

# Drummond

COMMUNITY HIGH SCHOOL



## Senior Phase Course Progression Pathways Booklet 2026/27

Information for pupils and parents/carers



## The Senior School Curriculum at DCHS

Our Senior Phase Curriculum will ensure that every learner has a personalised pathway from school into a positive destination. These pathways will be designed to meet the needs and aspirations of individual learners and have been designed to articulate with destinations in Higher and Further Education as well as with local labour market intelligence.

Our pathways through the Senior Phase ensure that each young person leaves school with the highest possible level of qualifications. Our pathways include a broad range of SQA courses and awards from SCQF level 3-7 and are implemented in collaboration with our partners from Edinburgh College and industry.

We strongly believe that there is parity of esteem across all of our pathways and we are guided by the desire to ensure that every young person achieves their full potential and that they are fit for a full, active and satisfying life in the world beyond school.

Thank you for working in partnership with us to make your child's progress as successful as possible.

If you have any further questions about any of this information, or any other aspect of your child's progress, please do not hesitate to contact their Pupil Support Leader:

***Annandale - Mr Michael Paley***

***Bellevue - Mr Mark White***

***Claremont - Ms Leah Rankin***

### Pathways at Drummond CHS

- National Qualifications from National 3 - Advanced Higher
- Skills for Work courses L3-L6
- National Progression Awards (NPA)
- College
- JET+
- Volunteering
- Foundation Apprenticeships (FA)
- Design Engineer Construct





### Pathways at Drummond CHS

- National Qualifications from National 3 - Advanced Higher
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- College
- JET+
- Volunteering
- Foundation Apprenticeships (FA)



## The Senior School Curriculum at DCHS

### What will be your pathway to success?

The courses which are being offered for session 2026/27 are described in this booklet. **Pupils and parents/carers should, however, note that only courses which have sufficient up-take will eventually run.**

We offer a number of routes that promote and develop employability skills in our pupils. Some of our courses will be delivered in collaboration with local partners and these are key to ensuring our young people achieve a sustained and positive destination post 16.

After reading the information and consulting with our Careers Adviser, you should fill in the Learner Pathway Choice form (**to be issued separately**) and return it to your Pupil Support Leader when you have your one-to-one meeting.

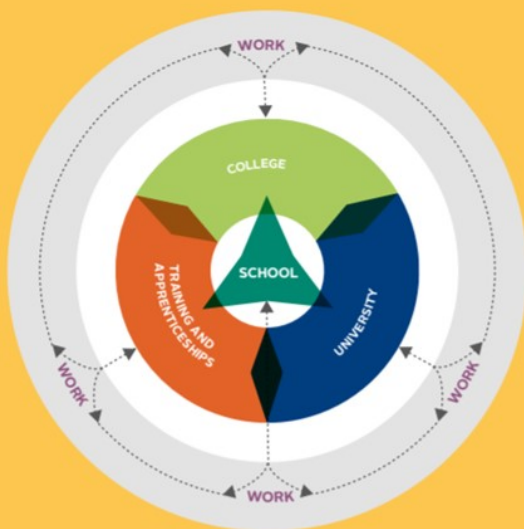
As last year, pupils will be provided with predicted next levels of study from all subjects in advance of their coursing meetings. This information will be included on personalized course choice forms.

Teaching staff will assist pupils by advising them of the appropriate levels of study for next session. Final choices should then be decided in consultation with parents/carers and Pupil Support Leaders.

**Pupils will have an opportunity to review their course choices in August during the in-service days post SQA certification. This will support those learners who want to change subjects if they have not achieved as predicted in the May SQA examinations.**



## NATIONAL PARENT FORUM



### MYTH BUSTERS!!!!

- College is for less academic pupils - **False!**
- I need to go straight to University to get a degree - **False!**
- Apprenticeships are only relevant if I want to go into one of the 'trades' - **False!**
- A Foundation Apprenticeship is a low level, basic qualification – **False!**
- Employers only value academic qualifications - **False!**

### What is the Senior Phase about?

It is about preparing for the next stage in your education and making you an attractive candidate for employment or training or further study. You should remember you have a range of options and school is only one of them.

There are many ways to enter the workplace, get a good job and have a successful career. School gets you to the starting line, you now get to choose the best route for you.

This diagram has been reproduced from the National Parent Forum Scotland (NPFS) publication called Career Education: A World of Possibilities. [www.npfs.org.uk](http://www.npfs.org.uk)

The National Parent Forum produces a wide range of documents written in pupil and parent friendly language without jargon.

### Careers Advice and Support

Our Careers Adviser (Helen Irons) is in school on a Tuesday and Thursday to provide careers information, guidance and advice. She can help pupils to:

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

Pupils should:

- ⇒ Request an interview to discuss their ideas and plans in detail with **[helen.iron@sds.co.uk](mailto:helen.iron@sds.co.uk)**
- ⇒ Attend the careers clinic for careers information and job vacancy details

## SCHOOL LEAVING DATES

The statutory school leaving dates in Scotland are as follows:

If you are 16 between 1 March and 30 September, you may leave school at the end of May when in S4.

If you are 16 between 1 October and the last day of February, you may leave at Christmas in S5.

## Leaving School

Our school provides courses for all ability levels. In a few cases however some pupils may wish, with guidance, to consider whether they would prefer to leave and try for a job or some other form of education or training, such as a college place. Some employers still prefer to recruit 16-year-old school leavers (for certain jobs and especially Apprenticeships and Modern Apprenticeships).

## Coursing Deadlines

Coursing interviews for S3-S5 will take place between 2nd February and 6th March 2026. Pupils will be provided with a one-to-one meeting with Pupil Support Leaders.

## Pathways Available In School - New S4

Pupils will pick **7 courses** (this includes English/ESOL and Maths) for 4 periods each week plus PE, RME and PSE. Pupils should pick courses based on what they currently study in S3 (**8 courses**) to allow for progression and to maximise success in attainment and achievement. This could be a combination of level 3/4/5, NPA's, Skills for Work Courses and College. SCQF courses at Levels 3-4 and some at Level 5 allow students to study a course without having to sit a final external examination. Assessment occurs throughout the year, and credit for units passed is recorded on a pupil's SQA National Certificate. **Any pupil who wishes to study new courses must seek approval from Mrs Sloan when moving from S3 into S4.**

## Pathways Available In School - New S5 and S6

S5 Pupils selecting Level 5/6 courses (National 5/Higher/NPA Level 5/6) will pick **5 courses**.


If you are selecting courses at SCQF Level 3-4 (National 3/4/NPA Level 4) you may be advised to select **7 courses**.

Pupils should pick courses based on what they currently study in S4/5 to allow for progression and to maximise success in attainment and achievement. **Any pupil who wishes to study new courses must seek approval from Mrs Sloan (new S6) or Mrs Sharp (new S5).**

For pupils returning S6, we have introduced a points system to ensure pupils continue to increase their attainment. **You MUST score a minimum of 18 points with your subjects choice.**

Level 7 – 6 points, level 6 – 5 points and level 4/5 – 4 points. Pupils also have an opportunity to engage in volunteering, College, NPAs and Foundation Apprenticeships.

The table below indicates progression pathways for levels and compares different qualifications.

<div>  <h1>THE SCOTTISH CREDIT AND QUALIFICATIONS FRAMEWORK</h1> <p>This Framework diagram has been produced to show the mainstream Scottish qualifications already credit rated by SQA and HEIs. However, there are a diverse number of learning programmes on the Framework, which, due to the limitations of this format, cannot be represented here. For more information, please visit the SCQF website at <a href="http://www.scof.org.uk">www.scof.org.uk</a> to view the interactive version of the Framework or search the Database.</p> </div>			
SCQF Levels	SQA Qualifications	Qualifications of Higher Education Institutions	SVQs/MAs
12		Doctoral Degree	Professional Apprenticeship
11		Masters Degree, Integrated Masters Degree, Post Graduate Diploma, Post Graduate Certificate	Professional Apprenticeship SVQ 5
10		Honours Degree, Graduate Diploma, Graduate Certificate	Professional Apprenticeship
9		Professional Development Award	Technical Apprenticeship SVQ 4
8	Higher National Diploma	Diploma Of Higher Education	Technical Apprenticeship SVQ 4
7	Advanced Higher, Awards, Scottish Baccalaureate	Certificate Of Higher Education	Modern Apprenticeship SVQ 3
6	Higher, Awards, Skills for Work Higher		Modern Apprenticeship SVQ 3
5	National 5, Awards, Skills for Work National 5		Modern Apprenticeship SVQ 2
4	National 4, Awards, Skills for Work National 4	National Progression Award	SVQ 1
3	National 3, Awards, Skills for Work National 3		
2	National 2, Awards		
1	National 1, Awards		

## School Based Qualifications - Courses and Levels available to study 2026/27

Later in the booklet are full course descriptions, entry requirements and progression pathways for all courses offered.

Course	SCQF Levels					
	2	3	4	5	6	7
Acting & Performance (NPA)					✓	
Art & Design		✓	✓	✓	✓	✓
Biology		✓	✓	✓	✓	✓
Business Management		✓	✓	✓	✓	
Chemistry		✓	✓	✓	✓	✓
Creative Thinking Award				✓	✓	
Criminology (NPA)				✓		
Data Science (NPA)			✓	✓		
Drama		✓	✓	✓	✓	✓
Design Engineer Construct				✓	✓	
Early Education & Childcare (SFW)			✓	✓		
Exercise & Fitness Leadership (NPA)					✓	
English		✓	✓	✓	✓	
ESOL		✓	✓	✓	✓	
Film & Screen Education				✓	✓	
French			✓	✓	✓	
Geography			✓	✓	✓	
Graphic Communication			✓	✓	✓	
Health and Food Technology		✓	✓	✓	✓	
History			✓	✓	✓	
Hospitality - Practical Cookery		✓	✓	✓		
Lab Science (Skills for Work)				✓		
Leadership Award				✓	✓	
LEAPS						✓
Application of Maths	✓	✓	✓	✓	✓	
Mathematics			✓	✓	✓	✓
Media			✓	✓	✓	
Modern Studies			✓	✓	✓	✓
Music		✓	✓	✓	✓	✓
People & Society		✓	✓			
Physics		✓	✓	✓	✓	✓
Practical Woodworking			✓	✓		
Physical Education		✓	✓	✓	✓	
Politics					✓	
Religious Moral and Philosophical Studies		✓	✓	✓	✓	✓
Refereeing (Football) (PDA)						✓
Sport & Recreation (Skills for Work)			✓	✓		
Spanish			✓	✓	✓	
Travel & Tourism (Skills for Work)			✓	✓		





### Options at Drummond CHS

- National Qualifications  
from Level 3—Level 7  
(National 3—Adv Higher)
- National Progression  
Awards (NPA)
- Skills for Work Courses
- College
- JET+
- Volunteering
- YASS
- LEAPS



## Pathways in the Senior Phase

A range of pathways are available to pupils in the Senior Phase that allow them to combine studies towards National Qualifications in school with work placements and vocational learning.

### JET+

S4 winter leavers can apply for JET+. The programme is designed for young people who are focused on gaining practical experience from a full-time work placement. JET+ has 100% success rate in progressing young people into a positive destination. Progression routes include employment, college, modern apprenticeships and training.

### National Progression Awards

National Progression Awards (NPAs) are available in a variety of sectors, from Construction and Childcare to areas such as Digital Literacy and Social Software. They're aimed at assessing a defined set of skills and knowledge in specialist vocational areas. NPAs are offered at SCQF Levels 4-6 at Drummond CHS and also at Edinburgh College (please see the College website) [www.edinburghcollege.ac.uk](http://www.edinburghcollege.ac.uk)

### Skills for Work Courses (SFW)

As well as achieving a formal qualification, learners get the opportunity to learn the skills required for a particular career sector. These courses do not have an exam at the end of the year but learners are continually assessed on units through-out the year.

### School College Partnership (SCP)

Edinburgh College provides a comprehensive list of courses available for pupils. These courses have minimum entry requirements but allow pupils to attend on a Tuesday and Thursday afternoon. This prevents any disruption to their studies in other classes. (see list of this year's offers later in the booklet).

### YASS (Young Applicants in Scotland Scheme)

These are courses are offered through Open University for only S6 students wishing to further their intellectual curiosity at SCQF 7. These courses are designed to bridge the gap between school and university, college or employment and helps motivated students stand out from the crowd. It encourages independent learning and builds confidence. Taking part in YASS develops key skills like time management and using an online study environment. Any student interested should speak with their Pupil Support Leader at their Learner Pathway Meeting.





### What can I study at Foundation Apprenticeship level?

- Business Skills
- Scientific Technologies
- Food & Drink Technologies
- Creative & Digital Media
- Social Services, Children & Young People



## Foundation Apprenticeships

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 or S6, it's the same level of learning as a Higher (SCQF Level 6). **You will study this over 1 year.** However, if you study the Edinburgh College FAs - these run over two years.

As last year, FAs will be offered in neighbouring schools. Each of the FAs available for the 1 year programme are explained fully below with a link to the application form at the bottom of each section. **Please speak to the relevant PSL if you are interested in applying.**

### How does it work?

You will complete an NPA (level 6) in a local school. At another time in the week, you will go to an employer to complete a work placement. While on placement you will undertake a number of tasks set by the employer and gather evidence of your work.

### Is there an exam at the end of it?

No, there is not a 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.

### Where could it 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
- Modern Apprenticeship (MA) – You could progress on to a MA where you will be employed and paid to complete a Scottish Vocational Qualification (SVQ).
- 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.

To find out more about FAs speak to your Guidance Teacher/access the link. <https://www.edinburghcollege.ac.uk/information-and-advice>

## **Foundation Apprenticeship - Business Skills**

### **Who is this for?**

The Foundation Apprenticeship in Business Skills 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 is worth two subjects (columns).**

### **Entry requirements**

- Achieved or working towards National 5 Maths/Application of Maths and English
- 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 the Business Sector

### **What qualifications will I gain?**

On successful completion of the course, you will achieve a Joint Qualification Certificate for the FA in Business Skills. Placements will be in Primary Schools. This is a group Award at SCQF level 6 which is comprises of:

- National Progression Award (NPA) in Business Skills (SCQF level 6)
- 4 units from the SVQ3 in Business and Administration (SCQF level 6)

### **Host School (s)**

**TBC - Your Guidance Teacher will advise which school will host**

### **What will I study?**

You will complete the following National Progression Award units at school.

- Understanding Business
- Management of People and Finance
- Contemporary Business Issues
- Web Apps: Word Processing
- Web Apps: Spreadsheets

### **During your work placement you will complete units from the SVQ3 in Business and Administration:**

- How to manage own performance in a business environment
- Communicating in a business environment/Supporting other people to work in a business environment
- Designing and producing documents in a business environment

### **Where could it take me?**

- Gain direct employment at entry level in the business sector.
- Gain accelerated entry onto a Modern Apprenticeship in Business Administration  
Progress onto a Graduate Apprenticeship/Progress to College/University.

**SPEAK TO YOUR GUIDANCE TEACHER IF YOU WOULD LIKE TO APPLY**

## **Foundation Apprenticeship - Scientific Technologies**

### **Who is this for?**

The Foundation Apprenticeship in **Scientific Technologies** is a 1 year course which is open to pupils entering 5<sup>th</sup> or 6th 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 is worth two subjects (columns).**

### **Entry requirements**

- Achieved National 5 Mathematics and Chemistry (additional scientific subjects would be an advantage)
- The ability to study Higher Maths and Chemistry in either S5 or S6
- Pupils should have an interest in working in a scientific technology environment.

### **What qualifications will I gain?**

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
- Three units from the Scottish Vocational Qualification Level 3 (SVQ3) in Laboratory and Associated Technical Activities (Industrial Science)

### **Host School (s)**

**TBC - Your Guidance Teacher will advise which school will host**

### **What will I study?**

**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

**During your work placement you will develop work ready skills and complete the following units**

- 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

### **Where could it take me?**

- 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.

