the following units of the National Progression Award:

- An Introduction to Creative Industries in Scotland
- Understanding a Creative Client Brief
- Understanding the Creative Media Process
- Storytelling for the Creative Industries

During your work placement you will work with an Industry Mentor to develop work ready skills and complete the following units of the SVQ qualification:

- Work Effectively with Others in the Creative Industries
- Ensure Your Own Actions Reduce Risks to Health and Safety
- Communicating Digital Marketing/Sales Channels
- Digital and Social Media in Marketing Campaigns
- A media project for the industry

### Qualification:

On successful completion of the course, you will achieve a Joint Qualification Certificate for the Foundation Apprenticeship in Food and Drink Technologies (SCQF Level 6) which comprises of:

- A National Progression Award (NPA) in Food Manufacture (SCQF Level 6)
- REHIS Certificates in Elementary Health & Safety and Elementary Food Hygiene (SCQF Level 5)
- 5 units from the SVQ in Food and Drink Operations (SCQF Level 6) – work placement

### Assessment:

There is no final exam at the end of the course. You are assessed on a unit-by-unit basis and will achieve the qualification by obtaining a pass in each unit assessment.

You will complete a portfolio of work during your placement, and you will have a workplace mentor to guide you. The portfolio will be marked by a workplace assessor.

### Career Pathways:

With a Foundation Apprenticeship in Creative and Digital Media, you could:

- Progress to a Modern Apprenticeship in Creative and Cultural or Digital Applications at SCQF Level 6
- Gain entry to the Modern Apprenticeship in Creative and Digital Media at SCQF Level 7
- Move on to an HNC, HND or degree in a related subject such as Creative Industries Television, Audio Visual Technology, Radio or Photography (depending on portfolio)
- Start work in the industry or become a freelancer.

## Media

- National 5/ level 5
- Higher/ level 6

Acting Curriculum Leader: Mrs L. Shearer/Ms H. Stygal (from Jan. 2026)

### Entry Requirements

#### National 5

- Pass at National 4 Media (or with teacher recommendation)

#### Higher

Grades A or B at National 5 Media or English grade C based on individual circumstance and only in agreement with subject CL.

It is recommended that pupils speak to the department if in any doubt as to their suitability for the course. Although there is not an Advanced Higher course, Screen Education Edinburgh may continue to run the Northern Irish AS-Level course provided by CCEA, "Moving Image Arts". S6 pupils from all schools are welcome to apply. Please contact Screen Education Edinburgh for more details.

## National 5 and Higher

### Course Outline

This Media course offers learners opportunities to develop and extend a wide range of skills. In particular, this course aims to enable learners to develop:

- the ability to analyse and create media content, appropriate to purpose, audience and context
- knowledge of the key aspects of media literacy
- knowledge of the role of media within society
- the ability to plan and research when creating media content, as appropriate to purpose, audience and context
- the ability to evaluate the learners' practice

The two main units are Analysing Media Content (skills to analyse media content) and Creating Media Content (creating media content and commenting on production processes)

### Assessment

Both the National 5 and Higher course awards are externally assessed and based on the following:

- Component 1: Question Paper (50%)
- Component 2: Assignment (50%)

### Career Paths

- |   |   |
|---|---|
| <ul style="list-style-type: none"> <li>• Media Planner</li> <li>• Multimedia Specialist</li> <li>• Programme Researcher</li> <li>• Public Relations Officer</li> <li>• Runner, Broadcasting/Film/Video</li> </ul> | <ul style="list-style-type: none"> <li>• Television/Film/Video Producer</li> <li>• Advertising Executive</li> <li>• Broadcast Journalist</li> <li>• Information Officer</li> <li>• Magazine Journalist</li> <li>• Writer</li> </ul> |
|---|---|

## Music

- ✓ National 5/ level 5
- ✓ Higher/ level 6
- ✓ Advanced Higher/ level 7

Acting Curriculum Leader: Mrs L. Shearer/Ms H. Stygal (from Jan. 2026)

### Entry Requirements

#### National 5

- Pass at National 4 Music (or with teacher recommendation)

#### Higher

Grades A or B at National 5 Music or grade C based on individual circumstance and only in agreement with subject CL.

- Teacher recommendation

#### Adv Higher

Grades A or B at Higher Music grade C based on individual circumstance and only in agreement with subject CL

## National 5, Higher and Advanced Higher

### Course Content

#### *Performing*

At all levels, pupils demonstrate their performing skills by presenting a prepared programme of music to an examiner on two different instruments, or one instrument and voice. Pupils must perform a minimum of two pieces on each at Grade 3 (National 5), Grade 4 (Higher) or Grade 5 (Advanced Higher). They will also have opportunities to be involved in various events and concerts as well as smaller classroom performances.

#### *Composing*

Pupils will be encouraged to improvise and compose their own music in a range of ways and techniques, using music software and instrument. At Advanced Higher, there is also an analysis task to complete.

#### *Understanding Music*

Pupils will learn about a variety of different musical styles and their social context, expanding their knowledge and understanding of musical concepts and features. It is an enjoyable and practical approach to build instrumental and/or vocal skills, along with skills in IT, creativity, research and presentations. They will also develop skills in music literacy.

### Assessment

At National 5, Higher and Advanced Higher, the course awards are externally assessed and based on the following:

- Performing Exam (50%)
- Understanding Music Exam (35%)
- Composing Assignment (15%)

### Career Paths

- Broadcasting/Film/TV
- Composer
- Community arts worker
- DJ
- Musician
- Music Supervisor
- Music Therapist

- Primary Teacher
- Music Teacher
- Instrumental instructor
- Sound Engineer
- Music/Radio Producer
- Music Manager
- Events manager
- Music publisher

## Music Technology

- ✓ National 5/ level 5
- ✓ Higher/ level 6

Acting Curriculum Leader: Mrs L. Shearer/Ms H. Stygal (from Jan. 2026)

### Entry Requirements

#### National 5

Pass at National 4 Music Technology (with Teacher Recommendation)

#### Higher

A or B at National 5, or a grade C based on individual circumstance and only in agreement with subject CL

## Music Technology National 5

### Course Content

This is a dynamic and practical course in which students will have the opportunity to develop a range of skills and techniques relating to the creative use of music technology hardware and software to capture and manipulate audio.

