

Castlehead High School

S4/5 SUBJECT OPTION CHOICE



Information for Pupils and Parents

April 2021

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ENGLISH – National 5/Higher



Course description

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

Topics/units

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

Reading

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

Writing

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

Talking and listening

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

Assessment in S5/6

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

Recommended Entry

Higher - Candidates should have achieved the National 5 English course prior to starting this course.

National 5 – Candidates should have achieved the National 4 English course prior to starting this course.

Progression

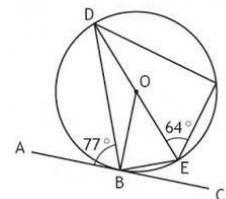
English at National 5 and Higher is a requirement/pre-requisite for many employment opportunities, college courses, apprenticeships, and university level study.

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

Parental engagement/supporting learning at home

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

APPLICATIONS OF MATHEMATICS– National 5



Course description

The National 5 Applications of Mathematics course explores the applications of mathematical techniques and skills in everyday situations, including financial matters, statistics, and measurement. The purpose of the National 5 Applications of Mathematics course is to motivate and challenge candidates by enabling them to think through real-life situations involving mathematics and to form a plan of action based on logic.

Topics/units

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

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

Assessment in S5/6

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

Progression

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

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

Recommended Entry

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

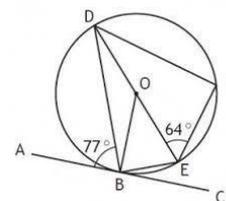
Parental engagement/supporting learning at home

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

Other ways to support your child:

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

MATHEMATICS – NATIONAL 5/HIGHER



Course description

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

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

Topics/units

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

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

Assessment in S5/6

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

Progression

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

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

Recommended Entry

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

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

Parental engagement/supporting learning at home

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

Other ways to support your child:

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

ART AND DESIGN – National 5/Higher



Course description

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

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

Topics/units

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

Assessment in S5/6

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

Progression

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

Recommended Entry

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

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

Parental engagement/supporting learning at home

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



CONSTRUCTION CRAFTS – National 5

Course Description

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

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

Learners develop a variety of skills in the trade-specific units, while the Principles unit looks at a case study of the students choosing that requires five tasks to be completed by them.

Units/Topics

The course comprises the following three mandatory units:

- Construction Crafts: Principles
- Construction Crafts: One Brick Walling
- Construction Crafts: Bench Joinery

Optional units

The course comprises one of the following optional units:

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

Assessment in S5/6

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

Progression

Further Study	Careers
Modern Apprenticeships and Foundation Apprenticeships in a variety of trades.	Carpenter, Joiner, Shop Fitter, Bricklayer, Builder, Building Engineer, Construction Manager.
NC, HNC, HND college courses in Trade related subjects.	

Recommended Entry

- An interest in working in the construction industry
- Some aptitude for graphical forms of communication, as you will be required to read basic drawings.
- Completion of a National 4/5 course in the Design Faculty.

CREATIVE INDUSTRIES – SCQF Level 5



Course Description

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

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

Units/Topics

Unit 1 - An Introduction

- Investigate the Creative Industries in the UK
- Investigate employment within a chosen sector
- Review and evaluate own employability skills

Unit 2 - Skills Development

- Investigate practical skills required for a chosen job role
- Develop own practical skills
- Evaluate own practical skills development

Unit 3 - The Creative Process

- Prepare for a team response to a given brief
- Produce and present the team response
- Evaluate the team response

Unit 4 - The Creative Project

- Contribute to the plan for a creative project
- Implement the creative project
- Evaluate the creative project

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

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

Assessment in S5/6

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

Entry Requirements

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

CREATIVE INDUSTRIES – SCQF Level 6 (NC)



Course Description

Creative Industries Advanced (NC): The Creative Industries Advanced (National Certificate) qualification progresses from the Creative Industries Skills for Work course. This course allows candidates to explore in more detail a variety of units covering a wide range of Creative Industries and employability skills. This course is run in conjunction with West College Scotland, with some units taught by teachers in school, and some units taught by staff from WCS. This is an excellent course for anyone interested in a career in Art & Design and The Creative Industries. This course is ideal to help towards building a portfolio to apply for Art School/College but also teaches employability skills and creativity skills which would benefit any career.