**SPEAK TO YOUR GUIDANCE TEACHER IF YOU WOULD LIKE TO APPLY**



## **Foundation Apprenticeship - Food & Drink Technologies**

### **Who is this for?**

This is a 1 year course which is open to pupils entering 5<sup>th</sup> or 6th 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 is worth two subjects (columns).**

### **Entry requirements**

- Achieved or working towards National 5 Maths/Application of Maths and English National 5 Hospitality or Food Technology would be an advantage.
- 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 the Food and Drink Industry

### **What qualifications will I gain?**

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

### **Host School (s)**

**TBC – Your Guidance Teacher will let you know which school this course will run in.**

### **What will I study?**

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

- Fundamentals of Food Science/Food Production
- Commercial and Social Drivers/Sustainability
- REHIS Elementary Food Hygiene Certificate and REHIS Elementary Health and Safety Certificate (sometimes completed on placement)

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:

- Develop Productive Working Relationships with Colleagues
- Interpret and Communicate Information and Data in Food and Drink Operations
- Contribute to Continuous Improvement of Food Safety in Manufacture
- Develop a New Product in a Food Business
- Promote and Support Creative Thinking in a Food Business

**SPEAK TO YOUR GUIDANCE TEACHER IF YOU WOULD LIKE TO APPLY**

## **Foundation Apprenticeship - Digital Media**

### **Who is this for?**

This is a 1 year course which is open to pupils entering 5<sup>th</sup> or 6th 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 is worth one subject (column).**

### **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

### **What qualifications will I gain?**

- On successful completion of the course, you will achieve a Joint Qualification Certificate for the Foundation Apprenticeship in Creative and Digital Media. This is a group Award at SCQF level 6 which comprises of:
- A National Progression Award (NPA) in Creative and Digital Media: Technologies, Processes and Practices at SCQF Level 6
- Four work-based units from the Diploma in Creative and Digital Media at SCQF Level 6

### **Host School (s)**

This course will be on a Tuesday/Thursday PM based at Screen Education Edinburgh (Ferry Road)

### **What will I study?**

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

**SPEAK TO YOUR GUIDANCE TEACHER IF YOU WOULD LIKE TO APPLY**

## **Foundation Apprenticeship - Social Services, Children & Young People**

### **Who is this for?**

The Foundation Apprenticeship in Social Services, Children and Young People is a 1 year course which is open to pupils entering 5<sup>th</sup> or 6th 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 is worth two subjects (columns).**

### **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.
- PVG by June 2025—learners will be supported to apply for this

### **What qualifications will I gain?**

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

### **Host School (s)**

James Gillespie's High School/Gracemount High School

### **What will I study?**

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.

### **Where could it take me?**

- Modern Apprenticeship/Further Education/Higher Education

**SPEAK TO YOUR GUIDANCE TEACHER IF YOU WOULD LIKE TO APPLY**



## Courses with Partners - Edinburgh College Schools College Provision 2026/27

There are a fantastic range of pathways through college and the courses below can help get you started on your next steps after school. Check out the Progression Map from the college to see the options (<http://www.edinburghcollege.ac.uk/courses/schools>)

**Please ensure you check the prospectus for entry requirements.**

These courses take place on a Tuesday and Thursday afternoon (**unless indicated below**). We structure the school timetable to make attending these courses as easy as possible. The school meets the travel costs for attending college but you will probably need to travel during your lunch break.

Course	SCQF Level	Qualification	Campus
<b>School of Art &amp; Design</b>			
Creative & Digital Media with Graphic Design	Level 6	Foundation Apprenticeship	Granton
<b>School of Automotive Engineering</b>			
Future Skills—Automotive Innovation	Level 4	Edinburgh College—Accredited Units	Sighthill
Future Skills—Engineering Innovation	Level 4	Edinburgh College—Accredited Units	Wallyford/Midlothian (Mon & Wed)
Intro to Motor Vehicle industry & Technologies	Level 4	Edinburgh College—Accredited Units	Midlothian
<b>School of Computing</b>			
Cisco Cyber Security	Level 5	National Progression Award	Sighthill/Granton ( <b>Friday Afternoons</b> )
Computer Games with IT Software	Level 5	National Progression Award	Milton Road ( <b>Friday Afternoons</b> )
Information Technology—Software Development	Level 6	Foundation Apprenticeship	Sighthill
Software Development	Level 6	National Progression Award	Midlothian/Sighthill

## Courses Available Through Partners - Edinburgh College Schools College Provision 2026/27

Course	SCQF Level	Qualification	Campus
<b>School of Construction</b>			
Construction Crafts	Level 4	National Progression Award	School Campus - TBC
Construction Skills	Level 5	National Progression Award	School Campus - TBC
<b>School of Childhood Practice</b>			
Childcare & Development	Level 6	Higher	Sighthill/Online
Childcare & Development	Level 5	Higher	Online
<b>School of Enterprise &amp; Commerce</b>			
Criminology (Legal)	Level 6	National Progression Award	Sighthill
<b>ESOL &amp; Modern Languages</b>			
ESOL	Level 5/6	Higher/National 5 (SQA)	Mon & Wed 4.30—6.30 pm
French/German/Spanish/ Italian	Level 7	Advanced Higher	Digital Classroom/Open Learning
French/German/Spanish/ Italian	Level 6	Higher	Digital Classroom/Open Learning
German, French, Spanish	Level 5	National 5	Digital Classroom/Open Learning
<b>School of Hairdressing &amp; Beauty</b>			
Certificate in Hair & Beauty Skills - <b>Hair focussed</b>	Level 5	VTCT	Granton—Mon 1.30—4.00 pm Milton Road ( <b>Tues or Thurs afternoon</b> )
Certificate in Hair & Beauty Skills - <b>Beauty focussed</b>	Level 5	VTCT	Granton—Mon 1.30—4.00 pm Milton Road ( <b>Tues or Thurs afternoon</b> )

## Courses Available Through Partners - Edinburgh College Schools College Provision 2026/27

Course	SCQF Level	Qualification	Campus
<b>School of Health Professionals &amp; Social Services</b>			
Skills for work Health & Social Care	Level 6	Higher—SQA	Sighthill
Social Services & Health Care	Level 6	Foundation Apprenticeship	Sighthill—Mon 12.30—3.30, Wed 1.30—3.30, Fri AM
<b>School of Hospitality &amp; Professional Cookery</b>			
Hospitality	Level 6	National Progression Award	Milton Road
Professional Cookery	Level 4	National Progression Award	Milton Road/Granton (Fri AM)
<b>School of Media, Music &amp; Sound Production</b>			
Digital Media Editing	Level 5	National Progression Award	Sighthill
Film & Media	Level 6	National Progression Award	Milton Road
Creative & Digital Media	Level 6	Foundation Apprenticeship	Milton Road
Modern Musician (Performance & Production)	Level 6	National Progression Award	Sighthill
Sound Production - Recording & Live Sound	Level 6	National Progression Award	Milton Road
Radio Broadcasting & Journalism	Level 5/6	National Progression Award	Granton
<b>School of Performing Arts &amp; Photography</b>			
Professional Theatre Preparation	Level 5	National Progression Award	Granton
Technical Theatre	Level 6	National Progression Award	Granton
Theatre Costume	Level 5	National Progression Award	Granton
Photography	Level 6	Higher—SQA	Sighthill



## Courses Available Through Partners - Edinburgh College Schools College Provision 2026/27

Course	SCQF Level	Qualification	Campus
<b>School of Social Sciences &amp; Integrated Curriculum Services</b>			
Criminology (social sciences)	Level 5	National Progression Award	Sighthill/Online
Psychology	Level 5	National 5 - SQA	Milton Road/Online/Sighthill
Psychology	Level 6	National 6 - SQA	Milton Road/Online/Sighthill
English	Level 7	Advanced Higher - SQA	Sighthill
<b>School of Sport &amp; Fitness</b>			
Team Sport	Level 5	National Progression Award	Granton
<b>Route into Education or Employment</b>			
Introduction to Edinburgh College	Level 1/2	Edinburgh College Award	Milton Road/Sighthill ( <b>18 week course Tues/Thurs</b> )
Introduction to Edinburgh College	Level 3/4	Edinburgh College Award	Milton Road/Sighthill ( <b>18 week course</b> )

# ART & DESIGN *National 3/4/5*



## Entry Requirements

In S4 students will be presented at National 3, 4 or 5. These levels will be decided by the Art and Design department and will be based on assessment of the folio and integrated critical studies. We will also look at CFE levels achieved in S3.

In S5/6 students can be presented at Nat 3, 4, 5, Higher, Advanced Higher.

## Entry requirements:

- National 3 - National 3 in English
- National 4 - National 4 in English
- National 5 - National 5 in English

## Course Description

Students undertake a one-year course consisting of a Design Portfolio with integrated design critical studies and an Expressive Portfolio with integrated expressive critical studies. Portfolios for both Expressive and Design consists of 5 elements.

- Initial research and investigation
- Development of ideas
- Final outcome
- Art studies
- Evaluation of own work and other artist's and designer's work throughout the entire course.

*At National 5 Students sit a written exam based on their knowledge of artists and designers.*

*With each increase of qualification level, the quality and level of sophistication in worked produced moves up.*

## Assessment

Deadlines for submission of work are issued at the beginning of the course

### National 3

- A portfolio is produced and this level of study is assessed by the Art and Design department
- Students will produce internally marked Art studies written work.

### National 4

- A portfolio is produced and this level of study is assessed by the Art and Design department
- Students will produce internally marked Art studies written work.

### National 5

- A portfolio is produced and this is externally marked by the SQA.
- Students will sit an externally marked Art studies exam.

## Home Study Expectations

Homework based on both practical and critical work will feature in this course. Students will also be encouraged to attend the study clubs offered by the Art and Design department after school.

## Possible next level of study

**National 5 - Higher Art and Design**

# ART & DESIGN Higher (Level 6)



**Entry Requirements:** Students considering this course should have gained a pass at National 5.

**Course Description:** This course aims to develop personal creativity through the use of problem solving, and critical thinking. The course includes 3 main components. A practical Expressive Unit, a practical Design unit and an Art and Design Studies written component and exam. Students will also reflect throughout the course on how artists' and designers' work has influenced their own practice.

**Mandatory Units** - This course comprises of 3 mandatory units:

- Expressive unit – Students negotiate a theme for their investigation, refine their ideas through experimental development and create a final painting.
- Design unit – Students negotiate a theme for their investigation, refine their ideas through experimental development and create a final piece of graphic design or jewellery.
- Art and Design Studies – The aim of this part of the course is to develop the students' analytical and critical skills. Students study the development of Still Life/Figurative painting/Graphic Design/Jewellery. This element of the course also explores the impact of cultural/social/ and historical factors on the work of artists and designers.

## Assessment

Both practical units are mounted and presented as a portfolio for assessment and sent to the SQA in April. The Practical Portfolio is worth **200 marks**. Art and Design Studies forms part of the coursework as well as being assessed in a written exam. The written exam is worth **60 marks**.

## Home Study Expectations

A high level of self-motivation is required for the Art and Design Higher. Students can expect to do at least 1.5 hours of homework per week. Staff will have regular reviews with students to establish next steps. The Department offers 1 hour of study support each week to aid this. Over the course of the year this can involve:

- Collecting and drawing an appropriate range of objects
- Researching and writing essays on the work of artists and designers
- Using Study Skills strategies to prepare for class tests and the exam.
- Completing any unfinished practical tasks initiated in class time

**Possible next level of study** - Advanced Higher Art and Design.

**Possible Career Paths** There are a varied and wide-ranging number of career paths that success in Art and Design can lead to including – fashion design, fine art, games design, illustration, animation, architecture, art history, curating, printmaking, product design, graphics, interior design, textile design, art therapy, teaching, hairdressing, hair and beauty, stage - set design etc.



# ART & DESIGN Advanced Higher (L7)

**Entry Requirements:** Students must have achieved a Pass at Higher. This course is suitable for students wishing to pursue a creative pathway after school either at HNC/HND or Degree level.

**Course Description:** The development of creative potential is the main focus for this practical and experiential course. Students negotiate either a Design brief or Expressive outline with their teacher and pursue a course of research, development and final outcomes. The focus is on sustained self-directed learning. Students also develop higher-order critical skills through the study of artists' and designers work in relation to their own practice.

**Mandatory Units:** Students must complete one Practical Unit (either Design/Expressive) including an evaluation and one Critical Analysis Unit.

- **Practical Unit:** This includes a clear outline and focus for the project, thorough research and the development of a single line of enquiry showing depth and wide-ranging exploration. This should then be concluded with a high quality final outcome/outcomes. **Written evaluation:** A written evaluation of the project is then completed by the student.
- **Critical Analysis:** An in-depth critical analysis of a chosen artist or designers work which is related to a subject that has informed their portfolio.

## Assessment

A practical portfolio of work containing around 11 A1 sheets of work and sketchbooks is presented to the SQA for assessment at the end of the course. Worth **60 marks**. A written evaluation of the project up to 300 words is submitted to accompany this. Worth **10 marks**. The Critical Analysis of up to 2000 words is worth **30 marks** and is also sent with the folio for marking.

**Home Study Expectations:** High levels of self-motivation and time management are expected from AH students as the AH is often run in parallel with portfolio applications for University/College. Students are also offered the opportunity to attend the ACES Programme at ECA on Friday afternoons. Students agree regular weekly targets with staff and pursue high levels of independent study. Study support is also offered for one hour each week as well as at agreed times with staff.

**Possible next level of study** - HNC/HND/BA(Hons) course in Fine Art or Design disciplines.

**Possible career paths:** Depending on the courses selected at college or university students may pursue careers pathways in fashion design, fine art, games design, illustration, animation, architecture, art history, curating, printmaking, sculpture, multi-media, product design, graphics, interior design, textile design, art therapy, teaching, lecturing, journalism, stage-set design etc.



# Creative Thinking Award - Level 5 & 6

## Course Outline

This innovative course celebrates the importance of creativity, problem-solving and critical thinking. Essential skills that will be required of a future workforce. It is the result of a collaboration between employers, creative agencies, teachers, lecturers and students who came together as a group to form **Daydream Believers**. This award-winning collaborative effort has resulted in a website **daydreambelievers.co.uk** and includes resources by contributors such as LEGO, The Ellen MacArthur Foundation, D&AD, Studio LR, Napier University, Acrylicize, Edinburgh College and many more.

## Course content

The course centres around 5 key outcomes:

- **Research, Concepts, Fail and Fix, Communicating ideas and Critical thinking**

Students will work on 4 projects all of which will be resourced from the Daydream Believers website. Examples of projects include:

- ***Thoughts become things*** – Creative Studio Acrylicize set you the challenge of enhancing the space inside a Hospital, Music venue, School or workplace for its' users.
- ***Campaign for kindness***- Studio LR asks students to create an advertising campaign using empathy.
- ***Circular Brand*** – The Ellen MacArthur Foundation challenges students to create a fashion brand which moves away from the take, make, waste economy to a model that has wider benefits to society.
- ***Van of Dreams***- Your community has been gifted a campervan. How can you use it to create a product, service or experience for a specific user group?

Work will be assessed using the "Stamp It" tool and APP. The course is validated by Napier University and teachers will moderate the work through Edinburgh College.

## Recommended entry

All students entering the course should be studying the equivalent level in English. eg Level 5 students should be studying National 5 English, Level 6 students should be studying Higher English. This is required to support the critical thinking element.

## Homework

Students will be expected to work independently for many aspects of the course and will be highly self-motivated. Independent research and concept development will not only take place in the classroom.

## Progression

Level 5 & 6 Awards are worth 24 SCQF points. Students will be able to progress to a Level 6 Award.

## Employability

The ability to apply the 3 essential skills of creativity, problem-solving and critical thinking will appeal to any future employer whatever the field.

# NPA: Acting and Performance Level 6

## Entry Requirements

Learners are expected to have an A-C National 5 Drama

## Course Information

This course is an alternative to Higher and Advanced Higher Drama courses. Learners will complete two mandatory units of work gaining 18 SCQF credit points at level 6.

This course is internally assessed by teacher.



## Unit 1: Theatre Skills in Performance

Learners will be working towards a 20-minute performance in which they will perform in front of an audience. Learners will learn about stage craft, specifically focusing on the role of the actor and the role of director. Learners will view two live theatrical productions.

## Assessment

- On-going teacher observation checklist of practical skills
- Performance assessed via teacher observation checklist
- Question about the working relationship of actor and director
- Question about stage direction, theatre terminology and general stage terms
- 1 x 500-word **minimum** post-performance self-evaluation (open book)

## Unit 2: Professional Theatre in Context

Learners will explore and analyse two contrasting professional theatrical productions of different styles/genres. Learners will explore the role of director, artistic and technical members of production team.

## Assessment

- 1 x 500-word minimum essay about five key elements of both productions
- 1 x 500-word minimum essay about key role of director & co. in contributing to an artistic interpretation of a play
- 1 x 1000-word minimum evaluation essay of contrasting productions, evaluating the effectiveness of the director, design team and two actors from each production.