#### Assignment (Music Technology Skills and Music Technology in Context):

The majority of this subject is assessed by submitting coursework.

Through the completion of two practical assignments, pupils will learn about microphone placement techniques, setting input gain, monitoring levels, overdubbing and editing tracks. They will also learn how to use effects such as equalisation, compression and reverb along with mixing and mastering techniques. Pupils will create their assignments using a Digital Audio Workstation (music software). Examples of typical assignments include an audiobook, foley video project or a radio broadcast. Pupils plan, implement and evaluate their projects across the year, and these are completed by March.

#### Understanding Music in a 20<sup>th</sup> and 21<sup>st</sup> Century Context:

In this section of the course pupils develop skills in the analysis of music in the context of a range of 20th and 21st century musical styles and genres. They also develop an understanding of aspects of the music industry, including a basic awareness of implications of intellectual property rights. This assessment is in the form of a question paper and takes place with the exam diet in April/May.

### Assessment

**Assignment 1:** 35% (Deadline March)

**Assignment 2:** 35% (Deadline March)

**Question Paper:** 30% (Assessed as part of the exam diet)

**All evidence is submitted to SQA for external marking**

### Music Technology Higher

#### Course Content

This course builds on the knowledge and skills developed at National 5. Throughout the course, candidates expand their abilities in the creative use of music technology hardware and software to capture and manipulate audio. This includes applying microphone-placement techniques; designing and constructing signal paths for multiple inputs; overdubbing and editing tracks; using creative and corrective EQ; applying dynamics processing, time-domain and other effects; employing a variety of mixing techniques; and compiling multiple takes into a single final take.

#### Understanding 20th and 21st Century Music

Candidates further develop their knowledge of 20th and 21st-century musical styles and genres, as well as the ways in which music technology has shaped—and been shaped by—innovations during these periods and by key innovators. They gain insight into aspects of the music industry, including the importance of intellectual property rights and the implications of failing to protect them.

Candidates also refine their listening skills, learning to identify a broad range of genres, styles, their key characteristics, and relevant musical concepts within the context of modern music. This component is assessed through a written question paper during the exam diet.

#### Assignment (Music Technology Skills and Music Technology in Context)

Candidates gain practical experience using a wide variety of music technology skills to capture and manipulate audio and sequenced data, before mixing down to a final audio master in an appropriate file format. This work can be carried out in contexts such as radio production, sound design for film, or computer games.

Higher pupils complete one major project for their assignment, produced in greater depth than the National 5 equivalent. They are expected to apply previously learned skills while demonstrating a deeper understanding of DAW-based processes, including: multitrack recording, stereo microphone techniques, advanced effects and processes (such as phaser, flanger, parametric EQ, noise gates, and limiters), MIDI use, and electronic multitrack recording. The assignment forms the largest part of the overall course assessment.

#### Assessment:

**Assignment:** 70% (Deadline March)

**Question Paper:** 30% (Assessed as part of the Exam diet.)

**All evidence is submitted to SQA for external marking**

#### Career Pathways:

- |  |  |
|--|--|
| <ul style="list-style-type: none"> <li>• Broadcasting/Film/TV</li> <li>• Composer</li> <li>• Community arts worker</li> <li>• DJ</li> <li>• Musician</li> <li>• Music Supervisor</li> <li>• Music Therapist</li> </ul> | <ul style="list-style-type: none"> <li>• Primary Teacher</li> <li>• Instrumental instructor</li> <li>• Sound Engineer</li> <li>• Music/Radio Producer</li> <li>• Music Manager</li> <li>• Events manager</li> <li>• Music publisher</li> </ul> |
|--|--|

# Personal Development Courses

### LEAPS Transition Course

- ✓ This is offered as a 20 Credit SCQF Level 7 course
- ✓ It is the same level as Advanced Higher/first year university level study
- ✓ The course has been credit-rated by the Centre for Open Learning at the University of Edinburgh
- ✓ It is counted as a Higher towards university and college applications

Pupil Support Leader: Mrs N. Graham

#### Entry Requirements

To register for the LEAPS Transitions Course, you should;

- Be LEAPS eligible (please see [www.leapsonline.org/about/our-eligibility-criteria](http://www.leapsonline.org/about/our-eligibility-criteria))
- Be aiming to apply to university.
- Be in S6 when you take the course (you will be in S5 when you choose it for your S6 timetable).
- Be on track to achieve the Highers/National 5s required for university entry (or have already achieved these in S5).
- **Apply directly to the University through <https://www.leapsonline.org/transitions-course> as well as putting the course on your course choice.**
- You are not guaranteed a space so make sure you choose your reserve subject choices carefully.

#### Course Content

The LEAPS Transitions Course is designed to give you the skills and experience needed to make a positive transition from school to university. Throughout the course, you will work with academics and students from other schools on developing first-year university-level academic skills. You will gain confidence and an understanding of what it takes to be successful at university. This is a unique opportunity to get the 'uni' experience before starting for real. During the course you will be enrolled at the University of Edinburgh, but the course itself will be helpful regardless of which university you hope to study at after school.

Semester one will focus on academic skills and a writing assessment; semester two will have a lecture series and a group poster assessment.

The course forms one option on your S6 timetable. It will run from September 2023 – March 2024. Sessions take place on a Tuesday and a Thursday afternoon. (All students **must attend both sessions** each week).

Find details in our [LEAPS Transitions Course & University Entry Requirements guide here](#)

Many universities in Scotland consider the LEAPS Transitions Course for university admissions purposes – some will accept it as a Higher, some will consider it at confirmation stage.

Your time commitment works out as approximately six hours per week, plus assessment preparation. Classes will be with a mix of students from other schools.