Units/Topics

The Creative Industries Advanced (NC) course is made up of **12 units in total**. 4 will already have been covered within Creative Industries SFW (N5). The remaining 8 units will be covered within the Creative Industries Advanced (NC) Course. These units are as follows:

Unit 1 – Social Networking (West College Scotland)

Unit 2 – Working for Yourself (West College Scotland)

Unit 3 – Creative Analysis

Unit 4 – Illustration

Unit 5 – Colour (an Introduction)

Unit 6 – Analytical Drawing

Unit 7 – Character Design **OR** Fashion Design

Unit 8 – Painting from a Theme **OR** Sketchbook

Assessment in S5/6

This course is assessed based upon the completion of the 8 units throughout the year. There is no final exam. To achieve the full National Certificate qualification pupils must also have completed Creative Industries SFW (N5). If pupils do not also have Creative Industries SFW (N5) they will achieve **units only**.

Entry Requirements

Pupils must already have completed Creative Industries SFW (N5) OR pick it as an additional subject in S6 to achieve the full award. If pupils still want to continue with Creative Industries Advanced (NC) without having done Creative Industries SFW (N5) they will achieve **units only**.

Previous experience in Art and Design is useful (N5 and/or Higher)

DESIGN AND MANUFACTURE – National 5/Higher



Course description

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

Topics/units

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

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

Assessment in S5/6

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

Progression

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

Recommended Entry

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

Parental engagement/supporting learning at home

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

GRAPHIC COMMUNICATION – National 5/Higher



Course description

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

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

Topics/units

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

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

Assessment in S5/6

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

Progression

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

Recommended Entry

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

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

Parental engagement/supporting learning at home

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



PRACTICAL METALWORKING – National 5

Course description

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

Topics/units

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

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

Assessment in S5/6

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

Progression

Further Study	Careers
<ul style="list-style-type: none"> • Progression to National 5. Learners may also progress to N4/5 Metalworking courses. <p>Further Education courses at NPA, NC, HNC, HND & Degree level in areas of Carpentry and Joinery, Construction, Boatbuilding, Painting and decorating</p>	<p>Welder, Fabricator, Sheet Metal Worker, Mechanical Engineer, Mechanic, Sustainable Industries, Jewellery Making, Blacksmith, RAF, Army, Navy..</p>

Recommended Entry

Candidates should have good Technical or creative based learning skills

Parental engagement/supporting learning at home

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

BAKERY (and Enterprise) – NPA LEVEL 4



Course description

The general aim of the National Progression Award in Bakery is to provide candidates with the opportunity to develop practical bakery skills in breadmaking, craft baking, cake decorating and pastry. As a result, it is hoped the successful candidates would then be able to either progress in education and/or find suitable employment in the hospitality industry.

In addition to achieving the NPA Bakery qualification, candidates will also complete an Enterprise unit. The completion of this unit (and the previous completion of the Personal Development award and Employability award in S4) will allow candidates to achieve a NPA in Enterprise and Employability also.

Topics/units

There are 4 units in the Bakery course

- **Craft Baking: An Introduction** - Candidates will prepare a wide variety of baked products to a commercially acceptable standard and demonstrate a competent level of practical ability. Product categories will include: scones, pancakes, buns, fruit bread, pizza, variety of cakes, yeast products, puff pastry goods, quiche and biscuits. Candidates will be able to monitor cookery processes and calculate cooking times and be able to test food for readiness. Pupils will also be able to follow product specifications.
- **Bread Making: An Introduction** - Candidates will prepare a variety of breads from fermented yeast dough. They will learn to make bread from a variety of flours including white, brown and granary. Produce a selection of speciality breads including batch tinned, focaccia, ciabatta, pizza, cholla, rye bread and rolls.
- **Cake Decoration: An Introduction** – Candidates will produce a variety of cakes in different shapes and sizes including fruit cakes, Christmas cakes, other seasonal cakes and birthday cakes. They will learn how to apply a variety of coatings to their cakes including buttercream icing, ganache, water icing, frosting, marzipan and royal icing. Other decoration techniques including piping, modelling and crimping will also be covered.
- **Pastry** - A variety of pastry will be made to produce a selection of items including apple turnovers, sausage rolls, filo parcels, apple strudel, sweet and savoury pies/tartlets, eclairs and profiteroles. Candidates will learn how to make puff pastry, choux pastry, shortcrust pastry as well as being able to use a range commercially produced pastry.

Assessment in S5/6

Assessment is mainly practical based and is on-going throughout the session. There is no final exam for this course

Progression

Further Study	Careers
Higher Professional Cookery Professional Patisserie, SVQ Bakery	Chef, Food Technologist, Product Development, Industrial baker, baking operative, artisan baker, craft baker
Further Education courses at NC, HNC, HND & Degree level in areas of Hospitality, Practical Cookery, Professional Cookery, Creative Cake Production	<ul style="list-style-type: none">• With experience, you could become a bakery supervisor or production manager in a factory or move into commercial sales.• You could also become a technical adviser or development baker for a baked goods or catering equipment company.