## Home Study Expectations

Learners can expect around 1 hour of homework per week which will include the following:

- Research
- Rehearsals after school
- Completion of essays
- Learning lines

## Possible Next Level of Study

This course may enable progress to:

- Higher Drama Course
- Advanced Higher Drama Course

## Possible Career Paths

Actor, Sound/Lighting Technician, Scenographer, Make Up Artist, Costume Designer, Stage Manager, Arts Administrator, Drama Teacher, Drama Therapist, Television Production Assistant, Radio Presenter, Theatre Director, Nursery Assistant, Youth & Community Worker, Personnel Manager, Social Worker, Journalist, Marketing Manager, Hospitality, Primary Teacher, Charities Administrator, Lawyer/Solicitor, Politician

# Drama National 3 (Level 3)

## Entry Requirements

Learners are expected to have achieved BGE (S1-3) Drama at level 2.



## Mandatory Units

There are 2 mandatory units:

- Basic Drama Skills – learners will work together to devise, present and evaluate a piece of drama based on a stimulus.
- Basic Production Skills - learners will explore and use Production skills to enhance performances using Lighting, Costume, Sound, Set Design and Props.

## Assessment

Learners will be assessed on a pass/fail basis based on evidence gathered throughout the Units. Units are internally assessed via the production of evidence such as booklets, observation checklists, logbooks for reflection/evaluation and recordings of presentations. External verification of quality and standards across schools will be carried out by the SQA in collaboration with individual teachers.

## Home Study Expectations

Students can expect to be doing at least 20 minutes of homework each week which will include the following:

- Research
- Sourcing Props and Costume for Production Skills • Rehearsals after school
- Completion of booklet (written work)

## Possible Next Level of Study

This course may enable progress to:

- National 4 Drama Course
- National 4 Drama Units

## Possible Career Paths

Jobs directly linked with Drama:

Actor, Sound/Lighting Technician, Scenographer, Make Up Artist, Costume Designer, Stage Manager, Arts Administrator, Drama Teacher, Drama Therapist, Television Production Assistant, Radio Presenter, Theatre Director

## Jobs where Drama would be useful:

Nursery Assistant, Youth & Community Worker, Personnel Manager, Social Worker, Journalist, Marketing Manager, Charities Administrator, Lawyer/Solicitor, Politician

# Drama National 4 - (Level 4)



## Entry Requirements

Learners are expected to have completed BGE (S1-3) Drama at level 3.

## Mandatory Units

- Drama Skills – learners will work together to devise, present and evaluate a piece of drama based on a stimulus.
- Production Skills - learners will explore and use Production skills to enhance performances using Lighting, Costume, Sound, Set Design and Props.
- Added Value Unit (AVU) - learners will work towards acting an excerpt from a published play, memorise lines, perform and choose a production skill to explore with the script

## Assessment

Three mandatory unit assessments will be examined by the class teacher. All assessment will take place at school (internally) - there is no external examination at National 4.

## Home Study Expectations

Students can expect to be doing around 1 hour of homework per week which will include the following:  
Research

- Sourcing Props and Costume for Production Skills
- Rehearsals after school
- Completion of booklet (written work)

## Possible Next Level of Study

This course may enable progress to:

- National 5 Drama Course
- National 5 Drama Units

## Possible Career Paths

Jobs directly linked with Drama:

Actor, Sound/Lighting Technician, Scenographer, Make Up Artist, Costume Designer, Stage Manager, Arts Administrator, Drama Teacher, Drama Therapist, Television Production Assistant, Radio Presenter, Theatre Director

## Jobs where Drama would be useful:

Nursery Assistant, Youth & Community Worker, Personnel Manager, Social Worker, Journalist, Marketing Manager, Charities Administrator, Lawyer/Solicitor, Politician



# Drama National 5 - (Level 5)



## Entry requirements

Learners are expected to have completed BGE (S1-3) Drama at level 4.

## Units

- There are no mandatory units but there are freestanding units that pupils can complete if unable to complete the full award in Drama Skills and Production Skills.
- Pupils will choose to specialise in either acting, lighting, costume, theatrical hair & makeup, sound or prop design. They then work on an excerpt from an approved list of published plays and either rehearse or create a portfolio based on their chosen specialism. This is then examined and presented in front of an SQA examiner Feb-April and is worth 60% of the overall N5 awarded grade.

Pupils will also work towards a theory exam consisting of two sections. Pupils will learn and expand on drama vocabulary, analyse the practice of theatre, and develop evaluation skills in order to answer questions. This exam is taken during the main SQA exam diet in May, lasting 1hr30mins and is worth 40% of the overall N5 awarded grade

## Home Study Expectations

- Learners can expect at least 1 hour of homework per week which will include the following:
- Research
- Sourcing Props and Costume for Production Skills
- Rehearsals after school
- Completion of booklet (written/theory work)
- Learning lines

## Possible Next Level of Study

This course may enable progress to:

- Higher Drama Course
- Higher Drama Units

## Possible Career Paths

Jobs directly linked with Drama:

Actor, Sound/Lighting Technician, Scenographer, Make Up Artist, Costume Designer, Stage Manager, Arts Administrator, Drama Teacher, Drama Therapist, Television Production Assistant, Radio Presenter, Theatre Director

## Jobs where Drama would be useful:

Nursery Assistant, Youth & Community Worker, Personnel Manager, Social Worker, Journalist, Marketing Manager, Charities Administrator, Lawyer/Solicitor, Politician

# Drama Higher - (Level 6)



## Entry Requirements

Learners are expected to have an A-C National 5 Drama. Learners are advised to be taking Higher English.

## Course Information

Learners will study a play text for textual analysis and will view live theatre for performance analysis.

Learners will also study two scripts for performance assessment where they will have the choice of presenting the following:

- Acting
- Costume Design
- Set Design
- Lighting Design
- Sound Design
- Prop Design

## Course Assessment

Unit 3: Course Assessment: Performance Assessment – 60%

Section 1: Final Performance – 50 marks (Practical Exam)

Section 2: Preparation for Performance – 10 marks (Written Task)

Question Paper – 40%

Section 1: Theatre Production: Text in context—20 marks (Essay)

Section 2: Performance Analysis—20 marks (Essay)

**Home Study Expectations** - Learners can expect around 2 hours of homework per week which will include the following:

- Research
- Rehearsals after school
- Completion of booklet and essays
- Learning lines

## Possible Next Level of Study

This course may enable progress to:

- Advanced Higher Drama Course
- Advanced Higher Drama Units

**Possible Career Paths** - Jobs directly linked with Drama

Actor, Sound/Lighting Technician, Scenographer, Make Up Artist, Costume Designer, Stage Manager, Arts Administrator, Drama Teacher, Drama Therapist, Television Production Assistant, Radio Presenter, Theatre Director. Jobs where Drama would be useful: Nursery Assistant, Youth & Community Worker, Personnel Manager, Social Worker, Journalist, Marketing Manager.

# Drama Advanced Higher - (Level 7)



## Entry Requirements

Learners are expected to have an A-C Higher Drama

Learners are advised to have an A-C Higher English

## Course Assessment

Component 1: Project Dissertation – 30 marks

Component 2: Assignment – 20 marks

Component 3: Performance – 50 marks

### Component 1: Project Dissertation

Learners identify a performance issue, carry out research and communicate their findings in a dissertation of 2,500 to 3,000 words. Learners choose an aspect of drama that interests them and carry out independent research. The dissertation allows learners to demonstrate a depth of knowledge and understanding of:

- Influential theatre practitioners and their impact on professional theatre practice
- Performance theories, processes and practices within the context of their identified performance issue

### Component 2: Assignment

The assignment has two stages:

- research
- Production of evidence
- Learners will analyse a professional theatrical production and the work of at least one theatre practitioner (actor, director, and/or designer) involved in the production, in an extended response. In the research stage, learners choose a question which allows them to analyse and evaluate a theatrical production.
- They research their chosen question and their theatrical production. Learners then organise their findings to address the question, using the Drama resource sheet to collate their summary of research evidence and key references.
- Learners have 1 hour and 30 minutes to complete the production of evidence for assessment. This must be done in one sitting.

### Component 3: Performance

Learners will have the opportunity to choose from the following

- Acting
- Designer
- Director

**Home Study** - Learners can expect around 3-4 hours of homework per week which will include the following:

- Research
- Rehearsals after school
- Completion of dissertation and assignment under strict deadlines
- Learning lines
- Sourcing materials/creating resources

# Music - National 3/4/5 (Levels 3-5)

## Entry Requirements

Students should be able to perform music on 2 instruments. ABRSM Grade 1 is equivalent to National 3, Grade 2 to National 4 and Grade 3 to National 5.

## Course Description

Music develops learners' performing skills and provides opportunities for learners to create music covering many musical techniques and genres. At N3/4/5 level students are required to learn 2 instruments (or 1 instrument and voice). They will explore a wide range of styles from Scottish Music to Classical and Pop and Rap.



## Mandatory units There are 3 mandatory units for N3 and N4

National 3 & 4 – There are three distinct units that pupils must pass to gain an overall award:

- Performing Skills
- Understanding Music Skills

National 5 - There are no mandatory unit but there are freestanding units that pupils can complete if unable to complete the full award:

- Performing Skills
- Understanding Music Skills

## Assessment

National 3 - students will be required to pass all three units which are internally assessed.

National 4 - students will be required to pass all three units which are assessed internally.

National 5 - students will be required to complete the course assessment which will consist of three components:

- Music Performing 60% of overall grade
- Understanding Music (Listening) 35% of overall grade

**Home Study Expectations** - Students can expect to be doing daily instrumental practice at home or in school 10/15 minutes' minimum on both instruments. They will have regular Understanding music homework and will be expected to revise for class test and course assessment.

**Possible next level of study** - Higher Music

**Possible career Paths** - A wide range of opportunities within the creative industries and beyond such as; Musician, Music Therapist, Journalist, Stage Manager, Producer, DJ, Presenter, Primary/Secondary Teacher, Sound Technician and Public Relations.

# Music - Higher (Level 6)

## Entry requirements:

Students considering this course should have gained an A, B or C pass at National 5. It is recommended that pupils with a National 5 D award progress to a National 5 course within the same curricular area rather than progress to Higher in this subject.



If you do not have a National 5 award at A-C in this subject then discussion and approval from the Faculty CL is needed before entry into Higher can be confirmed.

## Course Description

In Higher Music students will develop their skills further in their chosen 2 instruments ABRSM Grade 4 (or 1 instrument and voice). They will explore further and, in more detail, different Historical Periods of Music with greater depth and understanding. They will develop further compositional skills and complete a composition folio.

**Mandatory units** There are no mandatory units but the following can be offered as freestanding units:

- Performing Skills
- Understanding Music Skills

## Assessment

- Higher students will be required to complete the course assessment which will consist of three components: Music Performing 60% of overall grade
- Understanding Music (Listening) 40% of overall grade

**Home Study Expectations** Students can expect to be doing daily instrumental practice at home or in school 20 minutes' minimum on both instruments. They will have regular Understanding music homework and will be expected to revise for class test and course assessment.

**Possible next level of study** Advanced Higher Music

**Possible career paths** Future possible career paths include a wide range of opportunities within the creative industries and beyond such as; Musician, Music Therapist, Journalist, Stage Manager, Producer, DJ, Presenter, Primary and Secondary Teacher, Sound Technician and Public Relations.



# Music - Advanced Higher (level 7)

## Entry requirements:

Students considering this course should have gained an A, B or C pass at Higher. The course is suitable for candidates with an interest in developing their understanding and skills in music. It provides a pathway for those who want to progress to more specialised training, further and higher education, or entry into a diverse range of occupations and careers.



## Course Description

In Advanced Higher Music students will develop their skills further in their chosen 2 instruments ABRSM Grade 5 or the portfolio option of 1 instrument and a composition portfolio. They will explore further and, in more detail, different historical periods of music with greater depth and understanding. They will develop further compositional skills and complete a composition folio as well as an essay about a specific piece of music.

**Mandatory units** There are no mandatory units but the following can be offered as freestanding units:

- Performing Skills
- Understanding Music Skills
- Composing Skills

## Assessment

Higher students will be required to complete the course assessment which will consist of three components:

- Music performing (2 instruments) 50% of overall grade
- Understanding Music (Listening) 35% of overall grade
- Music assignment (composition, review, and essay) 15% of overall grade

**Home Study Expectations** Students can expect to be doing daily instrumental practice at home or in school 30 minutes' minimum on both instruments. They will have to be proactive in choosing which piece of music they write about as part of their assignment and may have to complete composition work in their own time. They will be expected to revise for class tests and course assessments throughout the year.

**Possible career paths** Future possible career paths include a wide range of opportunities within the creative industries and beyond such as; Musician, Music Therapist, Journalist, Stage Manager, Producer, DJ, Presenter, Primary and Secondary Teacher, Sound Technician and Public Relations.

# Film and Screen Education – Level 5

## Course Description

The Film & Screen Education course develops understanding of key film elements and the practical application of this knowledge in creating short film products.

The course focuses on learning the craft of the technical aspects of filmmaking and provides opportunities for learners to create and share their own short films.

Film and Screen Education is an excellent choice for young people with an interest in Expressive Arts and practical learning. Assessment is holistic with evidence being gathered throughout the academic year. Learners have choice in how they record their work and will be assessed on their analysis and portfolio of film.

## What you will learn

### Unit 1: Film and Screen Literacy

Learners will develop their understanding of film and screen language, including composition, lighting, and sound. Students will use their knowledge to analyse production and post-production techniques in a variety of screen products, including documentary and animation.

### Unit 2: Craft and Technical Roles

Learners will develop an understanding of the roles required in film and screen production, including directing, production design, and editing. Students will research a specific department to further explore the responsibilities of roles and the pathways into industry.

### Unit 3: Creative Project

Learners will develop ideas for their own filmmaking project. Students will carry agree crew responsibilities and out pre-production tasks and take on specific roles during production. Learners will evaluate various elements of their film project, including the roles undertaken in pre- and post-production.

## Employability

Film and Screen Education includes a focus on industry and crew. Learners will develop an understanding of crew roles and use industry standards when filmmaking, all of which builds skills and experience. The course gives young people opportunities to build confidence and develop personal and social skills, including working as a team. Learners will develop essential skills for life including creativity, collaboration, communication, negotiation and problem solving.

## Progression

Level 5 Film and Screen Education develops skills and knowledge from the BGE. The level 5 course builds skills in preparation for level 6 Film and Screen Education.



# Film and Screen Education – Level 6

## Course Description

The course develops understanding of key film elements and the practical application of this knowledge in creating short film products. The course focuses on learning the craft of the technical aspects of filmmaking and provides opportunities for learners to create and share their own short films.

This course is an excellent choice for young people with an interest in Expressive Arts and practical learning. Assessment is holistic with evidence being gathered throughout the academic year. Learners have choice in how they record their work and will be assessed on their analysis and portfolio of film.



## What You Will Learn

Unit 1: Film and Screen Literacy - Learners will develop their understanding of film and screen language, including composition, lighting, and sound. They will use their knowledge to critically examine production and post-production techniques in a variety of screen products, including documentaries and music videos. Learners will also experiment with the different techniques they have learned in their own filmmaking.

Unit 2: Craft and Technical Roles - Learners will be able to explain in detail their knowledge of the roles required in film and screen production, including directing, production design, and editing. Students will research a specific department to further explore the responsibilities of roles and the pathways into industry. Learners will also carry out a filmmaking role and evaluate their strengths and areas of improvement.

Unit 3: Creative Project - Collaboration with others to produce a film product. Students will agree their crew roles and responsibilities and will apply professional behaviours throughout the project. The group will follow a production diary to ensure all pre and post-production tasks are sufficiently complete. Learners will reflect on their contribution during the creative process and evaluate the success of their final film project.

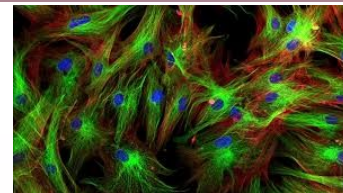
## Employability

Film and Screen Education includes a focus on industry and crew. Learners will develop an understanding of crew roles and use industry standards when filmmaking, all of which builds skills and experience. Young people will build confidence and develop personal and social skills, including working as a team. Learners will develop essential skills for life including creativity, collaboration, communication, negotiation and problem solving.

## Progression

Level 6 develops skills and knowledge from level 5. It includes a variety of crew role experiences at an industry standard, which allows young people the opportunity to create a portfolio of work as an employability pathway. Learners may also continue to develop their skills at further and higher education levels.

# Biology - National 3/4/5 (Levels 3-5)



## Course Description

The National Biology courses cover major areas of biology including cellular, whole organism and ecosystems. The key areas of biodiversity, interdependence, body systems and cells and inheritance are developed through the course. The National Qualifications will build on knowledge and skills gained in S3 and will provide opportunity to develop research, analysis and practical skills.