##### *University Level Academic Skills*

- Critical thinking
- Academic writing
- Academic resources
- Discussion and presentation skills
- Academic posters
- Evidence (including referencing and plagiarism)
- Feedback
- Data skills
- Reflective practice

##### *Independent Learning*

- Self-directed study
- Time management
- Problem solving
- Self-evaluation

##### *Digital Literacy*

- University virtual learning environments
- Online academic library collections
- Learning in an online setting

By taking this course you are demonstrating to universities that you are committed to preparing for university-level study – this will be very beneficial to mention in your UCAS Personal Statement!

#### Assessment

- Individual Written Assessment on Academic Skills 60% (Formal)
- Academic Poster Presentations (group work) 40% (Formal)



## Mental Health and Wellbeing

✓ National 5/ level 5

Curriculum Leader: Ms L. Halliday

### Entry Requirements

- Discussion with teacher (Mr. Dunn and Mrs. Richards) related to interests and suitability of the course for students.

### Mental Health and Wellbeing: National 5

#### Course Content

##### Unit 1: Understanding mental health.

##### Outcome 1

- The role of needs and wants in mental-health and well-being.
- Historical context of mental health and well-being.
- Myths and facts related to mental health and well-being.
- Legislation and strategy in relation to mental-health and well-being.

##### Outcome 2

- Mental health conditions

##### Outcome 3

- The role of the brain in relation to mental health and well-being.
- Attachment theory

##### Unit 2: Influences on mental health and well-being

##### Outcome 1: Factors influencing mental.

- Social Factors
- Environmental factors
- Personal factors
- Cultural factors
- Vulnerable groups

##### Outcome 2: Influence of technology and social media

- Positive and negative influences
- Feeling associated with social media
- Coping Strategies

##### Unit 3: Coping Strategies and Resilience

##### Outcome 1: Helpful and unhelpful strategies

- Developing resilience
- Limit setting

##### Outcome 2: Promoting good mental health and well-being

- Self-care
- Growth mindset

##### Outcome 3: Different types of support and barriers to support

- Accessing support
- Informal and formal support.

#### Assessment

- Ongoing assessment and completion of outcome evidence throughout the year long course.

#### Career Pathways

This is a great course for students interested in a career working with people where care and support are vital skills, e.g. Counselling, psychologist, nursing, teaching, social care.

## Powering Futures (combined with Effective Skills programme)

✓ 1-year SCQF Level 6 Qualification.

Curriculum Leaders: Mr I. Coltart and Mr. A Russell

Powering Futures is an interdisciplinary course that develops critical meta-skills that employers are looking for, helping you be ready for a sustainable future. Working in a team, you will create a solution to a real-world sustainability challenge set by businesses.

Who this for?:

- Pupils who are keen to explore sustainable and real-world problems, in a pupil led environment.
- Pupils wishing to participate in this course must have strong commitment and strong attendance.
- Be willing to participate in a team and challenge yourself via a series of student led problem-based learning tasks.
- This course is suitable for pupils wanting to create an outstanding UCAS or Job application by developing key meta-skills. Or pupils that would rather a more real-world realistic assessment style as there is no end of year exam.

### Course Content

The course takes a student-led approach, where teams of pupils work to tackle real world sustainability challenges. This takes an alternative approach to most traditional teaching, where instead we will use a problem-based learning approach. During this process pupils will discuss and generate solutions to challenging problems. During the course pupils gain exposure and insight into several Scottish businesses who set the challenges for the course. Pupils can choose from a range of real-world problems set by industry partners and use their creativity to develop solutions for the sustainability challenges.

This process creates an awareness of and develops key meta-skills such as creativity, communication, decision-making, collaboration, resilience, critical-thinking, self-awareness, task management, problem solving, and analysis.

The programme is separated into key stages:

- Sprint 1 Meta-skills – Understanding meta-skills, team dynamics, and selection of the challenge.
- Sprint 2 Your Challenge – Create your solution. Make it sustainable. Refine your solution.
- Sprint 3 Analysis – Critical analysis. Presentation techniques. Finalisation of your solution.
- Presentation: Finally, in the spring term you will present your solution to a panel of industry judges at a national event (e.g. this has been held at Murrayfield and other Scottish locations).

### Qualification

On successful completion of the course, you will achieve a SCQF Level 6 course, with 8 SCQF points and 7 UCAS tariff points.

This stands out on UCAS, college, apprenticeship and job applications, as the course develops key meta-skills that recruiters are looking for candidates to have.

### Assessment

The course is a SCQF level 6 qualification that has no exam. The course is continually assessed via a portfolio of evidence and reflective of life in the world of work. Successful candidates will:

- Complete a portfolio of evidence.
- Work closely with your team throughout the academic year.
- Deliver a presentation with your team showcasing your solution to the sustainability challenge.

### Career Pathways

This course is used by pupils for many reasons. Sustainability is relevant if pupils wish to complete further study or want to go directly into the world of work. Every industry and most academic study will be looking towards a sustainable future, particularly STEM vocations. In addition, the meta-skills developed will be utilised either in further study or in the world of work.

- Access to university or college, by developing key skills that will be used when you leave school.
- Access to industry, many pupils utilise the skills learned in this course to access apprenticeships or jobs.

## Effective Skills Programme (combined with Powering Futures course)

- ✓ 1-year SCQF Level 4, 5 or 6 Qualification

**Programme Leader: Bruce Aitchison (Effective Skills)**

### Entry Requirements

- Ideally for pupils who want to go directly into the World of Work from school.
- For pupils who have a desire to improve their skills in preparation for life after school, whether that is into college, university, an apprenticeship or employment.

### Course Content

The course is activity based. Each activity focuses on specific meta skills.

This programme has been designed for senior pupils who want to improve their skills in preparation for the World of Work. By working through the course and engaging with the Business Partnership programme we hope young people will -

- Build their confidence
- Improve work related skills that will positively impact their life after school
- Improve resilience
- Build meaningful relationships and a work/employment specific network
- Develop knowledge of the employment opportunities within the local area
- Gain an SCQF qualification – Adult Achievement Award

### Assessment

- Attendance at sessions.
- Reflective Journal (internal assessment) – this is a diary of your skills journey and progress.

### Qualification

On successful completion of the course, pupils will achieve either a SCQF Level 4, 5 or 6 qualification.  
Introduction to potential work experience and links with businesses.