Recommended Entry

Candidates may benefit from having achieved National 4 Hospitality. However, candidates who have not studied HFT since S2 are also suitable for following the course.

Parental engagement/supporting learning at home

Parents can support their child at home by supporting them to recreate and practice practical recipes at home.

CARE – National 5/Higher

Course description



This course allows candidates to engage in a range of tasks that help them to develop their understanding of individuals and society. Candidates learn to recognise that each individual has a unique blend of abilities and needs and understand the qualities and skills required to sustain different types of relationships. Candidates develop an understanding of the value base required in the care profession. They have an opportunity to understand and explain influences on human development and behaviour. They also gain an understanding of the social, physical, emotional, cognitive and cultural needs of people who use care services.

The course enables candidates to understand and explain why people use care services, and to develop the knowledge and value base required for working in contemporary care practice in settings such as health care and social care. Candidates develop knowledge, understanding and attributes that help them to make informed decisions to support the health and wellbeing of others. The main aims of the course are to enable candidates to:

- develop a detailed understanding of the needs of individuals and an awareness of current care services that could meet these needs
- develop a detailed understanding of the ways in which positive care practice is based on legislation, values, principles, knowledge and skills
- develop a knowledge and understanding of the ways in which social influences can impact on people and the relevance of this for care practice
- develop a detailed understanding of explanations for human development and behaviour
- apply knowledge of psychological and sociological theories to contemporary care issues and current care contexts

Topics/units

The course consists of three areas of study:

- Values and principles - Candidates investigate the health and social care provision that is available to meet the needs of people requiring care. They analyse needs and explore the role of the care planning process in identifying needs. Candidates gain an understanding of the key features of a positive care environment, and explain the role of legislation. They also explore the importance of values and principles in promoting positive care practice.
- Human development and behaviour- Candidates apply their knowledge and understanding of development and behaviour to individuals using care services. They use psychological theories to explain development at different stages of the life span and use models of loss or transition to explain the effects of life experiences on people. Candidates evaluate a range of psychological theories and explain how these can help a care worker to understand behaviour.
- Social influences - Candidates analyse the ways in which social influences can impact on people, and the relevance this has for care practice. They use sociological theories to explain social influences and the impact these might have on people's life chances. Candidates also analyse actions taken in society to improve the life chances of individuals using care services.

Assessment in S5/6

National 5	Higher
Internally completed & externally assessed <ul style="list-style-type: none">• project (80/120 marks)	Internally completed & externally assessed <ul style="list-style-type: none">• project (90/130 marks)
Externally assessed (SQA exam diet) <ul style="list-style-type: none">• Question paper (40/120 marks)	Externally assessed (SQA exam diet) <ul style="list-style-type: none">• Question paper (40/130 marks)

Progression

Further Study	Careers
<ul style="list-style-type: none">• Progression to Higher Care or Childcare and Development, Further Education courses at NC, HNC, HND & Degree level in areas of Social Services and Health Care, Psychology, Sociology, Nursing, Physiotherapist,	Nurse, Midwife, Social Worker, Teacher, Psychologist, Occupational Therapist, Early Years Practitioner, Dental Nurse, Counsellor, Therapist, Physiotherapist, Speech and Language Therapist, Play Therapist.

Recommended Entry

Higher - Candidates may benefit from having studied English or a Social Science at National 5 level.

National 5 – Candidates may benefit from having achieved National 4 English or Social Science Subject and National 5 Literacy.

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

Parental engagement/supporting learning at home

As a parent you will have shared many life experiences with your child. Discussing developmental milestones of children, live events that have impacted on you (death, marriage, employment) will increase your child's understanding of psychological and sociological concepts.

Several websites such as [BBC bitesize](#), [SSSC](#), [NMC](#) and [Health and Social Care Standards](#) provide useful case studies and revision notes for the course.

Past papers for this subject can also be accessed on the [SQA website](#).