## Mandatory Units

There are 3 mandatory units:

- Cell Biology
- Multicellular Biology
- Life on Earth

## Assessment

Each unit will be assessed internally and students must pass each unit to achieve a course award at National 3 and 4. These units are rigorously internally assessed and are verified by the SQA.



At National 5, assessment of the course will comprise internally set topic tests as well as a final exam set by the SQA. In addition, students are required to complete an assignment that involves practical aspects, research and analysis. There are no mandatory units at National 5 but there are freestanding SQA units that pupils can complete if unable to complete the full award.

## Home Study Expectations

Students can expect to be doing at least 1 hour of homework per week which will include the following:

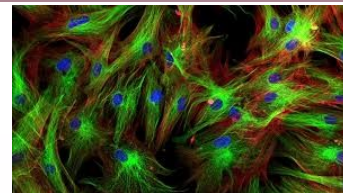
- Past paper questions
- Practical report writing
- Research tasks with data handling
- Problem solving activities
- Revision for topic and unit tests

## Possible next level of study - Higher Biology

**Possible career paths** There are many careers connected with Biology including medicine, conservation, forensic science, marine biology, nutrition, pharmacology, teaching, nursing and many more.

A wide range of Bioscience subjects is open to university students, including Biochemistry, Biological Science, Ecology, Molecular Biology, Plant Science, Zoology, Sports Science and many more!

# Biology - Higher (Level 6)



**Entry Requirements:** Students considering this course should have gained an A, B or C pass at National 5. It is recommended that pupils with a National 5 D award enter a different National 5 course within the same curricular area rather than progress to Higher in this subject

## Course Description

The Higher Biology Course offers a broad and up-to-date selection of concepts and ideas relevant to the central position of life science within our society. Learners develop a deeper understanding of the underlying themes of biology — evolution and adaptation; structure and function; genotype and niche — and the scale of topics ranges from molecular through to whole organism and beyond. Learners develop scientific inquiry and investigative skills, scientific analytical thinking and evaluation skills, and the ability to understand and use scientific literacy to communicate ideas and issues



## This course comprises 3 mandatory units

- DNA and the Genome- DNA structure, genome, DNA technology
- Metabolism and Survival - metabolic rate, respiration, circulation systems, survival strategies
- Sustainability and Interdependence— food security, photosynthesis, animal welfare, behaviour.

## Assessment

At Higher, assessment of the course will comprise internally set topic and unit tests as well as a final exam set by the SQA. In addition, students should complete an assignment to be marked by the SQA. This is an extended research activity requiring data analysis skills and use of scientific method for structuring the response. There are no mandatory units but there are freestanding SQA units that pupils can complete if unable to complete the full award.

## Home Study Expectations

Students can expect to be doing at least 1 and a half hours of study per week. This will comprise the following tasks:

- Past paper question practice
- Research activities
- Data handling practice
- Assessment preparation

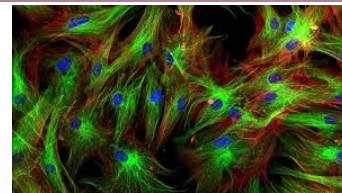
## Possible next level of study - Advanced Higher Biology

There are many careers connected with Biology including medicine, conservation, forensic science, marine biology, nutrition, biotechnology, pharmacology, teaching, nursing, microbiology and many more.

A wide range of Bioscience subjects is open to university students, including Biochemistry, Biological Science, Ecology, Molecular Biology, Plant Science, Zoology, Sports Science.



# Biology - Advanced Higher (level 7)



## Entry Requirements

Students considering this course should have gained an A, B or C pass at Higher. It is recommended that pupils with a Higher D award progress to Higher course within the same curricular area, rather than progress to Advanced Higher in this subject

## Course Description

The Advanced Higher Biology Course is based on integrative ideas and unifying principles of modern biological science. It covers key aspects of life science at the molecular scale and extends to aspects of the biology of whole organisms that are among the major driving forces of evolution. In addition, the Advanced Higher Biology Course aims to develop a sound theoretical understanding and practical experience of experimental investigative work in biological science.



## This course comprises 3 mandatory units

- Cells and Proteins
- Organisms and Evolution
- Investigative Biology

## Assessment

At Advanced Higher, assessment of the course will comprise internally set topic and unit tests as well as a final exam set by the SQA. In addition, students should complete an investigation to be marked by the SQA. This is an extended research activity requiring data analysis skills and use of scientific method for structuring the response. The marks are allocated so that the paper accounts for 80% of the grade and the investigation 20%.

## Home Study Expectations

Students can expect to be doing at least 1 and a half hours of study per week. This will comprise the following tasks:

- Past paper question practice
- Research activities
- Data handling practice
- Assessment preparation

## Possible next level of study - College/University

## Possible Career Paths

The careers cover a wide range of abilities and include careers in medicine, conservation, forensic science, marine biology, nutrition, pharmacology, teaching, nursing and many more.

A wide range of Bioscience subjects is open to university students, including Biochemistry, Biological Science, Ecology, Molecular Biology, Plant Science, Zoology, Sports Science and many more!

# Chemistry - National 3/4/5 (Levels 3-5)

## Course Description

National Qualifications in Chemistry cover a variety of contexts relevant to chemistry's impact on the environment and society. This includes the chemistry of the Earth's resources, the chemistry of everyday products and environmental analysis. Chemistry will help to progress numeracy skills in real life contexts and will help develop analytical thinking skills.

## Units

1. Chemical changes and structure: develops pupil knowledge in chemistry from atomic structures to acids.
2. Nature's Chemistry: looks at hydrocarbons, alcohols and different types of fuels.
3. Chemistry in Society: Metals, plastics and radioactivity.

## Assessment

### National 3

Regular end-of-topic tests help monitor progress throughout the year

- 3 end of unit assessments
- 1 assessed practical
- Research task

### National 4

- As above with an Added value unit

### National 5

Students will complete internally marked assessments, externally assessed Assignment and a final exam set by the SQA. N5 Chemistry is assessed by an Exam (80% of marks) and an Assignment (20%), both set and marked by SQA.

There are no mandatory units, but there are freestanding SQA units that pupils can complete if unable to complete the full award.



**Home Study Expectations** - Students can expect to be doing at least 1 hour of homework per week which will include the following:

- Past paper questions
- Practical report writing
- Research tasks with data handling
- Problem solving activities

Possible next level of study - **Higher Chemistry**

**Possible career path.** Brewing, Cosmetics, Textiles, Photography, Colour and Dyes, Sporting Materials, Food Science, Pathology, Art Restoration, Lab Work, Teaching, Nursing, Engineering, Archaeology and all Chemical Industries.

# Chemistry - Higher (Level 6)

**Entry requirements:** Students considering this course should have gained an A, B or C pass at National 5. It is recommended that pupils with a National 5 D award progress to a different National 5 course within the same curricular area rather than progress to Higher in this subject. If you do not have a National 5 award at A-C in this subject then discussion and approval from the Faculty CL is needed before entry into Higher can be confirmed

## Course Description

The Higher Chemistry Course develops learners' curiosity, interest and enthusiasm for chemistry in a range of contexts. The skills of scientific inquiry and investigation are developed throughout the Course, and the relevance of chemistry is highlighted by the study of the applications of chemistry in everyday contexts.

## Units

- Chemical Change and Structure
- Researching Chemistry
- Nature's Chemistry
- Chemistry in Society



## Assessment

Students will complete internally marked unit assessments, externally assessed

Assignment and a final exam set by the SQA. H Chemistry is assessed by an Exam and an Assignment, both set and marked by SQA. There are no mandatory units, but there are freestanding SQA units that pupils can complete if unable to complete the full award.

## Home Study Expectations

Students can expect to be doing at least 1 and a half hours of study per week. This will comprise the following tasks:

- Past paper question practice
- Research activities
- Data handling practice
- Assessment preparation

**Possible next level of study** - Advanced Higher Chemistry

## Possible Career Paths

Brewing, Cosmetics, Textiles, Photography, Colour and Dyes, Sporting Materials, Food Science, Pathology, Art Restoration, Lab Work, Teaching, Nursing, Engineering, Archaeology and all Chemical Industries.

After Industry, Commerce is one of the largest employers of Chemistry graduates because of the strong problem-solving skills developed by chemistry students. A Chemistry degree can open opportunities in banking, accountancy, law and publishing.

# Chemistry - Advanced Higher (Level 7)

**Entry Requirements:** Students considering this course should progress to A, B or C pass at Higher. It is recommended that pupils with a Higher D award progress to Higher course within the same curricular area rather than progress to Advanced Higher in this subject.

## Course Description

The purpose of the Advanced Higher Chemistry Course is to develop learners' knowledge and understanding of the physical and natural environments beyond Higher level. The Course builds on Higher Chemistry, continuing to develop the underlying theories of chemistry and the practical skills used in the chemistry laboratory. The Course also develops the skills of independent study and thought that are essential in a wide range of occupations.

## Units

- Inorganic Chemistry
- Physical Chemistry
- Organic Chemistry and Instrumental Analysis
- Researching Chemistry



## Assessment

Students will complete internally marked unit assessments for each unit. External assessment of Advanced Higher Chemistry is by an Exam and a Project, both marked by SQA. Projects typically comprise around 3 linked experiments, written up in a 2500-4500 word report.

There are no mandatory units, but there are freestanding SQA units that pupils can complete if unable to complete the full award.

## Home Study Expectations

Students can expect to be doing at least 1.5 hours of homework per week which will include the following:

- Past paper questions
- Practical report writing
- Research tasks with data handling
- Problem solving activities
- Assessment preparation

**Possible next level of study** - HNC/D, Degree

**Possible career paths** Brewing, Cosmetics, Textiles, Photography, Colour and Dyes, Sporting Materials, Food Science, Pathology, Art Restoration, Lab Work, Teaching, Nursing, Engineering, Archaeology and all Chemical Industries.

After Industry, commerce is one of the largest employers of Chemistry graduates because of their strong problem-solving skills. A Chemistry degree can open opportunities in banking, accountancy, law and publishing.

# Laboratory Science - Skills for Work: National 5 (Level 5)

## Entry requirements

Students who are interested in taking a more vocational route with greater emphasis on developing practical skills should be interested in taking this course. It focuses on developing skills and knowledge that will improve the candidates chances of a successful career in technical support within the sciences. Students who have been successful at either Level 3 or level 4 science will meet the entrance requirements.

## Course Description

National 5 Skills for Work: Laboratory Science is an introductory qualification. The course provides a broad experiential introduction to laboratory science. Learners will explore a variety of industries and services, and career opportunities, in science laboratories locally, nationally, and globally. There is a heavy emphasis on demonstrating practical skills as well as research and investigation skills.

## Units Studied

- Careers using Laboratory Science
- Laboratory Science: Working in a Laboratory
- Laboratory Science: Practical Skills
- Laboratory Science: Practical Investigation

## Assessment

Learners must pass all four units to achieve this qualification. There is a mixture of practical and open book written assessments. The course is not graded and is assessed internally within the school.

## Home Study Expectations

Students can expect to be doing at least 1 hour of homework per week which will include the following:

- Practical report writing
- Research tasks with data handling
- Problem solving activities

**Possible next level of study** - National Courses or Units, Further/Higher education, vocational training, employment.

**Possible Career Paths** - Brewing, Cosmetics, Textiles, Photography, Colour and Dyes, Sporting Materials, Food Science, Pathology, Art Restoration, Lab Work, Teaching, Nursing, Engineering, Archaeology and all Chemical, Biological and Physical Industries.



# Physics—National 4/5

## Course Description

National Qualifications in Physics give learners an insight into the underlying nature of our world and its place in the universe. From the sources of the energy we use, to the exploration of space, Physics covers a range of applications and the relationships that have been discovered through experiment and calculation.

The National 5 Physics Course enables learners to develop a deeper understanding of physics concepts and the ability to describe and interpret physical phenomena using a variety of skills.

## Units The course is comprised of:

- Electricity and Energy
- Waves and Radiation
- Dynamics and Space

## Assessment

N5 Physics is assessed by an Exam (80% of marks) and an Assignment (20%), both set and marked by SQA.

There are also three Unit Assessments. These are not mandatory, but students who are judged to be unlikely to achieve at least a D grade in the Exam will be entered for these Units instead (the three N5 Units are equivalent to a National 4).

## Home Study Expectations

Students can expect to be doing at least 1 hour of homework per week which will include reading notes, past paper questions, research tasks, assessment preparation and tutorial questions using the Isaac online learning platform developed by Cambridge University.

**Possible next level of study** - Higher Physics or Engineering Science

## Possible Career Paths

The career opportunities available are vast due to the transferable skills gained whilst studying physics. Employers see a physics qualification as an indication of someone who will immediately be an asset to the organisation. This is because physics requires a logical and numerate mind. Problem solving, gained through studying physics, is of paramount importance to the future of technology and communication skills are developed through report-writing and presentations. Computing and practical skills are second nature to those trained in physics.

# Physics—Higher

## Entry requirements

Students considering this course should have gained an A, B or C pass at National 5. It is recommended that pupils with a National 5 D award progress to National 5 course within the same curricular area rather than progress to Higher in this subject.

## Course Description

The Higher Physics Course develops learners' curiosity, interest and enthusiasm for physics in a range of contexts. The skills of scientific inquiry and investigation are developed throughout the course, and the relevance of physics is highlighted by the study of the applications of physics in everyday contexts.

## This course is comprised of three units:

- Our Dynamic Universe
- Particles and Waves
- Electricity

## Assessment

Higher Physics is assessed by an Exam (80% of marks) and an Assignment (20%), both set and marked by SQA.

There are also three Unit Assessments. These are not mandatory, but students who are judged to be unlikely to achieve at least a D grade in the Exam will be entered for these Units instead.

## Home Study Expectations

Students can expect to be doing at least 1 hour of home study per week. This will be comprised of reading notes, research tasks, past paper questions, preparation for assessments and tutorial questions using the Isaac online learning platform developed by Cambridge University.

## Possible next level of study - Advanced Higher Physics

## Possible Career Paths

The career opportunities available are vast due to the transferable skills gained whilst studying physics. Employers see a physics qualification as an indication of someone who will immediately be an asset to the organisation. This is because:

- Physics requires a logical and numerate mind
- Problem solving, gained through studying physics, is of paramount importance to the future of technology
- Communication skills are developed through report-writing and presentations
- Computing and practical skills are second nature to those trained in physics
- Teamwork and flexibility are essential in lab work and projects

Here are some of the jobs where you will find people who have studied Physics: Research and Development; Engineering; Information Technology; Finance; Telecommunications; the Electrical industry; Medicine; Astronomy; Weather Forecasting; Physiotherapy; Teaching; Law.

# Physics—Advanced Higher

## Entry requirements:

Students considering this course should have gained an A, B or C pass at Higher. It is recommended that pupils with a Higher D award progress to Higher course within the same curricular area rather than progress to Advanced Higher in this subject.

## Course Description

The Advanced Higher Physics Course further develops learners' curiosity, interest and enthusiasm for physics in a range of contexts. The skills of scientific inquiry and investigation are developed throughout the course, and the relevance of physics is highlighted by the study of the applications of physics in everyday contexts.

## Mandatory units

- Rotational Motion and Astrophysics
- Quanta and Waves
- Electromagnetism

## Assessment

External assessment of Advanced Higher Physics is by an Exam (75% of marks) and a Project (25%), both marked by SQA. Projects typically comprise around 3 linked experiments, written up in a 2500-4500 word report. There are also three Unit Assessments. These are not mandatory, but students who are judged to be unlikely to achieve at least a D grade in the Exam will be entered for these Units instead.

## Home Study Expectations

Students can expect to be doing at least 1 hour of home study per week. This will be comprised of reading notes, research tasks, past paper questions, preparation for assessments and tutorial questions using the Isaac online learning platform developed by Cambridge University.

**Possible next level of study:** University

## Possible Career Paths

The career opportunities available are vast due to the transferable skills gained whilst studying physics. Employers see a physics qualification as an indication of someone who will immediately be an asset to the organisation. This is because:

- Physics requires a logical and numerate mind
- Problem solving, gained through studying physics, is of paramount importance to the future of technology
- Communication skills are developed through report-writing and presentations
- Computing and practical skills are second nature to those trained in physics
- Teamwork and flexibility are essential in lab work and projects

Here are some of the jobs where you will find people who have studied Physics: Research and Development; Engineering; Information Technology; Finance; Telecommunications; the Electrical industry; Medicine; Astronomy; Weather Forecasting; Physiotherapy; Teaching; Law.

# Design Engineer Construct - Level 2 (SCQF6)

## 1 year/2 Year Course



### Entry Requirements

The one year level 2 course is available to students who have studied DEC Level 1.