### Career Pathways

This course is ideal for young people who would like to move into employment, modern or graduate apprenticeship programme straight from school. The skill development is generic, which means they can be applied in a variety of industries.

Through our Business Partnership Programme, we hope to introduce young people to businesses in Edinburgh who can support skill development in young people and potentially offer work experience opportunities and apprenticeships. The businesses we work with are willing to use their networks to support young people in jobs/apprenticeships.

## Sustainability Diploma

✓ 1-year SCQF Level 6 Qualification.

Delivered by Boroughmuir High School

### Entry Requirements

- English National 5 and an interest in environmental issues.
- National 5 passes in Social Subjects, Science, Computing Science or a Craft and Design subject would be helpful.

### Course Content

Unit 1 – Learn more about sustainability through the framework of the UN Sustainable Development Goals (SDGs) and learn the principles of Design Thinking. Apply these in practice to create a compelling social media campaign around an SDG of your choice.

Unit 2 – Choose 2 Global Challenge Projects e.g. you might design a video game to combat climate anxiety; a new wave-powered method for water desalination; a monument to represent unheard voices in your community; or an accessible playground for older people to keep fit, healthy and connected. Conduct research to build understanding; Generate ideas; develop your concept through a process of feedback and testing; and present your solution.

Unit 3 – Working with University of Stirling Enterprise Team, choose one of your Global Challenge Project solutions from Unit 2 to develop further and pitch as a business or social enterprise and have the opportunity to receive feedback from entrepreneurs.

### Qualification

On successful completion of the course, pupils will achieve a SCQF Level 6 course, with 8 SCQF points and 7 UCAS tariff points.

This stands out on UCAS, college, apprenticeship and job applications, as the course covers key current issues and also develops meta-skills that recruiters are looking for candidates to have.

### Assessment

- . Assessment is based on a Portfolio of work which pupils will build throughout the year, and there are no examinations

### Career Pathways:

Pupils will build understanding and experience of how you can apply your knowledge and abilities to tackle the challenges that face humanity in the coming decades. You will develop key skills such as independent research, problem-solving, critical thinking, collaboration, communication and entrepreneurship, which are increasingly sought by universities, colleges and employers.

# Sciences

## Biology and Human Biology

- ✓ National 5/ level 5
- ✓ Higher/ level 6
- ✓ Adv Higher/ level 7

**Curriculum Leaders: Mr I. Coltart and Mr. A Russell**

### Entry Requirements

#### Nat 5

- Pass at National 4 Biology (with teacher recommendation)
- Grades A, B or C at National 5 in Chemistry or Physics
- Pass at National 4 Science (with teacher recommendation)

#### Higher

- Grades A or B at National 5 Biology or grade C based on individual circumstance and only in agreement with subject CL.
- Grades A or B at Higher Chemistry and/or Physics or grade C based on individual circumstance and only in agreement with subject CL.

#### Adv Higher

- Grades A or B at Higher Biology or Higher Human Biology or grade C based on individual circumstance and only in agreement with subject CL.

### National 5

#### Course Content

This course uses debating, experimental work and research skills to develop a solid understanding of Biology. It is a fast moving and dynamic subject which is constantly updating its content to keep up to date with current biomedical research.

There are three main units:

##### Unit 1: Cell Biology

- Cell structure and functions
- DNA and protein synthesis
- Proteins and enzymes
- Genetic engineering
- Respiration
- 

##### Unit 2: Organisms

- Stem cells and current research in regenerating damaged tissues and organs
- The treatment of degenerative diseases

- The nervous system
- Homeostasis
- Reproduction and genetics

##### Unit 3: Life on Earth

- Energy in ecosystems and photosynthesis are investigated to consolidate understanding of biodiversity and interdependence.
- Mutation
- Adaptation
- Natural selection
- Evolution is also studied alongside human impact on the environment

#### Assessment

- Assignment – 20%, completed internally in exam conditions and marked externally
- Exam – 80%

## Higher

**Course Content**

*Building on the foundation of National 5, the units of study in Higher Biology are:*

- *DNA and the Genome*
- *Metabolism and Survival*
- *Sustainability and Interdependence.*

*Higher Human Biology units of study are:*

- *Human Cells*
- *Physiology and Health*
- *Neurobiology and Immunology.*

*'Higher Biology' by James Torrance et al and published by Hodder Gibson is a textbook which covers the course content, however, the various Study Guides available tend to be a more useful revision companion.*

**Assessment**

- Assignment – 20%, completed internally in exam conditions and marked externally.
- Exam – 80%

## Advanced Higher

**Course Content**

- *Cells and Proteins*
- *Organisms and Evolution*
- *Investigative Biology*

**Assessment**

- Project – 25% - completed internally and marked externally
- Exam – 75%

**Career Paths**

- Nursing
- Conservation Officer
- Pharmacologist
- Horticulturist

- Research Scientist
- Dentist
- Veterinary Medicine
- Sports Physiotherapist
- Neuroscience

## Scottish Baccalaureate level 7

The SQA Science Baccalaureate is available to pupils who have achieved well in their Highers and are on target to achieve 2 Advanced Highers and 1 Higher by the end of S6.

Please see the Baccalaureate information in this booklet for more details.

## Chemistry

- ✓ National 5/ level 5
- ✓ Higher/ level 6
- ✓ Advanced Higher/ level 7

**Curriculum Leaders: Mr I. Coltart and Mr. A Russell**

### Entry Requirements

#### Nat 5

- Pass at National 4 Chemistry (with teacher recommendation)
- Grades A, B or C at National 5 in Biology or Physics
- Pass at National 4 Science (with teacher recommendation)

#### Higher

- Grades or B at National 5 Chemistry or grade C based on individual circumstance and only in agreement with subject CL.
- Grades A or B at Higher Biology and/or Physics or grade C based on individual circumstance and only in agreement with subject CL.

#### Adv Higher

- Grades A or B at Higher Chemistry or grade C based on individual circumstance and only in agreement with subject CL.

## National 5

We use a range of teaching strategies to make the link between chemistry and everyday life in an aim to bring the real world into the classroom. Our teachers implement an array of activities, including practical work, research challenges, debates, making short-films and using media clips to make learning Chemistry as stimulating as possible.