HEALTH & FOOD TECHNOLOGY – National 5/Higher



Course description

This course focuses on health, the influence of food and its nutritional properties, the dietary needs of individuals, and applying safe, hygienic and informed practices in food preparation. The course also addresses contemporary issues affecting food and nutrition, including ethical and moral considerations; sustainability of sources; food production and development; and their effects on consumer 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

Topics/units

- **Food for Health** - Topics covered: the relationship between health, food and nutrition, dietary needs for individuals at various stages of life and explain current dietary advice and producing and evaluating food products which meet individual needs.
- **Food Product Development** - Topics covered: the functional properties of ingredients in food and their use in developing food products, the stages involved in developing a food product, producing food products to meet a range of consumer needs, and the safe and hygienic food practices and techniques.
- **Contemporary Food Issues** - Candidates will investigate contemporary food issues, how these issues influence decisions taken by consumers when making food choices,

Assessment in S5/6

National 5	Higher
Internally completed & externally assessed <ul style="list-style-type: none"> • Assignment (60/120 marks) 	Internally completed & externally assessed <ul style="list-style-type: none"> • Assignment (60/120 marks)
Externally assessed (SQA exam diet) <ul style="list-style-type: none"> • Question paper (60/120 marks) 	Externally assessed (SQA exam diet) <ul style="list-style-type: none"> • Question paper (60/120 marks)

Progression

Further Study	Careers
<ul style="list-style-type: none"> • Progression to Higher, Advanced Higher. <p>Further Education courses at NC, HNC, HND & Degree level in areas of Dietetics, Human Nutrition, Consumer Studies, Food Technology/Development, Consumer Law/Studies</p>	<p>Dietician, Food Scientist, Nutritionist, HFT Teacher, Environmental Health Officer, Trading Standards Officer, Food Product Development, Personal Trainer, Nursing, Health and Social Care.</p>

Recommended Entry

The course is suitable for candidates who have an interest in developing skills, knowledge and understanding about the relationships between food, nutrition, diet, health, and contemporary food issues that affect consumer choice. They should enjoy learning through practical activity and have the ability to work and research independently. The learning experiences in the course are flexible and adaptable, with opportunities for personalisation and choice.

Candidates wishing to study this course at higher level would benefit from having achieved or currently following a course in National 5 English.

Parental engagement/supporting learning at home

- Food is part of everyday life. Take time to discuss and prepare food with your child. Ask questions about what nutrients can be found in ingredients and different food items. This will help reinforce what they have been learning in class and prepare for evaluation style questions.
- [Class clips](#) on BBC bitesize gives an insight for parents on the topics covered and debated within the course.
- Up to date and relevant news items/research and be accessed from Nutritional websites such as [British Nutrition Foundation](#), [NHS website](#), [Food Standards Agency](#).
- The [SQA website](#) contains past papers that will help your child prepare for their final exam.

GEOGRAPHY – National 5/Higher



Course description

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

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

Topics/units

The course consists of three sections:

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

Assessment in S5/6

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

Progression

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

Recommended Entry

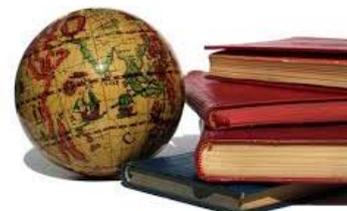
Higher - Candidates would benefit from having achieved the National 5 Geography course or equivalent qualifications (Higher in a Humanities subject) prior to starting this course.

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

Parental engagement/supporting learning at home

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

HISTORY – National 5/Higher



Course description

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

Topics/units

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

Migration and Empire, 1830-1939

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

Britain, 1851–1951

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

USA, 1918–68

- Reasons for changing attitudes towards immigration in the 1920s
- Obstacles to the achievement of civil rights up to 1941
- Reasons for the economic crisis of 1929–33
- Effectiveness of the New Deal
- Reasons for the development of the Civil Rights campaign, after 1945
- Effectiveness of the Civil Rights movement up to 1968

Assessment in S5/6

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

Progression

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

Recommended Entry

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

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

Parental engagement/supporting learning at home

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

MODERN STUDIES – National 5/Higher



Course description

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

Topics/units

Democracy in Scotland and the UK

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

Social Inequality in the UK

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

International Issues – USA

The study of a world power will focus on a study of its political system and processes, recent socio-economic issues, effectiveness of the government in tackling a socio-economic issue and its role in international relations. The study of a world issue will focus on a significant recent issue or conflict which has a regional or global impact.