Students who have not studied Level 1 will go through the Level 1 course learning from August – February, and then begin Level 2 with a view to completing it the following year.

### Course Description

Design Engineer Construct!® (DEC!) is an accredited learning programme for secondary-school age students and has been expertly developed to create and inspire the next generation of Built Environment professionals. Through a project-based approach, DEC! applies pure academic subjects to the latest construction industry practices. The result is young people with real-world practical experience and employability skills.

DCHS is proud to be the lead school in Scotland for this new opportunity and will be working directly with Professional Partners to deliver the level 2 course to our students. Please see [designengineerconstruct.com](http://designengineerconstruct.com) for further details.

### Units

Unit 1: Defining a Sustainable Construction Project – **3 credits 20H**

Unit 2: Roles in Construction Teams – **7 credits 60H**

Unit 3: Producing a Technical Design and Sharing Information – **3 credits 20H**

Unit 4: Planning, costing and presenting a sustainable building project – **3 credits 20H**

### Assessment

Coursework will be internally assessed and externally verified.

Level one is portfolio only, and graded pass/fail at SCQF 5

At level 2 all units must be assessed as satisfactory through coursework before an exam entry is permitted. The exam will then differentiate grades A\*, A, B, C at SCQF 6.

### Home Study Expectations

Students can expect to be doing at least 2 hours of homework or home study per week, which will include the following:

- Completing outstanding design folio work
- Undertaking teacher-set homework tasks.
- Self-directed study of course notes.
- There is an expectation that learners will attend class at extra times to ensure that they meet deadlines and produce their very best work

# Graphic Communication - National 4 & 5



## Entry requirements

National 4: Appropriate Graphics Level 3 CfE outcomes

National 5: National 4 Graphic Communication/appropriate Graphics Level 4 CfE outcomes.

## Course Description

The National 4/5 course provides opportunity for students to gain skills in reading, interpreting, and creating graphic communications. It is a continually evolving course that is designed to reflect contemporary working practice from a range of creative and design industries, and prepare students for a future in a related field at college, university and employment. Students are set a range of self-directed practical graphic tasks that require them to initiate, develop and communicate ideas and solutions graphically.

They will develop skills in the application of manual and digital graphic techniques to create visual impact, and an enhanced level of visual literacy through graphic experiences. The course is practical, exploratory and experiential in nature. It combines manual sketching and drawing, 3D computer modelling, technical graphics including professional standards, and creative graphic design. This sees students engage with department technologies including professional standard software, laser cutter and 3D printer.

Units - There are 2 units for both Nat 4 and Nat 5 level.

- 2D Graphic Communication
- 3D & Pictorial Graphic Communication

## Assessment

Nat 4 Each unit will be undertaken and assessed internally during Term 1. Nat 4 students must pass each unit to achieve a course award.

There is also a National 4 Course Assessment Task that students undertake during Term 2. Again, Nat 4 students must pass this task to achieve a course award.

Nat 5 Each unit will be undertaken and assessed internally during Term 1. Nat 5 students who achieve a passing standard across these two units will progress to undertake full Nat 5 course assessment work in Term 2.

At National 5 course assessment comprises of two mandatory components:

Course Assessment Task Portfolio (33% final grade)

Examination (66% final grade)

## Home Study Expectations

Students can expect to be doing at least 2 hours of homework or home study per week, which will include the following:

- Completing outstanding folio work.
- Undertaking teacher-set homework tasks.
- Self-directed study of course notes.
- We would encourage learners to attend study support to ensure that they meet deadlines and produce their very best work

**Possible next level of study** - N5/Higher Graphic Communication

**Possible career paths** - There are a varied and wide-ranging number of career paths that success in Graphic Communication can lead to including – Architecture, Engineering, Built Environment, Product Design, Graphic Design, Web Design, Games Design, Marketing, Computer based graphics, Advertising, Education.

# Graphic Communication - Higher



## Entry Requirements

Pass at National 5 Graphic Communication

## Course Description

The Higher course provides a natural and challenging progression from the National 5 Graphic Communication award. It is designed to reflect contemporary working practice from a range of creative and design industries, and prepare students for moving into a related field at college, university and employment. The course offers senior students the opportunity to create folio pieces for use in applications.

Students undertake a range of extended self-directed graphic tasks that require them to initiate, develop and communicate complex ideas and solutions graphically. They will strengthen established skills in the application of manual and digital graphic techniques to create visual impact, and an enhanced level of visual literacy through graphic experiences. The course combines manual sketching and drawing, 3D computer modelling, technical graphics including professional standards, and creative graphic design. This sees students engage with department technologies including professional standard software, laser cutter and 3D printer.

**Units** - There are 2 mandatory units for the Higher.

- 2D Graphic Communication
- 3D & Pictorial Graphic Communication

## Assessment

Both units will be undertaken and assessed internally during Term 1. Higher students must pass both units. In Term 2 students will progress to undertake Higher course assessment work, comprising of two mandatory components:

## Course Assessment

Task Portfolio - (50% final grade)

Examination - (50% final grade)

## Home Study Expectations

Students are expected to undertake at least 2 hours of homework or home study per week, which will include the following:

- Completing outstanding folio work.
- Undertaking teacher-set homework tasks.
- Self-directed study of course notes.
- We would encourage learners to attend study support to ensure that they meet deadlines and produce their very best work

## Possible next level of study

Advanced Higher Graphic Communication

Alternative related subject (Design & Manufacture, Design Engineer Construct).

**Possible career Paths** - There are a varied and wide-ranging number of career paths that success in Graphic Communication can lead to including – Architecture, Engineering, Built Environment, Product Design, Graphic Design, Web Design, Games Design, Marketing.



# Practical Woodwork National 4/5



## Course Description

The Practical Woodworking course **develops practical woodworking skills, practical creativity and problem solving**. Learners develop understanding of safe working practices in a workshop environment, and awareness of sustainable issues in a practical woodworking context.

## Mandatory Units

- Flat-frame construction - Pupils develop skills, knowledge and understanding in the use of woodworking tools and in making woodworking joints and assemblies commonly used in flat-frame joinery, involving complex features.
- Carcase construction - Pupils develop skills, knowledge and understanding in the use of woodworking tools and in making woodworking joints and assemblies commonly used in carcase construction, involving complex features.
- Machining and Finishing - Pupils develop skills, knowledge and understanding in using machines and power tools. They will also develop skills in a variety of woodworking surface preparations and finishing techniques.

## Unit Assessment

Each unit will be assessed internally and is subject to SQA verification. Students must pass each unit to achieve a course award. These units must be completed to set deadlines.

## Course Assessment

On completion of the units a practical activity allows candidates to demonstrate the application of skills and knowledge developed during the course to produce a finished product to a given standard and specification. For National 5 it is graded A-D and for National 4 Pass/Fail.

## Home Study Expectations

- Students are encouraged to study for unit tests, but work for the course has to be completed in class under supervision.

## Possible next level of study

- Pupils can also progress onto a modern apprenticeship in the Construction Industry or college course.

**Possible career paths** - Carpentry / joinery. Trade courses and apprenticeships. The course develops a range of transferrable skills and moves students a great deal closer to being work ready.

# English - National 3/4/5

## Entry requirements

S4 students will be coursed appropriately based on the CfE levels in English and Literacy achieved by the end of S3. S5/6 students will be able to progress their skills upon completion of the appropriate course in S4.

**Course Description:** The main purpose of English is to provide learners with the opportunity to develop the skills of listening, talking, reading and writing in order to understand and use language. As learners develop their literacy skills, they will be able to process information more easily, apply knowledge of language in practical and relevant contexts, and gain confidence to undertake new and more challenging tasks in a variety of situations. The Course develops understanding of the complexities of language through the study of a wide range of texts and develops high levels of analytical thinking and understanding of the impact of language.

## Mandatory Units

- Understanding & Analysis (N3 – Understanding Language)
- Creation and Production (N3 – Producing Language)

National 3 and National 4 also require the mandatory completion of the Literacy Unit. This is not mandatory at National 5, but there is an expectation that all National 5 students will also be entered for this Award at the appropriate level.

## Assessment

Each unit will be assessed internally and students must pass each unit to achieve a course award. These units are rigorously internally assessed and are verified by the SQA.

At National 4 there is an added value unit

The Assignment At National 5 assessment of the course comprises 2 components 1.

1. Portfolio (30% of final grade)
2. Examination (70% of final grade)

## Home Study Expectations

Students can expect to be doing at least 2 hours of homework per week which will include the following:

- Online research
- Close reading exam practice
- Regular engagement with a variety of texts
- Producing and redrafting a portfolio of writing
- Revision of texts

## Possible next level of Study - Higher English

**Possible career paths** - English as a qualification demonstrates clear communication skills which are vital in all career paths.

# English - Higher

## Entry requirements

Students considering this course should have gained a pass at National 5.

## Course Description

The main purpose of English is to provide learners with the opportunity to develop the skills of listening, talking, reading and writing in order to understand and use language. As learners develop their literacy skills, they will be able to process information more easily, apply knowledge of language in practical and relevant contexts, and gain confidence to undertake new and more challenging tasks in a variety of situations. The Course develops understanding of the complexities of language through the study of a wide range of texts and develops high levels of analytical thinking and understanding of the impact of language.

## This course comprises 2 mandatory units

- Understanding and Analysis
- Creation and Production

## Assessment

Each unit will be assessed internally and students must pass each unit to achieve a course award. These units are rigorously internally assessed and are verified by the SQA.

At Higher assessment of the course comprises 2 components

1. Portfolio (30% of final grade)
2. Examination (70% of final grade)

## Home Study Expectations

Students can expect to be doing at least 2 hours of homework per week which will include the following:

- Online research
- Close reading exam practice
- Regular engagement with a variety of texts
- Producing and redrafting a portfolio of writing
- Revision of texts

**Possible next level of study** - Advanced Higher English

## Possible career paths

English as a qualification demonstrates clear communication skills which are vital in all career paths. Higher English is a compulsory qualification for University entrance for a number of different courses. Further courses may be taken at university in a variety of related disciplines such as Journalism and Film and Media.

# English - English for Speakers of Other Languages (ESOL) National 3/4/5

## Entry Requirements

S4 students will be coursed appropriately based on the CfE levels in English and Literacy achieved by the end of S3. S5/6 students will be able to progress their skills upon completion of the appropriate course in S4.

## Course Description

The ESOL course develops the skills of reading, writing, listening and speaking for learners whose first language is not English, enabling them to apply these language skills in practical and relevant situations. The aims of the course are to enable learners to develop the ability to understand and use English language, as appropriate to purpose, audience and context. Learners will also more confidently apply knowledge of English language through planning and research.

## Mandatory Units

1. ESOL for Everyday Life
2. ESOL in Context – Work and Study

## Assessment

Each unit will be assessed internally and students must pass each unit to achieve a course award. These units are rigorously internally assessed and are verified by the SQA.

At National 4 there is an added value unit- The Assignment

At National 5 assessment of the course comprises 2 components

- Performance: Speaking and Listening (30% of final grade)
- Examination (70% of final grade)

## Home Study Expectations

Students can expect to be doing at least 2 hours of homework per week which will include the following:

- Revision of new vocabulary
- Regular reading exercises
- Writing tasks
- Preparation for the Speaking performance

**Possible next level of Study** - Higher ESOL

**Possible Career Paths** - English as a qualification demonstrates clear communication skills which are vital in all career paths.

# English - English for Speakers of Other Languages (ESOL) Higher

## Entry Requirements

S5/6 students will be able to progress their skills upon completion of the appropriate course in S4/5 – either N5 English or N5 ESOL.

## Course Description

The ESOL course develops the skills of reading, writing, listening and speaking for learners whose first language is not English, enabling them to apply these language skills in practical and relevant situations. The aims of the course are to enable learners to develop the ability to understand and use English language, as appropriate to purpose, audience and context. Learners will also gain confidence to do new and more challenging tasks in a wide variety of situations. The language level studied at Higher ESOL is detailed and complex in line with C1 level on the Common European Framework of Reference for Languages.

## There are 2 mandatory units

- ESOL for Everyday Life
- ESOL in Context – Work and Study

## Assessment

Each unit will be assessed internally and students must pass each unit to achieve a course award. These units are rigorously internally assessed and are verified by the SQA.

At Higher level assessment of the course comprises 2 components

1. Performance: Speaking and Listening (30% of final grade)
2. Examination (70% of final grade)

## Home Study Expectations

Students can expect to be doing at least 2 hours of homework per week which will include the following:

- Revision of new vocabulary
- Regular reading exercises
- Writing tasks
- Preparation for the Speaking performance

**Possible next level of study** - College or University courses.

**Possible career paths** - English as a qualification demonstrates clear communication skills which are vital in all career paths.

# Media - National 4 & 5

## Entry Requirements

Students will be studying National 5 English or National 4 English or at least one Social Subject at National 5.

## Course Description

Media plays an increasing role in our day-to-day lives and the ability to evaluate and judge this media is incredibly valuable. By learning film and advertising theory and putting it into practice in your own creation, the course will help you to gain insights into the sociology of our society and the ways in which the media affects politics, oppressed groups and our wider ideas of citizenship.

## Assessment

At National 5, assessment of the course comprises two components:

1. Assignment – the production and evaluation of a piece of moving image (50% of Final Grade).
2. Examination (50% of final grade)

## Home Study Expectations

Students can expect to be doing at least 2 hours of homework per week, which will include the following:

- Online research
- Exam question practice
- Producing and evaluating their assignment
- Revision of key vocabulary and texts

**Possible next level of study** - Higher Media

## Possible Career Paths

Media is an opportunity for you to display your communication skills in more creative and less traditional ways. Its strong focus on sociology will allow you to evaluate how situations are affected by environmental factors while teaching you the key team/social skills that are necessary in every work place. This extremely versatile course would suit those going into the world of media & production, marketing and many other professions!



# Media - Higher

## Entry requirements

Students will be studying or have already attained National 5 English or have already attained National 5 Media

## Course Structure/Outline

The Media course focuses on the analysis of film, and also on developing film-making skills. Pupils will analyse feature films, TV programmes and adverts, as well as studying the role of the media within contemporary society. They will also work independently to create a short film.

## Assessment

Assignment (50% of final grade)

Pupils work independently to create their own short film. They also submit a write up of their research and planning, and an evaluation of the process and the finished film. The work is created and redrafted throughout the year and the final version is then submitted to SQA for external marking.

Exam (50% of final grade)

*There are two papers:*

- ⇒ Analysis of Media Texts: Pupils are asked to respond to tasks relating to film texts they have studied in class, and they are also required to write an analysis of a pair of unseen print texts provided in the exam paper.
- ⇒ The Role of the Media: Pupils are asked to write an extended essay discussing the role of the media in contemporary society, evidencing the points they make by analysing media texts such as adverts they have studied in class.

## Home Study Expectations

Students can expect to be doing at least 2 hours of homework per week, which will include the following:

- Online research
- Exam question practice
- Producing and evaluating their assignment
- Revision of key vocabulary and texts

## Progression

Other literacy based subjects at Higher Level.

## Employability

Media is an opportunity for you to display your communication skills in more creative and less traditional ways. Its strong focus on sociology will allow you to evaluate how situations are affected by environmental factors while teaching you the key team/social skills that are necessary in every work place. This extremely versatile course would suit those going into the world of media & production, marketing and many other professions where communication is a central factor.

# Modern Languages (French/Spanish) - National 4/5

## Course Description

The study of a modern language has a unique contribution to make to the development of cultural awareness, as it provides learners with a means of communicating directly with people from different cultures, enhancing their understanding and enjoyment of other cultures and of their own. They gain insights into other ways of thinking and other views of the world, and therefore develop a much richer understanding of active citizenship.



## Assessment

Each unit will be assessed internally and students must pass each unit to achieve a course award. These units are rigorously internally assessed and are verified by the SQA.

**At National 4 there are 3 mandatory units:**

1. Understanding Language Unit.
2. Using Language Unit.
3. Added Value Unit (assignment)

**At National 5 assessment of the course comprises 2 components**

1. Performance - Talking
2. Assignment - Writing
3. Examination

## In the final exam

- A Reading exam
- A Writing exam
- A Talking exam (in March)
- A Listening exam

## Home Study Expectations

Students can expect to be doing at least 2 hours of homework per week which will include the following:

- Revision of new vocabulary
- Regular Reading exercises
- Writing tasks
- Preparation for the Speaking performance
- Past papers

Possible next level of study Higher Modern Languages

## Possible Career Paths

There are a varied and wide-ranging number of career paths that success in a Modern Language can lead to including – business, politics, media, translation, teaching, economics, communications.