### Course Content

- Chemical Changes and Structure - covering the structure of the atom, how to write chemical names, how atoms combine together in chemical bonds, how the properties of substances relate to their bonding, chemical quantities - how much substance is used up or produced in a reaction, how acids and alkalis are made and their effects on the environment, the pH scale, neutralisation reactions and how to analyse acidic or alkaline solutions.

- Nature's Chemistry - covering the use of fossil fuels, the effect on carbon balance in the atmosphere, hydrocarbon molecules, biological materials, eg. fats, oils and sugars, carbohydrates, and energy changes when fuels are burned.
- Chemistry in Society - covering the production and uses of metals and polymers in everyday life, how new materials can overcome problems such as corrosion, how batteries work, and how we deal with ever more important environmental issues.

### Assessment

- Assignment – 20%, completed internally in exam conditions and marked externally
- Exam – 80%



### Higher

#### Course Content

Building on the foundation of National 5, the units of study in Higher Chemistry are:

- Chemical Changes and Structure
- Nature's Chemistry
- Chemistry in Society.

*'Higher Chemistry' by John Anderson and published by Hodder Gibson is a textbook which covers the course content, however, the various Study Guides available tend to be a more useful revision companion.*

#### Assessment

- Assignment – 20%, completed internally in exam conditions and marked externally
- Exam – 80%

### Advanced Higher

#### Course Content

This course moves on to a deeper study of Inorganic and Physical Chemistry, Organic Chemistry and Instrumental Analysis and Researching Chemistry, in addition to the 'investigation'. This demanding course requires an A or B pass in Higher Chemistry.

#### Assessment

- Project – 25% - completed internally and marked externally
- Exam – 75%

#### Career Paths

- |   |  |
|---|--|
| <ul style="list-style-type: none"> <li>• Doctor</li> <li>• Dentist</li> <li>• Forensic Scientist</li> <li>• Toxicologist</li> <li>• Police Officer</li> <li>• Pharmacologist</li> </ul> | <ul style="list-style-type: none"> <li>• Healthcare Scientist</li> <li>• Teacher</li> <li>• Hairdresser</li> <li>• Firefighter</li> <li>• Environmental Consultant</li> <li>• Chemical Engineer</li> </ul> |
|---|--|

### Scottish Baccalaureate level 7

The SQA Science Baccalaureate is available to pupils who have achieved well in their Highers and are on target to achieve 2 Advanced Highers and 1 Higher by the end of S6.

Please see the Baccalaureate information in this booklet for more details.

## Laboratory Science

✓ **National 5/ level 5**

**Curriculum Leaders: Mr I. Coltart and Mr. A Russell**

### Entry Requirements

**Nat 5**

- Pass at National 4 in English, Maths and at least one Science subject

### National 5

#### Aims of the course

- introduce pupils to working in a laboratory.
- encourage pupils to foster a good ethic, including positive attitudes, time management
- working with others
- help build pupil confidence
- encourage pupils to consider a career which makes use of laboratory science
- develop laboratory skills involving weighing, measuring and preparing chemical solutions
- develop an understanding of health and safety in a laboratory setting
- develop problem-solving and numeracy skills in a laboratory setting
- develop pupils' awareness of their own strengths and weaknesses
- 

#### Units of study are:

- Careers using Laboratory Science - investigating how lab skills are used in a wide range of industries and services. There will also be an investigation of career opportunities.
- 
- Working in a Laboratory concentrating on practical skills and covering basic laboratory safety such as storage of chemicals
- Practical Skills - developing skills such as handling micro-organisms, measuring radioactivity and performing titrations.
- Practical Investigation - investigating a scientific topic as part of team. Pupils will also work individually on one aspect of the investigation and produce a scientific report.

#### Assessment

- This course is internally assessed

## Physics

- ✓ National 5/ level 5
- ✓ Higher/ level 6
- ✓ Advanced Higher/ level 7

**Curriculum Leaders: Mr I. Coltart and Mr. A Russell**

### Entry Requirements

#### Nat 5

- Pass at National 4 Physics (with teacher recommendation)
- Grades A, B or C at National 5 in Biology or Chemistry
- Pass at National 4 Science (with teacher recommendation)

#### Higher

- Grades A, B at National 5 Physics, or grade C based on individual circumstance and only in agreement with subject CL.
- Grades A or B at Higher Biology and/or Chemistry or grade C based on individual circumstance and only in agreement with subject CL.

#### Adv Higher

- Grades A, B at Higher Physics or grade C based on individual circumstance and only in agreement with subject CL.

## National 5

### Course Content

Physics plays a key role in meeting society's needs in areas such as medicine, energy, engineering, the environment and sustainability. The course is practical and experiential and develops scientific understanding of issues relating to physics. It aims to generate interest and enthusiasm in physics and enables learners to develop confidence in recognising and communicating ideas on scientific phenomena.

To support learning, we provide learning outcomes and notes along with homework and formative assessment materials. By using these we can track pupil progress and encourage regular self- assessment. As well as physics knowledge and understanding, pupils will develop specific scientific skills such as scientific enquiry, investigation and analytical thinking and gain transferable skills for learning, life and work such as literacy, numeracy and citizenship.

Units of study are:

- Dynamics
- Space,
- Electricity
- Properties of Matter, Waves, and Radiation.

### Assessment

- Assignment – 20%, completed internally in exam conditions and marked externally
- Exam – 80%

### Higher

#### Course Content

The Higher course builds on the foundation of National 5. The units of study are:

- Our Dynamic Universe
- Particles and Waves
- Electricity

'Higher Physics for CfE' by Chambers, Moore and Ramsay and published by Hodder Gibson is a textbook which covers the course content, however, the various Study Guides available tend to be a more useful revision companion.

#### Assessment

- Assignment – 20%, completed internally in exam conditions and marked externally
- Exam – 80%

### Advanced Higher

#### Course Content

- Rotational Motion and Astrophysics
- Quanta and Waves

#### Assessment

- Project – 25% - completed internally and marked externally
- Exam – 75%

#### Career Paths

- |  |   |
|--|---|
| <ul style="list-style-type: none"> <li>• Mechanical engineer</li> <li>• Optometrist</li> <li>• Medical Physics</li> <li>• Geophysicist</li> <li>• Electrical Engineer</li> <li>• Civil Engineer</li> </ul> | <ul style="list-style-type: none"> <li>• Aerospace engineer</li> <li>• Seismic interpreter</li> <li>• Meteorologist</li> <li>• Medicine</li> <li>• Pilot</li> <li>• Sound engineer</li> <li>• </li> </ul> |
|--|---|

### Scottish Baccalaureate level 7

The SQA Science Baccalaureate is available to pupils who have achieved well in their Highers and are on target to achieve 2 Advanced Highers and 1 Higher by the end of S6.

Please see the Baccalaureate information in this booklet for more details.

**Scientific Technologies****✓ National Progression Award Level 6****Curriculum Leader: Mr I. Coltart and Mr. A Russell**

The National Progression Award in Scientific Technologies is a 1-year course which is open to pupils entering 5<sup>th</sup> or 6<sup>th</sup> year. You must have the ability to study at SCQF level 6 (Higher equivalent) and meet the entry requirements of the course.

**Entry Requirements**

- Achieved a Grade A, B or C pass in National 5 Mathematics and Chemistry (additional scientific subjects would be an advantage)
- Pupils should have an interest in working in a scientific technology environment.

**Course Outline**

During the NPA you will complete the following units of the National Progression Award at school:

- Laboratory Safety
- Mathematics for Science
- Fundamental Chemistry
- An Introduction to Experimental Procedures

**Qualification**

On successful completion of the course, you will achieve a National Progression Award in Scientific Technologies at SCQF Level 6.

**Assessment**

There is no final exam at the end of the course. You are assessed on a unit-by-unit basis through exam style assessments and will achieve the qualification by obtaining a pass (60%) in each unit assessment.

**Career Pathways**

With a NPA in Scientific Technologies, you could:

- Gain access to a Foundation Apprenticeship
- Progress to further study in science, either in school or at college

## Scientific Technologies – Foundation Apprenticeship

### ✓ 1-year Foundation Apprenticeship

**Curriculum Leader: Mr I. Coltart and Mr. A Russell**

The Foundation Apprenticeship in Scientific Technologies is a 1-year course which is open to pupils entering 6<sup>th</sup> year.

#### Entry Requirements

- You must have completed the NPA in Scientific Technologies.
- Pupils should have an interest in working in a scientific technology environment.

#### Course Outline

This course is an extension of the S5 NPA course, and will focus on developing the knowledge and skills gained in S5 and using these in a workplace setting. Placements will take place on a Friday morning, or other day by agreement.

During your work placement you will develop work ready skills and complete the following units of the SVQ qualification.

- Follow Health and Safety Procedures for Scientific or Technical Activities
- Carry Out Simple Scientific or Technical Tests Using Manual Equipment
- Prepare Compounds and Solutions for Scientific or Technical Use

#### Qualification

On successful completion of the course, you will achieve a Joint Qualification Certificate for the Foundation Apprenticeship in Scientific Technologies which comprises of:

- National Progression Award in Scientific Technologies at SCQF Level 6 (achieved in S5)
- Three units from the Scottish Vocational Qualification Level 3 (SVQ3) in Laboratory and Associated Technical Activities (Industrial Science)

#### Assessment

You will complete a portfolio of work during your placement, and you will have a workplace mentor to guide you. The portfolio will be marked by a workplace assessor.

#### Career Pathways

With a Foundation Apprenticeship in Scientific Technologies, you could:

- Gain direct employment at entry level in the scientific sector.
- Gain accelerated entry onto a Modern Apprenticeship in Life Science and Related Science Industries
- Progress onto a Technical or Graduate Apprenticeship in a scientific discipline
- Progress to College – Direct access to HNC in Applied Science
- Progress to University – FA is recognised as partial entry criteria for degrees in a variety of scientific related subjects.

# Social Subjects

## Classical Studies

✓ Higher/ level 6

Curriculum Leader: Mrs N. Carruthers

### Entry Requirements

- Pass grade at National 5 History and/or English, or based on individual circumstance and with agreement of Curriculum Leader

### Course Content

Pupils studying Higher Classical Studies develop their skills across 2 key areas: Classical Literature and Classical Society

#### 1: Classical Literature

Pupils will demonstrate in-depth factual and textual knowledge and understanding of universal ideas, themes, or values revealed in a classical text they have read, linking the classical and modern worlds. These universal ideas, themes, or values are:

- Leadership
- Fate versus free will
- Heroism
- Conflict
- Women in society

#### 2: Classical Society – Life in Classical Greece

Pupils will learn about factual and theoretical knowledge of life in fifth century BC Athens in relation to Religion and Belief, including:

- State Religion
- Cults and Mystery Religions
- Women within Religious Worship
- Death and the Afterlife
- Challengers of traditional beliefs

#### 3. Classical Society – Life in the Roman World

Pupils will learn about factual and theoretical knowledge and understanding of life in the Roman world in the first century BC and first century AD in relation to Power and Freedom, including:

- The Roman Republic up to 44BC
- Slavery in the Roman world
- Roman Women
- Roman Empire
- Revolts in Empire

### Assessment

External examination for Higher Classical Studies consists of:

- A Classical Literature paper (30 marks)
- A Classical Society paper (50 marks)
- The Assignment Writing component of the course (30 marks) is completed in class prior to external verification.

### Course Pathways

A knowledge of Classical Studies can lead to a variety of careers:

- Teaching
- Tourism
- Museum/Curation
- Academic Librarian
- Media and Writing
- Archivist



## Environmental Science

✓ Higher/ level 6

Curriculum Leader: Mrs N. Carruthers

### Entry Requirements:

#### Higher

- A or B at National 5, or a grade C based on individual circumstance and only in agreement with subject CL.
- Qualifications or experience in National 5 Geography, National 5 Biology or National 5 Environmental Science.