# Modern Languages (French/Spanish) - Higher

**Entry Requirements** - a 'pass' at National 5

## Course Description

The study of a modern language has a unique contribution to make to the development of cultural awareness, as it provides learners with a means of communicating directly with people from different cultures, enhancing their understanding and enjoyment of other cultures and of their own. They gain insights into other ways of thinking and other views of the world, and therefore develop a much richer understanding of active citizenship.

## Assessment

Assignment - Writing

## Final exam

- A Reading/Translation exam
- A Writing exam
- A Talking exam (in March)
- A Listening exam



## Home Study Expectations

Students can expect to be doing at least 2 hours of homework per week which will include the following:

- Revision of new vocabulary and essential grammar points
- Regular Reading exercises
- Writing tasks
- Preparation for the Speaking performance
- Past papers

Pupils will be given choice within the 4 broad themes. The skills of talking, listening, writing and listening are assessed across two units of study: Understanding Language and Using Language.

**Possible next level of Study** - Advanced Higher Modern Languages which could be studied as part of the Consortia Agreement across other schools.

## Employability

Language skills are in demand and can be used in almost any career, particularly in businesses that trade internationally. Careers could include, primary or secondary teacher, translator, tour manager, diplomatic service advisor, international aid worker and many more.

# Criminology NPA - Level 5 (S5 & 6 only)



## Entry Requirements

Pass at National 5 English.

## Course Description

The aim of the course is to provide you with knowledge and understanding of Criminology. Criminology is the scientific study of crime, including its causes, responses by the criminal justice system, and methods of prevention. In both the mandatory units, learners will study the nature and extent of crime, crime in the community, forensic science and crime control strategies.

## Assessment

Assignment - continually assessed through the year/unit by unit assessments

## What will I learn?

The course consists of **three** areas of study from the following:

### Level 5

- Criminology—Crime in the Community
- Modern Studies—Crime and the Law
- The History and Development of Criminology
- Forensic Science—Application
- Criminology—Crime Scenes

**Possible next level of Study** - This may include progression to National Certificates in Social Sciences, PDAs in Criminology at SCQF level 6, Higher National Diploma/Certificate in Social Sciences, Legal Services, Police Studies, Working with Communities, Care & Administrative Practice and Social Services.

## Employability

To see what career areas this subject could lead to and the routes to get there, download and view these career pathways:

<https://www.myworldofwork.co.uk/search-job-profiles/job-profiles>

[Www.planitplus.net](http://www.planitplus.net)

# Geography - National 4/5



## Course Description

Geography opens up for learners the physical environment (rivers, mountains, seas and weather) around them and the ways in which people interact with this environment. The purpose of Geography is to develop the learner's understanding of our changing world and its human and physical processes. Opportunities for practical activities, including fieldwork, will be encouraged, so that learners can interact with their environment. The contexts for study are local, national, international and global. Geography draws upon the social and natural sciences: interdisciplinary learning is therefore fundamental to geographical study and encourages links with other disciplines.

In the 21st century, with growing awareness of the impact of human activity upon the environment and scarce resources, the study of Geography fosters positive lifelong attitudes of environmental stewardship, sustainability and global citizenship. This qualification will furnish learners with the knowledge and skills to enable them to contribute effectively to their local communities and wider society.

**Mandatory Units** - There are 3 mandatory units

- Physical Environments
- Human Environments
- Global Issues

## Assessment

National 4 is assessed internally. The three units are rigorously internally assessed and are verified by the SQA. There is also an assessed report to write based on real world geographical research.

At National 5 assessment of the course comprises 2 components.

- Added Value Unit Assignment Write-up
- Examination

The write-up involves pupils using geographical skills to gather original data and present a report based around a complex research question. They must then write up their findings in one hour. This is worth 20% of their overall grade.

## Home Learning Expectations

Homework is issued on a regular basis formally but there is an expectation that pupils are revising notes, completing tasks that are unfinished from class and taking a general interest in the subject through the internet and television.

**Possible next level of study** Higher Geography

**Possible Career Paths** There are a varied and wide-ranging number of career paths that success in Geography can lead to including: cartographer, commercial/residential surveyor, environmental consultant, geographical information systems officer, planning and development surveyor, secondary school teacher, town planner.



# Geography - Higher



## Entry Requirements:

Students considering this course should have gained an A, B or C Pass at National 5. It is recommended that pupils with a National 5 D award progress to different National 5 course within the same curricular area rather than progress to Higher in this subject.

## Course Description

The purpose of Higher Geography is to still further develop the learner's understanding of our changing world and its human and physical processes. Opportunities for practical activities, including fieldwork, will be encouraged, so that learners can interact with their environment. The skills developed in this course lean heavily on pupil's experience in National 5 Geography and often advanced key concepts rely on knowledge already firmly developed already at this level

The contexts for study are local, national, international and global. Geography draws upon the social and natural sciences: interdisciplinary learning is therefore fundamental to geographical study and encourages links with other disciplines. The research methods for the Higher Geography AVU assignment are significantly more advanced than at National 5.

## Mandatory units - There are 3 mandatory units

- Physical Environments
- Human Environments
- Global Issues

## Assessment

At Higher level the course has 2 main components

1. Added Value Unit Assignment Write-up
2. Examination

The write-up involves pupils using geographical skills to gather original data and present a report based around a complex research question. They must then write up their findings in one hour. This is worth 27% of their overall grade.

## Home Study Expectations

Is issued on a regular basis formally but there is an expectation that pupils are revising notes, completing tasks that are unfinished from class and taking a general interest in the subject through the internet and television.

**Possible next level of study** - Advanced Higher Geography—if this is not available at Drummond then there is the possibility of studying this as part of the Consortia Agreement in other schools.

**Possible Career Paths** - There are a varied and wide-ranging number of career paths that success in Geography can lead to including: cartographer, commercial/residential surveyor, environmental consultant, geographical information systems officer, planning and development surveyor, secondary school teacher, town planner.

# History - National 4 and National 5

## Course Description

History opens up the world of the past for learners. The purpose of History is to provide learners with insights into their own lives and the society in which they live. By examining the past, they discover their heritage as members of a community, a country and a wider world. They place themselves and their society in the context of the past. This purpose will be achieved through successful study of the three Units of the Course which cover Scottish, British, European and World contexts.



## Mandatory units - There are 3 mandatory units

- The Era of the great war, 1900-1928
- Changing Britain, 1760-1914
- Hitler & Nazi Germany, 1919-1939

## Assessment

National 4 is assessed internally. The three units are rigorously internally assessed and are verified by the SQA. There is also an assessed historical essay to write based on historical research.

At National 5 assessment of the course comprises 2 components

- Added Value Unit Assignment Write-up
- Examination

The write-up involves pupils using historical skills to analyse a complex historical topic. They must then write up their findings in one hour. This is worth 20% of their overall grade.

## Home Study Expectations

Homework is issued on a regular basis formally via Teams but there is an expectation that pupils are revising notes, completing tasks that are unfinished from class and taking a general interest in the subject through the internet and television. Revision notes are available in the Files section of Teams.

## Possible next level of study Higher History

**Possible Career Paths** - There are a varied and wide ranging number of career paths that success in History can lead to including: Heritage Manager, Historic buildings inspector or conservation officer, Museum education officer, Museum or gallery curator, Museum or gallery exhibitions officer, Secondary school teacher, Academic librarian, Archaeologist, Archivist, Broadcast journalist, Civil Service administrator, Editorial assistant, Information officer, Solicitor.

# History - Higher

## Entry Requirements

Students considering this course should have gained an A, B or C pass at National 5. It is recommended that pupils with a National 5 D award progress to National 5 course within the same curricular area rather than progress to Higher in this subject.



## Course Description

History opens up the world of the past for learners. The purpose of History is to provide learners with insights into their own lives and the society in which they live. By examining the past, they discover their heritage as members of a community, a country and a wider world. They place themselves and their society in the context of the past. This purpose will be achieved through successful study of the three Units of the Course which cover Scottish, British, European and World contexts

## Mandatory units - There are 3 mandatory units

- The Treaty of Union (1689—1740)
- USA (1918—1968)
- Britain (1851-1951)

## Assessment

At Higher level the course has 2 main components

- Added Value Unit Assignment Write-up
- Examination

The write-up involves pupils using historical skills to analyse historical data and write an essay based around a complex historical question. They must then write up their findings in one and a half hours. This is worth 27% of their overall grade.

## Home Study Expectations

Homework is issued on a regular basis formally via Teams but there is an expectation that pupils are revising notes, completing tasks that are unfinished from class and taking a general interest in the subject through the internet and television. Revision notes are available in the Files section of Teams.

**Possible next level of study** Advanced Higher History - if this is not available at Drummond then there is the possibility of studying this as part of the Consortia Agreement in other schools.

**Possible Career Paths** - There are a varied and wide ranging number of career paths that success in History can lead to including: Heritage Manager, Historic buildings inspector or conservation officer, Museum education officer, Museum or gallery curator, Museum or gallery exhibitions officer, Secondary school teacher, Academic librarian, Archaeologist, Archivist, Broadcast journalist, Civil Service administrator, Editorial assistant, Information officer, Solicitor.

# Modern Studies - National 4/5

## Course Description

Modern Studies is the study of social, political and economic elements of living in an ever-complex modern society. Students will have the opportunity to engage in discussions and debates, analysis and evaluation. The skills of conclusions, decision making and identifying bias are essential to success in Modern Studies.

Students will leave the course possessing an excellent awareness of issues surrounding crime in the UK, the political system of Scotland and the UK as well as the causes and consequences of international terrorism.



## Mandatory units

There are 3 mandatory units for National Modern Studies;

- Social Issues in the UK – Crime and the Law
- World Power/Issue – International Terrorism
- Democracy in Scotland and the UK.

## Assessment

Each unit will be assessed internally and students must pass each unit to achieve a course award. These units are rigorously internally assessed and are verified by the SQA.

At National 4 there is an added value unit- Added Value Unit (National 4) The AVU allows for personalisation and choice, including a poster, leaflet or presentation. Students must demonstrate a good understanding of making a conclusion or detecting bias and exaggeration from two sources. This is internally assessed.

At National 5 assessment of the course comprises 2 components; Added Value Unit – this is worth 20% of the student's final grade. This is completed by March in class, the AVU must be completed under exam conditions and students must use a range of sources to demonstrate a very good understanding of a topic of their choice, as well as the skill of making conclusions. This is externally assessed by the SQA Examination – this is undertaken during the main SQA examination diet.

## Home Study Expectations

Students can expect to be doing at least 2 hours of homework per week which will include the following:

- Research for AVU
- Reaching appropriate conclusions, decisions and analysis through the practice of skills-based questions
- Practising their Point, Explain and Example (PEE) format for knowledge-based questions
- Continuously keeping abreast of current affairs by watching the news, as well as informative documentaries such as BBC Panorama to aid learning out with the classroom
- Student are encouraged to attend study support to ensure that they meet deadlines and produce their very best work

**Possible next level of study** - Higher Modern Studies

**Possible Career Paths** - There are a varied and wide-ranging number of career paths that success in Modern Studies can lead to. These include Law, Nursing, Teaching, the Police, Politics and decision making in central government, digital journalism, and Social Sciences at College.

# Modern Studies - Higher



**Entry Requirements** - Students considering this course should have gained **an A, B or C pass at National 5**. It is recommended that pupils with a National 5 D award progress to National 5 course within the same curricular area rather than progress to Higher in this subject.

**Course Description** - Modern Studies is the study of social, political and economic elements of living in an ever-complex modern society. Students will have the opportunity to engage in discussions and debates, analysis and evaluation. The skills of conclusions and identifying bias are essential to success in Modern Studies. Students will leave the course possessing an outstanding awareness of issues surrounding social inequalities in the UK, politics in Scotland and the UK as well as the inequality faced by developing countries.

**Mandatory units** This course comprises 3 mandatory units;

- **Social Issues in the UK**- this unit provides scope to analyse the successes and failures of the Scottish and UK Governments in addressing social inequality in the UK. This course provides an in-depth analysis on what causes social inequalities, groups who are more likely to experience inequalities and discusses the concept of whether social inequalities are the responsibility of everyone or the individual
- **The Politics of Underdevelopment** - this unit looks in-depth at inequalities within the developing world, the part played by the UK in polarising these inequalities and analysing and evaluating the causes of underdevelopment, the social, economic and political impact of underdevelopment and the successes and failures of international programmes in tackling underdevelopment throughout the world.
- **Democracy in Scotland and the UK**- this unit provides an extremely in-depth analysis of voting systems and factors impacting on voting behaviour, the influence of the media and pressure groups on voting patterns, the emergence of political hate crime following Brexit, the economic and social case for independence in Scotland and the difference in political party ideology.

## Assessment

All three units are assessed internally and are required to be passed to progress onto the final exam.

An assignment makes up 27% of the student's final grade. This is usually completed before April. The assignment must be completed under exam conditions and students must use a range of sources (up to 10) to demonstrate an excellent understanding of a topic of their choice, as well as the skill of making conclusions. Students must also demonstrate an ability to synthesis sources, exemplifying cause and effect and making links. This is externally assessed by the SQA.

**Home Study Expectations** - Students can expect to be doing at least 2 hours of homework per week which will include the following:

- Contacting experts in their field as a source for Modern Studies assignment
- Research for assignment topics
- Creating surveys and carrying these out, analysing the data obtained to look for conclusions
- Practising past paper questions, including practicing the Point, Explain, Example, Analysis and Rebuttal structure (PEEAREEL)
- Practising the skills of making conclusions, evaluating reliability and detecting bias

**Possible next level of study** Advanced Higher Modern Studies and Psychology Higher

**Possible career paths** There are a varied and wide-ranging number of career paths that success in Modern Studies can lead to. These include Law, Nursing, Teaching, the Police, Politics and decision making in central government.

# People and Society National 3/4

## Entry requirements

No formal qualifications are required to join the National 3 course. **A pass at national 3 is required for national 4 entry.**

## Course Description

People and Society qualifications develop skills in investigating, making decisions and comparing and contrasting. The Courses draw on key concepts from all the social subjects and builds the skills required to move on to discrete social subjects such as Geography, History or Modern Studies.

**Mandatory units** There are 2 mandatory units

- Investigating Skills
- Comparing and Contrasting
- Making Decisions

## Assessment

Each unit will be assessed internally and students must pass each unit to achieve a course award. These units are rigorously internally assessed and are verified by the SQA.

At National 4 there is an added value unit- Practical Activity (National 4).

## Home Study Expectations

Students will not be required to do regular homework but they may be given some tasks to help them to build up the skills required to pass this course. Short homework tasks may include: -

- Revision of new vocabulary
- Research
- Taking photographs of the local area.
- Basic comparison questions – comparing buildings, statistics, services etc.

**Possible next level of study** A National 4 People and Society allows entry to a National 5 Social Subject.

**Possible career paths** There are a varied and wide-ranging number of career paths that success in Social Subjects like People and Society can lead to including – business, hospitality, planning and journalism. People and Society National 4 is a qualification which will help students to gain access to level 4 or 5 courses at Edinburgh College.



# Politics - Higher (level 6) - S6 Only

## Entry requirements

National 5 English and a pass in any Social Subjects at National 5.

## Course Description

The aim of this course is to provide you with knowledge and understanding of political concepts and principles. You will develop skills in interpreting, analysing and evaluating political arguments and learn to debate in a critical way. The course encourages a comparative approach to politics and uses a wide range of local, national and international examples.



**Mandatory units** The course consists of **three** areas of study

### Political Theory

You will study the key political concepts of power, authority and legitimacy.

You will study the key areas of two political ideologies (from Liberalism, Conservatism, Socialism, Nationalism and Fascism) including the works of relevant theorists and draw balanced conclusions about the chosen ideologies.

### Political Systems

You will study the constitutional agreement in different political systems, focusing on the roles of executive and legislative branches within each system. You will compare and contrast the respective powers of individual branches of government within the two political systems, and draw balanced conclusions about these.

You will study two of the following political systems: The UK political system; The political system of the United States of America; The European Union political system; or The Political system of the People's Republic of China.

### Political parties and elections

You will compare the electoral impact of two different dominant ideas. This can either be from within the political party or between two different political parties.

You can choose from the following: The Conservative Party, Labour Party, Liberal Democrats or Scottish National Party. These ideas are studied alongside the impact of political campaign management strategies and theoretical analyses of voting behaviour.