#### Advanced Higher

- A pass in this course will be considered for entry to Advanced Higher Geography where pupils can develop their environmental knowledge and skills through a folio worth 70% of their final grade. This consists of a critical essay on a controversial topic and a study based on original research and fieldwork.

## Higher

### Course Content

Pupils studying the course at Higher will take up a broader and deeper exploration of the topics covered at National 5. These focus on the changes to natural systems from human activity, biodiversity reduction, climate change and sustainable approaches to the challenges of growing populations.

#### Unit 1:

Living Environments investigating ecosystems & biodiversity, interdependence, human influences on biodiversity;

#### Unit 2:

Earth's Resources (the geosphere, the hydrosphere, the biosphere, the atmosphere);

#### Unit 3:

Sustainability (global challenges, food, water, energy, waste management, anthropogenic climate change)

### Assignment

Assignment 30 marks

### Assessment

External Assessment: Two papers

- Question paper 1: Physical and human environments (100 marks) 1 hour and 50 minutes
- Question paper 2: Global issues and geographical skills (60 marks) 1 hour and 10 minutes

### Career Paths

- |  |   |   |
|--|---|---|
| <ul style="list-style-type: none"> <li>• Environmental manager</li> <li>• Renewable energy sector</li> <li>• Water quality scientist</li> <li>• Transport planner</li> </ul> | <ul style="list-style-type: none"> <li>• Volcanologist</li> <li>• Waste management</li> <li>• Recycling officer</li> <li>• Nature conservation</li> </ul> | <ul style="list-style-type: none"> <li>• Landscape architect</li> <li>• Environmental health</li> <li>• Town planner</li> </ul> |
|--|---|---|

## Geography

- ✓ Higher/ level 6
- ✓ Advanced Higher/ level 7

**Curriculum Leader: Mrs N. Carruthers**

### Entry Requirements

#### Higher

A or B at National 5, or a grade C based on individual circumstance and only in agreement with subject CL

#### Advanced Higher

A or B at National 5, or a grade C based on individual circumstance and only in agreement with subject CL

## Higher

### Course Content

The Higher course deals with contemporary issues, through which the pupil will investigate elements of the environment and study how we respond to our surroundings and over time, change them. The course develops pupils' 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 study of geography encourages positive lifelong attitudes of environmental stewardship, sustainability and global citizenship. The course provides pupils with the skills, knowledge and understanding to contribute effectively to their local communities and wider society. The contexts for study are local, national, international and global.

The course content includes:

#### Physical

- Atmosphere
- Lithosphere
- Hydrosphere
- Biosphere

#### Human

- Population
- Rural
- Urban

#### Global Issues

- Climate Change
- Development and Health

### Assignment

Assignment 30 marks (27% of total grade)

Externally assessed

### Assessment

External Assessment: Two exam papers in total 160 marks

- Question paper 1: Physical and human environments (1hr and 50 mins, 100 marks)
- Question paper 2: Global issues and geographical skills (1hr and 10 mins, 60 marks)

**Advanced Higher****Course Content**

The AH course gives learners an in-depth understanding of complex ideas about how the world works. It also gives them the chance to carry out their own research, with an emphasis on fieldwork.

**Geographical Skills**

Pupils will develop a wide range of geographical methods and techniques including mapping skills, graphical techniques, and a range of statistical techniques for analysing and interpreting geographical data. They will use a wide range of investigating skills while undertaking independent research such as:

- scoping or identifying appropriate research topics
- how to plan and manage a complex programme of research
- techniques to source, collect and record appropriate and reliable primary and secondary information
- methods of independent fieldwork
- techniques to present findings using appropriate conventions
- how to evaluate research methodology

**Geographical Issues**

Pupils will develop critical thinking and the ability to evaluate sources and viewpoints on current complex geographical issues.

**Assessment**

External Assessment:

- Question Paper is worth 50 marks.
- The folio which is 100 marks and includes:
  - Geographical study is worth 60 marks (externally assessed) and is a Data based project.
  - Geographical issue is worth 40 marks (externally assessed) and is a critical essay.

**Career Paths**

- Planning/Development Surveyor
- Geographical Information Systems Officer
- International Aid Worker
- Teacher
- Town Planner
- Landscape Architect
- Commercial Surveyor
- Environmental Consultant

## History

- ✓ Higher/ level 6
- ✓ Advanced Higher/ level 7

**Curriculum Leader: Mrs N. Carruthers**

### Entry Requirements

#### Higher

- A or B at National 5, or a grade C based on individual circumstance and only in agreement with subject CL

#### Advanced Higher

- A or B at National 5, or a grade C based on individual circumstance and only in agreement with subject CL
- **Please note that this course may be delivered at another school**

## History Higher

### Course Content

History at senior level offers excellent opportunities for pupils to learn the skills they will need at university and in the world of work: researching, discussing and debating, analysis, written and verbal communication of reasoned argument. They will develop and apply skills, knowledge and understanding across contexts from British, European and World, and Scottish history. This will include:

- Evaluating the origin, purpose, content and context of historical sources
- Evaluating the impact of historical developments and synthesising information in a well-structured manner
- Evaluating the factors contributing towards historical developments, and drawing well-reasoned conclusions supported by evidence
- Researching and analysing historical information

#### Britain Unit (Essay): Britain (1850-1950)

- Why women won the vote
- Reasons for the Liberal Reforms 1906-1914
- Assessment of the success of the Liberal Reforms 1906-1914
- Assessment of the success of the Labour Government 1945-51

#### European and World Unit (Essay): The Cold War, 1945 – 1989

- Reasons for the start of the Cold War
- Causes of the Cuban Missile Crisis
- Reasons why the Americans lost the Vietnam War
- Reasons why the Cold War ended

#### Scottish Unit (Sources): Migration and Empire (1830-1939)

- Reasons for Migration of Scots
- Experience of Immigrants to Scotland
- Impact of Scots on the Empire
- Impact of Migration and Empire on Scotland

### Assessment

Assignment: Extended response, externally assessed and worth 30 marks (27% of overall grade)

Externally assessed Exam (80 marks), split into two papers:

- Paper 1: Essays (1 hour and 30 mins, worth a total of 44 marks)
- Paper 2: Sources (1 hour and 30 mins, worth 36 marks)

**sHistory: Advanced Higher****Course Content**

The Scottish Wars of Independence from 1249-1334

The study of the changing nature of the Scottish kingdom; threats to the independence of the nation; responses to those threats; and consequences for the Scottish nation. This covers the broad themes of authority, conflict and identity.

**Summary**

- Background to the conflict, including: the nature and extent of royal authority under Alexander III; relationships between Scotland and England; the origins of the succession crisis
- Edward I and Scotland, including: the Guardianship; the Great Cause; the reign of King John; the war of 1296 and the submission of King John and the political community
- Edward I and Scottish resistance, including Edward's government in Scotland; the rise of Scottish resistance and the emergence of William Wallace; Wallace's guardianship; continued resistance after 1298; English invasions and the submission of John Comyn in 1304
- King Robert, Civil War and the war against England, including Bruce's seizure of power; support for and opposition to Bruce; Bruce's military campaigns and tactics; Bruce's search for peace
- King Robert in power, including: the restoration of royal authority; justification and defence of Robert's kingship; securing the dynasty; immediate challenges to the 1328 settlement

**Assessment**

Externally assessed Exam (3 hours) worth 90 marks

Externally assesses Dissertation worth 50 marks

**Career Paths**

- |                      |                   |                    |
|----------------------|-------------------|--------------------|
| • Academic Librarian | • Civil Service   | • Lawyer           |
| • Research Officer   | • Records Manager | • Archivist        |
| • Journalist         | • Barrister       | • Heritage Manager |

## Travel and Tourism

✓ **National 5/ level 5**

**Curriculum Leader: Mrs N. Carruthers**

### Entry Requirements

Pass grade at National 4 History/Geography/Environmental Science/English, or based on individual circumstance and with agreement of Curriculum Leader

The general aims of this course are to:

- provide learners with a broad introduction to the travel and tourism industry
- allow learners to experience a range of work-related activities in relation to travel and tourism industry
- encourage learners to develop skills for learning and life as well as work
- build learners' confidence
- encourage learners to take greater responsibility for their own learning and development
- prepare learners for progression to further education, training or employment

### Course Content

#### Employability

- Different functions of travel and tourism organisations and employment opportunities across the industry.
- Gain an understanding of the skills and qualities identified by employers as being the most important in the travel and tourism industry.
- Ability to investigate different careers from across the travel and tourism industry. They will also be able to demonstrate employability skills and plan for employment in a particular travel and tourism job.

#### Customer Service

- How to meet the needs of customers.
- Develop communication skills and learn about promoting products and services and how to deal with customer issues.
- Establish and respond to customer needs and promote a range of products and/or services from the travel and tourism industry.
- Deal with a customer issue in a travel and tourism environment.

#### Scotland (National 5)

- Develop their knowledge, in relation to travel and tourism in Scotland, and the skills required to meet the needs of customers.
- Investigation of travel and tourism in Scotland and meet customer holiday needs.

#### UK and Worldwide

- Develop their knowledge, in relation to travel and tourism in the United Kingdom and the rest of the world, and the skills required to meet the needs of customers.
- Investigation of travel and tourism in UK and rest of the world to meet the customer holiday needs.

### Progression Pathways

National 5 Travel and Tourism is a skills for work course and could lead to further related courses at college.

### Assessment

Pupils will be required to complete Unit assessments across the different sections of the course. There is no exam for National 5 Travel and Tourism

### Career Pathways:

- |  |   |   |
|--|---|---|
| <ul style="list-style-type: none"> <li>• Air Cabin Crew</li> <li>• Holiday Representative</li> </ul> | <ul style="list-style-type: none"> <li>• Travel Agency manager</li> <li>• Theme Park manager</li> </ul> | <ul style="list-style-type: none"> <li>• Hotel manager</li> <li>• Conference manager</li> </ul> |
|--|---|---|

## Scottish Studies

✓ **National 5/ level 5**

**Curriculum Leader: Mrs N. Carruthers**

### Entry Requirements

Pass grade at National 4 History/Geography/Environmental Science/English/Modern Studies, or based on individual circumstance and with agreement of Curriculum Leader

### Why take Scottish Studies?

Learning about Scotland — its people, languages (such as Scots and Gaelic), society, culture, landscape and heritage — gives pupils lots of chances to build skills and knowledge and link to other subjects. Scotland and its people have made important contributions at home and overseas in areas like science, engineering, literature, the arts, business and media. These contributions have lasting effects. Scottish society is diverse, with people from many cultures and histories. Through emigration and immigration, Scotland's culture has both influenced and been influenced by other countries. Scotland's varied natural landscape also attracts visitors from around the world. Studying N5 Scottish Studies builds skills in research, communication, cultural awareness and critical thinking.

### Course Content

Pupils must complete the mandatory Scottish Studies: Scotland in Focus Unit, which is a project on an area of interest to the pupil.

Pupils will also complete three Units from at least two of the following groups:

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

The units will depend on staffing expertise and availability. There are several subject areas within each of these groups, and the units are flexible as long as they are delivered and assessed in a Scottish context.

### Progression Pathways:

National 5 Scottish Studies can lead into Higher Geography, Higher History, Higher Modern Studies and Higher Environmental Science along with other Highers and college courses. It may also provide a good foundation for progression to training or employment in a variety of sectors including financial services, care, tourism, hospitality and the creative, cultural and heritage industries

### Assessment:

Pupils will be required to complete Unit assessments across the different sections of the course. There is no exam for National 5 Scottish Studies.

### Career Pathways:

- |  |   |   |
|--|---|---|
| <ul style="list-style-type: none"> <li>• Museum Education Officer</li> <li>• Tour guide</li> <li>• Journalist</li> </ul> | <ul style="list-style-type: none"> <li>• Youth Worker</li> <li>• Policy Researcher</li> <li>• Events manager</li> </ul> | <ul style="list-style-type: none"> <li>• Civil Service</li> <li>• Creative Industries</li> <li>• Hospitality</li> </ul> |
|--|---|---|