### Progression

You can apply for Further Education courses in Politics or at University

### Possible career paths

Admin & Management  
Arts, Social Sciences & Languages  
Communications & Media  
Information, Culture and Heritage  
Law  
Uniformed and Security Services

# RMPS - National 3, 4 & 5



## Course Description

Where did the universe come from? Why is there so much suffering in the world? Can euthanasia be morally justified? Are miracles real? These are the sort of questions that we consider in RMPS. Learners develop their skills in critical thinking and analysis, through understanding and evaluating both sides of an argument and then expressing their own reasoned view. The RMPS class is a forum where different ideas and viewpoints can be expressed, and where the views of others are listened to with respect.

**Mandatory units** - There are 3 units we will study:

- World Religion: Islam or Christianity
- Morality and Belief: Morality, Medicine and the Human Body or Morality and Relationships or War and Conflict
- Religious and Philosophical Questions: The Existence of God or Miracles

## Assessment

National 3/4 are assessed internally. The three units are rigorously internally assessed and are verified by the SQA. There is also an assessed N4 Added Value Unit to write based on a topic of the pupil's choice.

At National 5 assessment of the course comprises 2 components:

- Examination (80 marks)
- Assignment (20 marks)

The National 5 RMPS assignment allows candidates to demonstrate a range of skills, knowledge and understanding within the context of religious, moral and philosophical questions. Candidates choose the topic or issue they wish to research. They must then write up their findings in one hour. This is worth 20% of their overall grade.

## Home Study Expectations

In addition to homework that is formally set, there is an expectation that pupils will be revising notes, completing any tasks that are unfinished from class and taking a general interest in the subject through media such as the internet, wider reading and television. Pupils should also ensure they regularly check assignments and resources on Teams.

**Possible next level of study** Higher RMPS

## Possible Career Paths

There are a varied and wide ranging number of career paths that value success in RMPS, including: Administration, Civil Service, Healthcare, Human Resources, Law, Politics, Psychology, Teaching and Management.

# RMPS - Higher

## Entry Requirements

Students considering this course should have gained a pass at National 5. It is recommended that pupils with a National 5 D award progress to National 5 course within the same curricular area rather than progress to Higher in this subject.



## Course Description

Are miracles real? Is war every morally justified? These are the sort of questions that we consider in RMPS. Learners develop their skills in critical thinking and analysis, through understanding and evaluating both sides of an argument and then expressing their own reasoned view. The RMPS class is a forum where different ideas and viewpoints can be expressed, and where the views of others are listened to with respect.

There are 3 units:

- World Religion: Christianity
- Morality and Belief: Relationships or War and Conflict
- Religious and Philosophical Questions: Miracles

## Assessment

At Higher level the course has 2 main components:

- Examination – 80 marks
- Assignment – 30 marks

The Higher RMPS Assignment is a substantial piece of work that allows candidates to demonstrate a range of skills, knowledge and understanding within the context of religious, moral and philosophical questions. Candidates choose the topic or issue they wish to research. They must then write up their findings in one and a half hours. This is worth around 27% of their overall grade.

## Home Study Expectations

In addition to homework that is formally set, there is an expectation that pupils will be revising notes, completing any tasks that are unfinished from class and taking a general interest in the subject through media such as the internet, wider reading and television. Pupils should also ensure they regularly check assignments and resources on Teams.

**Possible next level of study** Advanced Higher RMPS

## Possible Career Paths

There are a varied and wide-ranging number of career paths that value success in RMPS, including: Administration, Civil Service, Healthcare, Human Resources, Law, Politics, Psychology, Teaching and Management.

# RMPS - Advanced Higher

## Entry Requirements

Students should have gained a Higher pass in RMPS or related subject.

## Course Description

This course allows candidates to extend the knowledge and skills they may have gained from a range of different subjects, or from experiences in Religious, Moral and Philosophical Studies courses at lower levels.



The course explores how religion, morality and philosophy are at the core of human history and culture. Candidates develop an understanding of the significance and continuing impact of these subjects on the world today. They apply skills, knowledge and understanding to a range of religious, moral and philosophical questions, and learn to critically evaluate how these questions affect people's lives and values. Candidates explore their understanding of different viewpoints and beliefs, and develop and apply insights into a variety of viewpoints. They also explore challenges to these viewpoints.

## *SQA, Advanced Higher Religious, Moral and Philosophical Studies Course Specification*

### There are 2 units:

- Philosophy of religion
- Medical Ethics

## Assessment

- Examination – 90 marks
- Project Dissertation – 50 marks

The Advanced Higher RMPS Dissertation is a substantial piece of work that allows candidates to demonstrate a range of skills, knowledge and understanding within the context of religious, moral and philosophical questions. Candidates choose a topic or issue they wish to research in depth.

## Home Study Expectations

Advanced Higher RMPS is an extremely demanding course, with a high degree of independent study, much of which is at university level. Pupils will develop invaluable skills in academic reading, note taking, independent research, report writing and formal referencing which provide an excellent preparation for university study. Pupils should be aware of the high workload and willing to take this on before choosing this course of study.

## Possible next level of study

Drummond pupils who have completed AH RMPS have gone on to study Politics Philosophy & Economics, Nursing, and Law.

## Possible Career Paths

There are a varied and wide-ranging number of career paths that value success in RMPS, including: Administration, Civil Service, Healthcare, Human Resources, Law, Politics, Psychology, Teaching and Management.

# Travel and Tourism National 4/5 (Skills for Work Course)

## Entry requirements

Learners would normally be expected to have attained the skills and knowledge required by one or more of the following or by equivalent experience or qualifications as this course is only available to S5 & S6 pupils.

**National 4 English**

**People in Society N4**

**Geography N4**

**History N4**

**Modern Studies N4**

## Course Description

The National 4 and 5 Skills for Work: Travel and Tourism Course is an introductory qualification in travel and tourism. It develops the skills, knowledge and attitudes, needed for work in the travel and tourism industry.

## Learners will develop:

- skills to become effective job-seekers and employees
- skills to deal effectively with all aspects of customer care and customer service in travel and tourism
- the product knowledge and skills to deal effectively with customer enquiries in relation to travel and tourism in Scotland, the rest of the United Kingdom and worldwide

## Mandatory units

At SCQF level 5, the candidate will work alone or with others on tasks with minimum support.

National 4 and National 5 Travel and Tourism consists of 4 units:

1. Employability (including work placement)
2. Scotland Unit
3. UK and Worldwide Unit
4. Customer Service

## Assessment

Learners must pass all of the required Units via the submission of portfolio evidence. This course is assessed and graded on a pass/fail basis.

**Possible next level of study** - Edinburgh College offer a level 6 course at their Granton Campus which can be accessed on a Tuesday/Thursday afternoon as part of the School College Partnership.

## Home Study Expectations

Homework is issued on a regular basis formally but there is an expectation that pupils are completing tasks that are unfinished from class and taking a general interest in the subject through the internet and television.

**Possible career paths** - There are a varied and wide ranging number of career paths that success in Travel & Tourism can lead directly into, or via entry into college courses to develop skills in Marketing, Travel Agency, Hospitality, World Heritage, and Customer Services.

# Early Education & Childcare

## National 4/5



### Course Description

The National 5 Skills for Work: Early Learning and Childcare is an introductory qualification designed to equip learners with the essential skills, knowledge, and attitudes needed for a career in the early learning and childcare sector. Pupils will gain an understanding of the sector, exploring how it addresses the care, learning, and developmental needs of children and young people aged 0-16 years. They will also investigate various career paths within the sector, focusing on the skills, values, knowledge, and qualifications required for those roles. Additionally, pupils will examine the specific needs of infants as well as the ongoing needs of children, and how meeting these needs supports their overall development.

### Mandatory units - There are 3 mandatory units

- Development and Wellbeing of Children and Young People
- Play in early learning and childcare
- Working in early learning and childcare

Your teacher will also select one further optional unit to study within the course.

### The course aims to enable learners to:

- Gain an understanding of child development
- Learn what skills a child will need help at building.
- Investigate the different areas of play and what activities support a child's development.
- Build skills to work independently and as part of a group to complete a range of tasks/projects.
- Develop an understanding of what a child needs to grow and how to provide a safe and nurturing environment.

### Course Assessment

There is no external assessment for this Course. Learners must successfully complete each Unit to achieve the Course.

The Units are internally assessed by centres and externally verified by SQA.

### Career Progression

Nursery practitioner, play therapist, social worker, childminder, primary school teacher. There is also progression on to the Foundation Apprenticeship in Social Services, Children and Young People Level 6 and Childcare and Development Level 6 (Higher) course at Edinburgh College Sighthill.



# Health And Food Technology - National 3/4/5 (Levels 3, 4, & 5)



## Course Description

The purpose of this Course is to allow learners to develop practical and technological skills and knowledge and understanding to make informed food and consumer choices.

The Course has six broad and inter-related aims which allow learners to:

- Develop knowledge of the relationships between health, food and nutrition
- Apply knowledge of the functional properties of food when preparing a range of foods
- Make informed food and consumer choices
- Develop the skills to apply their knowledge in practical contexts
- Develop organisational and technological skills to make food products
- Develop safe and hygienic practices in practical food preparation.

## Mandatory units - There are 3 mandatory units

- Food for Health
- Food Product Development
- Contemporary Food Issues

**Assessment** - To achieve the Health and Food Technology Course at the following levels:

- Nat 5 – Exam and coursework assignment worth 50% each (A-D)
- Nat 4 – Pass all assessment for the required units and end of course assignment (Added Value Unit)
- Nat 3 – Pass all assessments for the required units

## Home Study Expectations

- Students will be given areas of research to carry out relating to food
- They should be taking an interest in and reading about food and consumer related issue within the media
- Students should be finding opportunities to explore new and different foods outside of the lesson
- Student will be expected to attend additional sessions if needed to complete work
- Weekly homework will be issued & Feedback provided on areas of development

**Possible next level of study** - Higher Health and Food Technology/National 4/5 Practical Cookery

**Possible career paths** - There are a varied and wide-ranging number of career paths available following study in this area. These include:

- Food Scientist
- Product development
- Dietetics and nutrition
- Medicine and nutrition
- Health & Social work
- Home Economics Teaching

# Health And Food Technology

## Higher (Level 6)



### Course Description

The purpose of this course is to allow learners to develop and apply the knowledge and skills of research, analysis and evaluation to make informed food and dietary choices.

The course has five broad and inter-related aims that enable candidates to:

- analyse the relationships between health, nutrition and food
- develop and apply skills, knowledge and understanding related to the functional properties of food
- investigate contemporary issues affecting food and consumer choice
- use research, management and technological skills to plan, make and evaluate food products for a range of dietary and lifestyle needs
- prepare food using safe and hygienic practices to meet specific needs

### Mandatory units – There are 3 mandatory units

- Food for Health
- Food Product Development
- Contemporary Food issues

Assessment – To achieve the Health and Food Technology Course learners need to complete an Exam and an Assignment worth 50% each (A-D).

### Expectations

- Students will be given areas of research to carry out relating to food
- They should be taking an interest in and reading about food and consumer related issues within the media
- Students should be finding opportunities to explore new and different foods outside of the lesson
- Weekly homework will be issued and Feedback provided on areas of development.

### Possible career paths

There are a varied and wide-ranging number of career paths available following study in this area. These include:

- Food Scientist
- Product development
- Dietetics and nutrition
- Medicine and nutrition
- Health & Social work
- Teaching FCT

# Practical Cookery National 3/4/5



## Course Description

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

## The Course aims to enable learners to:

- use a range of cookery skills, food preparation techniques and cookery processes when following recipes
- select and use ingredients to produce and garnish or decorate dishes
- develop an understanding of ingredients and their uses and an awareness of responsible sourcing
- develop an awareness of current dietary advice relating to the use of ingredients
- work safely and hygienically.

## Mandatory Units - There are 3 mandatory units

- Cookery Skills, Techniques and Processes
- Understanding and Using Ingredients
- Organisational Skills for Cooking
- Course Assessment: Producing a Meal

## Assessment - To achieve the course at the following levels -

Nat 5 – Practical exam activity (62%) Theory Exam (25%) Assignment (13%) (A-D)

Nat 4 – Pass all assessment for the required units and end of course assignment (Added Value Unit)

Nat 3 – Pass all assessments for the required units

## Home Study Expectations

- Students will be given areas of research to carry out relating to food
- They should be taking an interest in food and ingredients and taking an active part in opportunities to cook outside of school
- Student will be expected to attend additional session if needed to complete outstanding work
- Weekly homework will be issued & Feedback provided on areas of development

## Additional Information

**Possible next level of study** National 5 Hospitality/National 4/5/Higher Health and Food Technology

- **Possible career paths** There are a varied and wide ranging number of career paths available following study in this area. These include:
- Hospitality and Hotel Management
- Product development
- Chef
- Food stylist/photographer
- Education and training.

# Leadership Award SCQF Level 5/6

## Entry requirements

Only available to S5/6 students. Students would benefit from having achieved English at Nat 5/Higher. Student's should have an interest in leading events and developing their communication and organisational skills throughout the year.



## Course Description

This course will offer motivated students the opportunity to develop their leadership skills. This SQA award develops the essential skills of leadership: communication, organisation and decision making, in addition to this, students will grow in confidence and self-belief in their abilities. The personal journeys that students undertake whilst learning to lead, will stand them in good stead for their future careers and life itself.

## Mandatory Units - There are 2 mandatory units

- Leadership; An introduction
- Leadership in Practice

## Assessment

There will be no final exam as a series of unit assessments will be gained throughout the school year.

- Students will lead a variety of school events i.e. charity fund raising & school assemblies.
- Students must complete research on leadership styles, skills and qualities and then present their findings to the class.
- Students must complete a leadership report and submit an evidence folio. This includes completion of two SQA unit booklets.

## Expectations

- Students must research prominent leaders and different leadership styles to deliver a presentation.
- Engage in regular self-evaluation tasks throughout the year.
- Be motivated to work as part of a team and support others.

## Possible next level of study

National courses in Physical Education.

## Possible Career Paths

There are a varied and wide-ranging number of career paths that success in this Leadership award can lead to including: -

- Further education courses.
- All careers that involve leadership skills ,for example ,Teaching, Business Management, Hospitality.

# Physical Education - National 3/4/5

## Course Description

In this course and its component units, there will be an emphasis on skills development and the application of those skills. The main purpose of the course is to develop and demonstrate movement and performance skills in physical activities. By engaging in practical activities, learners can demonstrate initiative, decision-making and problem-solving skills. Learners will consider the effects of mental, emotional, social and physical factors on performance, and will develop an understanding of how to plan for, monitor, record and evaluate the process of personal performance development.

Students are expected to engage in both practical and theory sessions which will, be in the classroom.



## Mandatory units

There are 2 mandatory units at N3/4 which candidates must pass.

- Physical Education: Performance Skills
- Physical Education: Factors Impacting on Performance

Course assessment at National 3/4 is an added value unit in Practical Performance.

At National 5 assessment of the course comprises of 2 components:

- Portfolio - 50%
- Performance (2 activities) - 50%

## Expectations

Students can expect to be doing at least 2 hours of homework per week, which will include the following:

- Students must regularly access Teams to consolidate their learning
- It is recommended that candidates are participating in at least one sport outside of school time and will attend extra-curricular clubs to develop a second activity.
- National 5 students are expected to plan and manage their Portfolios throughout the year (50% of course award)
- Pupils will use their iPad to plan and manage and plan their portfolio digitally

**Possible next level of study** - Higher Physical Education, Exercise and Fitness National Progression Award at level 6, Sport & Recreation Skills for Work Award at Level 5.

**Possible career paths** - There are a varied and wide-ranging number of career paths that success in Physical Education can lead to including – PE Teaching, Sports Coaching, Sports Science, Police, Personal Trainer, Physiotherapy and Sports Psychology.

# Physical Education - Higher



## Entry Requirements

Students considering this course should have gained a Pass at National 5. If you do not have a National 5 award in this subject, then discussion and approval from the Faculty CL is needed before entry into Higher can be confirmed.

Nat 5 English/Higher English is desirable.

## Course Description

This course will offer students the opportunity to study Physical Education at a challenging level. The course will have performance as its prime focus. Students will be engaged in integrated practical experiential studies which will advance their skills and techniques while developing knowledge and understanding, evaluating and analysis competencies. The course will contribute to the personal and social development of students.

## Mandatory units

This course comprises 1 mandatory unit

- Physical Education: Performance Skills at Higher level

## Assessment

- Component 1 —performance, two activities 60 marks (50%)
- Component 2 — question paper 50 marks (50%)

**Total marks 110 marks**

## Home Study Expectations

Students can expect to be doing at least 2 hours of homework per week which will include the following:

- Students must regularly access Teams to consolidate their learning.
- Any candidate that does not participate in 2 sports out with school is encouraged to be part of our Active Schools programme.
- Students are expected to complete all written tasks to a high level, including past paper questions.
- Students must maintain a neat and organised folder containing coursework.

**Possible next level of study** - Advanced Higher PE.

**Possible career paths** There are a varied and wide-ranging number of career paths that success in Physical Education can lead to including –

- An HNC/HND in associated subject areas
- A degree in Physical Education or related discipline
- A career in amateur/professional sport or dance
- Employment in the Fitness, Health, Leisure and Recreation Industries
- Employment in sports/dance development.



# Sports & Recreation Skills for Work National - 4/5

## Entry requirements

Students will be expected to have demonstrated in school and beyond, an interest in sport, physical activity and health & wellbeing. The opportunity to develop communication, leadership and responsibility should also be appealing.

## Course Description

This course is an introductory qualification. It develops the skills, knowledge and attitudes, needed for work in this industry.



The Level 5 Course content covers the main practical activities involved in carrying out a supportive role in sport and recreation environments: sourcing information about career pathways, identifying and reviewing skills and experiences; assisting with planning, setting up and delivering activity sessions; dealing effectively and courteously with clients; assisting with emergency procedures; assisting with setting up, dismantling and checking equipment and resources; helping to plan and review a training programme; and establishing good practice in identifying and reviewing goals. The Course also covers health and safety legislation and risk assessments.

The Level 4 course content covers assisting with planning, setting up and delivering activity sessions dismantling and checking equipment and resources assisting with accident and emergency procedures dealing effectively and courteously with clients, staff and others helping to plan and review a personal training programme establishing good practice in setting and reviewing personal goals.

## Mandatory units

At Levels 4 and 5 there are 4 Mandatory units:

- Sport and Recreation: Assist with a Component of Activity Sessions
- Sport and Recreation: Employment Opportunities in the Sport and Recreation Industry
- Sport and Recreation: Assist with Fitness Programming
- Sport and Recreation: Assist with Daily Centre Duties

Assessment -There will be no final exam as a series of unit assessments will be gained throughout the school year. Units will be pass/fail throughout the course.

## Home Study Expectations

- Within the mandatory unit's pupils will be required to research and plan in their own time.
- Learners will assist in the planning and delivery of a component within activity sessions for both a group and a single client. This will involve pupils researching lesson plans and doing some self-study.
- Learners will source information about career pathways and identify the skills.
- Learners, working with the person responsible, will learn how to develop and organise a physical training plan for a client.

# NPA in Exercise and Fitness Leadership - Level 6

## Entry Requirements

Entry for the NPA will be through departmental recommendation. Students should have an interest in the sport and fitness industry.

**Students should have a C pass at National 5 PE or a Pass in Sport and Recreation. *Due to the high level of anatomy and physiology on the course a N5 Biology award would be advantageous.***



## Course Description

The course is a step up from the Skills for Work Sport and Recreation course and is designed to allow students the opportunity to develop knowledge and understanding of how the body works during exercise.

A significant aspect of the course will be developing the candidate's ability to lead sessions in a variety of fitness locations and situations.

The course consists of three mandatory units.

### The units are:

- Exercise and Fitness – Cardiovascular Fitness (Level 6)
- Exercise and Fitness – Fixed Weight Training (Level 6)
- Exercise and Fitness – Free Weight Training (Level 6)

## Assessment Details

All assessment is internally marked and achieved through a variety of means. Examples of the methods of assessment are closed book assessments and practical performance assessments.

## Possible Career Pathways

The NPA is a 'stepping stone' to allow students to progress to a higher level of qualification required in the Exercise and Fitness industry.

Possible employment routes are: Fitness Instructor – Gym, Personal Trainer, Sports Coaching, Sports Development Facilitator, Sports Facility Operator.

# PDA Refereeing (Football) - Level 7

## Entry Requirements

Entry for the PDA will be through departmental recommendation. Students should have a keen interest and basic knowledge of football as this course has been developed by the Scottish Football Association (SFA) to inspire more young people to get involved in football as referees.

**Students should have a C pass at National 5 PE or a Pass in Sport and Recreation.**

## Course Description

This qualification covers areas such as understanding of SFA refereeing, concentrating on knowledge and understanding of the Laws of the Game of football. It also includes learning about formal controls, misconduct, match reports and fitness standards for referees. This knowledge is drawn together by refereeing a football match.

This qualification is designed to enhance and accredit the skills of new, inexperienced or aspiring referees. It will also help in raising awareness and understanding of the Laws of the Game for pupils in S5 and S6. It offers candidates the opportunity to develop refereeing skills and enables progression to other widely recognised SFA refereeing qualifications.

The PDA in Scottish Football Association: Refereeing at SCQF level 7 consists of two mandatory units.

### The units are:

Unit 1 – Laws of the game

Unit 2 – Practical Refereeing

## Assessment Details

Unit 1 – Laws of the Game – This unit is assessed through an online multiple-choice assessment, as well as practical assessments and teacher observations.

Unit 2 -Practical Refereeing – This unit is assessed through a series of open book assessments and match reports, followed by a practical assessment where students are required to referee an 11 a side game for a minimum of 20 minutes.

## Possible Career Pathways

Learners who achieve the PDA and wish to progress, have direct access to full membership of their local referee association. Details of local association secretaries can be obtained from Scottish FA website.

Referees operate at all levels — from grassroots football right through to the Scottish Professional Football League and international matches.

Refereeing can be a highly rewarding challenge, encouraging a healthy and active lifestyle as well as significantly contributing to the development of the game.

# Applications of Mathematics National 3/4/5

## Entry Requirements

App of Maths National 5: Minimum requirement of a pass at National 4 or App National 4 or successful completion of Level 4.

App of Maths National 4: Minimum requirement of successful completion of Level 3.

## Course Description

The Applications of Maths National 5 and National 4 courses are of an equivalent mathematical standard to Maths National 5 and Maths National 4. They build on the prior knowledge gained at Maths National 4 or 5, or Applications of Maths National 3 or 4. Students will use a range of mathematical concepts and relationships, applying skills in finance, geometry, measurement and statistics within real-life mathematical contexts. These courses are less algebraic than Maths courses, designed for students who wish to continue in maths without pursuing further education or career in science or engineering. Maths National 5 or Applications of Maths National 5 are essential for anybody who wishes to pursue a career in teaching.

Please note that for construction or trades careers, Mathematics courses are required, NOT Applications of Mathematics courses.

## Units

### Assessment

*Applications of Maths National 5:* Students are assessed by a final examination at the end of the year. This examination makes up 100% of the final mark.

The final examination comprises two papers:

- Non-Calculator (45 marks)
- Calculator (65 marks)

Any student who does not sit the final exam has the option of completing 'Units Only'. These assessments are completed internally.

Applications of Maths National 4: Students are assessed on the outcomes for each unit throughout the year, with the Added Value Unit assessment at the end of the year. These assessments are completed internally.

Applications of Maths National 3: Students are assessed on the outcomes for each unit throughout the year. These assessments are completed internally.

**Home Study Expectations** - Students can expect to be doing at least 1½ hours of homework per week for Applications of Maths Nat 5, 1 hour for Applications of Maths Nat 4, and ½ an hour for Applications of Maths Nat 3 which will include a selection of:

- End of Topic formal homework/Consolidation of notes from previous week /Completion of exercises as home practice.

Possible next level of study

Applications of Maths National 5: National 5 Mathematics, Applications of Maths Higher (from 2021-22)

Applications of Maths National 4: Applications of Maths National 5, National 4 Mathematics

# Applications of Mathematics - Higher

## Entry Requirements

Pass at either National 5 Maths or National 5 Application of Maths.

## Course Description

Higher Application of Maths is designed as a progression for those successful at either National 5 Maths or National 5 Application of Maths. Specifically, those who currently study National 5 Maths and do not wish to study the more algebraic Higher Maths course. Students use a range of complex mathematical concepts and relationships, developing skills in 'Mathematical Modelling', 'Statistics & Probability', 'Finance', and 'Planning & Decision Making'. They will think logically, analysing problems and justifying solutions using computer software such as Excel and RStudio to support and enhance calculations.

## Assessment

The assessment of Higher Application of Maths consists of two parts:

1. Statistical Project (27% of total mark)
2. Final Assessment (73% of total mark)

Note that the final assessment is completed on a computer, using a variety of computer programmes as well as a written element. A calculator is allowed for all parts of the final assessment.

## Home Study Expectations

Students can expect to be doing at least 2 hours of homework per week which will include a selection of:

- End of topic formal homework
- Consolidation of notes from previous weeks
- Completion of exercises as home practice

**Possible next level of study** - Higher Mathematics

## Possible Career Paths

**Higher Education** - Finance, Computing, Statistics

**Careers** - Actuary, Accountancy, Banking/Finance, Research/Statistics

# Maths National 4/5

## Entry requirements

- National 5: Minimum requirement of a pass at National 4, including a first-time pass of the AVU, or successful completion of Level 4.
- National 4: Minimum requirement of successful completion of Level 3.

## Course Description

The National 5 and National 4 Mathematics courses build on the prior knowledge gained at either National 4 or Level 4, or Level 3 respectively. Students will use a range of mathematical concepts and relationships, applying skills in algebra, geometry, trigonometry and statistics within mathematical contexts. They will select and apply skills in numeracy and use reasoning skills to extract and interpret information. The courses are designed as a more algebraic alternative to Applications of Maths courses. Any student who wishes to study maths or any sciences at Higher should complete National 5 Maths. National 5 Maths or Applications of Maths National 5 are essential for anybody who wishes to pursue a career in teaching.

Please note that for construction or trades careers, Mathematics courses are required, NOT Applications of Mathematics courses

## Units

National 5 Mathematics - there are no compulsory units at National 5

National 4 Mathematics:

- Numeracy
- Expressions & Formula
- Relationships
- Added Value Units

**Assessment *National 5*:** Students are assessed by a final examination at the end of the year. This examination makes up 100% of the final mark.

**The final examination comprises two papers:**

- Non-Calculator (50 marks)
- Calculator (60 marks)

*(Any student who does not sit the final exam has the option of completing 'Units Only'. These assessments are completed internally.)*

**Assessment—*National 4*:** Students are assessed on the outcomes for each unit throughout the year, with the Added Value Unit assessment at the end of the year. These assessments are completed internally.

## Home Study Expectations

Students can expect to be doing at least 1-1½ hours of homework per week which will include a selection of:

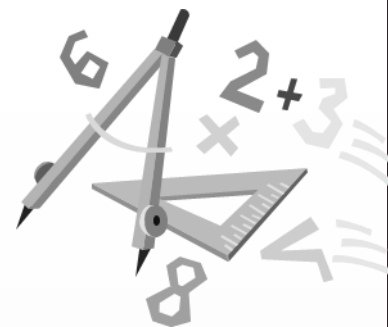
- End of Topic formal homework
- Consolidation of notes from previous week
- Completion of exercises as home practice

**Possible next level of study** - National 5: Higher Maths, National 5 Applications of Maths

National 4: National 5 Maths, National 5 Applications of Maths



# Mathematics - Higher



## Entry Requirements

Minimum requirement of - a C in National 5 Mathematics for Higher over 1 year.  
a D in N5 Mathematics for Higher over 2 years.

## Course Description

Higher Maths is designed as a natural progression for those successful at National 5 Maths. Students will use a range of complex mathematical concepts and relationships, applying skills in algebra, geometry, trigonometry, calculus and statistics within mathematical contexts. They will think logically, analysing problems and justifying solutions. Higher Maths is vital for any student wishing to pursue further education and careers in science, engineering, technology and architecture.

## Assessment

The assessment of Higher Mathematics consists only of an external exam.

The final examination comprises two papers:

- Non-Calculator (70 marks)
- Calculator (80 marks)

## Home Study Expectations

Students can expect to be doing at least 2 hours of homework per week which will include a selection of:

- End of Topic formal homework
- Consolidation of notes from previous week
- Completion of exercises as home practice

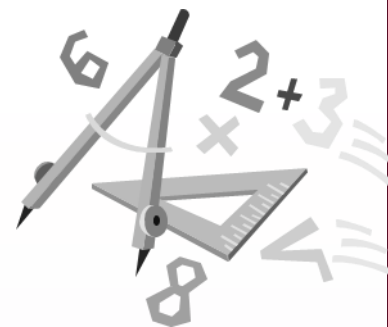
**Possible next level of study** - Advanced Higher Mathematics

## Possible career paths

Degrees: Maths, Physics, Chemistry, Engineering, Medicine, Veterinary Medicine

**Careers:** Actuary, Chartered Accountant, Banking/Finance, Engineering, Maths Teacher, Research/Statistics

# Mathematics - Advanced Higher



## Entry Requirements

Minimum requirement of a C in Higher Mathematics

## Course Description

Advanced Higher Maths is designed as a natural progression for those successful at Higher Maths. Students will use a range of highly complex mathematical concepts and relationships, applying skills in algebra, geometry, trigonometry and calculus within mathematical contexts. It will extend their thinking and knowledge, and further develop the rigour and precision of mathematical proof and reasoning. They will think logically, analysing problems and justifying solutions. Advanced Higher Maths is a perfect course for any student wishing to pursue further education and careers in science, engineering, technology and architecture.

## Assessment

The assessment of Advanced Higher Mathematics consists only of an external exam.

The final examination comprises two papers:

- Non-Calculator (35 marks)
- Calculator (80 marks)

## Home Study Expectations

Students can expect to be doing at least 2 hours of homework per week which will include a selection of:

- End of Topic formal homework
- Consolidation of notes from previous week
- Completion of exercises as home practice

**Possible next level of study** N/A

## Possible career paths

Degrees: Maths, Physics, Chemistry, Engineering, Medicine, Veterinary Medicine

## Careers

Actuary, Chartered Accountant, Banking/Finance, Engineering, Maths Teacher, Research/Statistics

# Data Science - Level 4/5 - For S5/6 Students only

## Entry Requirements

Those students who have not yet achieved a National 5 Maths award, specifically those who have a 7, 8 or 9 band award in National 5 Maths.

## Course Description

Data Science is one of a number of emerging technologies, which include artificial intelligence and cloud computing. These areas are becoming increasingly important in modern societies.

Data Skills are important for everyone, irrespective of their vocational or academic ambitions. Data citizenship relates to the need for everyone to possess a basic understanding of data to permit them to participate in contemporary society and engage in the political process. More focus is being placed on data literacy among the general workforce, as more organisations become data driven and opportunities to apply data analytics to an ever-increasing range of tasks becomes apparent.

This course has two areas of study, however candidates must complete three units in order to gain the full course award:

- Data Security
- Data Citizenship
- Optional unit at Levels 5

## This award is designed to enable candidates to:

- Improve their data skills to prepare them for further studies in a range of subject areas
- Encourage pupils to have a vocational interest in Data Science as a career
- Improve data analysis skills for all pupils to prepare them for employment in a wide range of fields
- Further develop data literacy skills to produce future citizens who appreciate the applications and implications of data science
- Raise awareness of the societal issues relating to data science including data ethics
- Identify opportunities to apply data science in a range of contexts

# LEAPS Transition Course (level 7) - For S6 Only

## Entry Requirements

You must be LEAPS eligible (check with your guidance teacher). All students must be in S6 when studying this course. Students should have studied 4/5 Highers in S5 in order to take this course in S6 as it is offered at SCQF level 7 (advanced higher).

## Course Description

The LEAPS transition course is designed to give you the skills and experience needed to make a positive transition from school to university. Through-out 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.

The focus will be on developing successful academic practice - in other words, how to be successful at university and you will have the chance to work with students and academics from a broad range of subject areas. You will not study one subject, instead you will study lots of subjects while focusing on developing key academic skills.

## Course Set Up:

The course is a mixture of online sessions and in-person sessions on university campuses in Edinburgh. LEAPS will support travel arrangements and costs. This course will take place on a Tuesday/Thursday afternoon. The course is led by LEAPS transition course lecture team. The class is made up of a mixture of students from other schools.

Tuesday - 12.15—15.30 online lecture

Thursday - 14.00—15.00 online lecture (tutorials 14.00—17.00 on campus alternate weeks)

## Assessment

- Coursework (weekly preparation for tutorials)
  - ⇒ Individual written assessment on academic skills (60%)
  - ⇒ Academic poster presentations (group work) (40%)
  - ⇒ Reflective zine 'notes for my future self'
- Semester one—will focus on academic skills and a writing assessment
- Semester two—will have a lecture series and a group poster assessment

## What will I learn?

### University Level Academic Skills

- Critical skills, Academic skills, Academic resources, Discussion and presentation skills, Academic posters, feedback, Data skills

### Independent Learning

- Self-directed learning, Time management, Problem solving, Self-evaluation

### Digital Literacy

- University virtual learning environments, online academic library collections, learning in an online setting.