Assessment in S5/6

National 5	Higher
Internally completed & externally assessed <ul style="list-style-type: none"> Assignment (20/100 marks) 	Internally completed & externally assessed <ul style="list-style-type: none"> Assignment (30/110 marks)
Externally assessed (SQA exam diet) <ul style="list-style-type: none"> Question paper (80/100 marks) 	Externally assessed (SQA exam diet) <ul style="list-style-type: none"> Question paper 1 - (52/110 marks) Question paper 2 - (28/110 marks)

Progression

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

Recommended Entry

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

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

Parental engagement/supporting learning at home

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

Progression

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

Recommended Entry

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

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

Parental engagement/supporting learning at home

- You can find out more about our interesting lesson activities by following: CHS Humanities Instagram
- Help your child revise the topics studied in class by using <https://www.bbc.co.uk/bitesize/subjects/z782fg8>, [Learning RMPS](#)
- Encourage your child to practise past paper questions from the [SQA website](#):

Scottish Studies Award- Level 5/6



Course description

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

Topics/units

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

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

Assessment in S5/6

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

Progression

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

Recommended Entry

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

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



ADMIN & IT – National 5/Higher

Course description

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

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

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

Topics/units

The course consists of two areas of study:

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

Assessment in S5/6

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

Progression

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

Recommended Entry

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

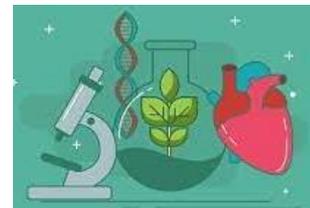
National 5 - Candidates would benefit from having achieved the National 4 Admin and IT course or equivalent qualifications (National 4 in a Business/ICT subject) prior to starting this course.

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

Parental engagement/supporting learning at home

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

BIOLOGY – National 5/Higher



Course description

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

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

Topics/units

The course content includes the following areas of biology:

DNA and the genome

- structure of DNA
- replication of DNA
- gene expression
- cellular differentiation
- the structure of the genome
- mutations
- evolution
- genomic sequencing

Metabolism and survival

- metabolic pathways
- cellular respiration
- metabolic rate
- metabolism in conformers and regulators
- metabolism and adverse conditions
- environmental control of metabolism
- genetic control of metabolism

Sustainability & interdependence

- food supply, plant growth and productivity
- plant and animal breeding
- crop protection
- animal welfare
- symbiosis
- social behaviour
- components of biodiversity
- threats to biodiversity

Assessment in S5/6

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

Recommended Entry

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

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

Progression

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

Parental engagement/supporting learning at home

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

BUSINESS MANAGEMENT– National 5/Higher



Course description

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

Topics/units

The course consists of five areas of study:

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

Assessment in S5/6

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

Progression

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

Recommended Entry

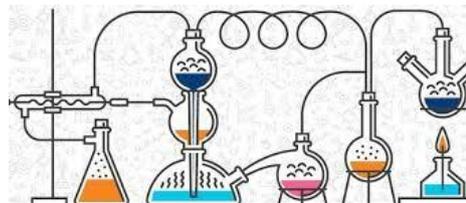
Higher - Candidates would benefit from having achieved the National 5 Business Management course or equivalent qualifications prior to starting this course.

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

Parental engagement/supporting learning at home

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

CHEMISTRY – National 5/Higher



Course description

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

Topics/units

Chemical changes and structure

- Periodicity
- structure and bonding
- oxidising and reducing agents

Nature's chemistry

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

Chemistry in society

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

Researching chemistry

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

:

Assessment in S5/6

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

Progression

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

Recommended Entry

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

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

Parental engagement/supporting learning at home

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

ENVIRONMENTAL SCIENCE – National 4/5



Course description

Environmental science is an interdisciplinary subject which draws from the sciences and social sciences. Environmental scientists are involved in tackling issues such as global climate change, pollution, use of land and water resources, and changes in wildlife habitats. The course provides a range of opportunities for candidates to investigate key areas of the living environment such as biodiversity and interdependence. Through the Earth's systems, candidates investigate access to and use of resources associated with the atmosphere, hydrosphere, geosphere and biosphere. Sustainability and sustainable development are explored through food, water and energy security, as well as investigating issues relating to waste generation and its management

Topics/units

The course content includes the following areas of environmental science:

- Living environment - The key areas covered are investigating ecosystems and biodiversity; interdependence; human influences on biodiversity.
- Earth's resources - The key areas covered are an overview of Earth systems and their interactions; the geosphere; the hydrosphere; the biosphere; the atmosphere.
- Sustainability - The key areas covered are an introduction to sustainability; food; water; energy; waste management.

Assessment in S5/6

National 4	National 5
The Course has four mandatory units including the Added Value Unit: <ul style="list-style-type: none">• Living Environment• Sustainability• Earth's Resources• Environmental Science Assignment	Internally completed & externally assessed <ul style="list-style-type: none">• Assignment (20/120 marks) Externally assessed (SQA exam diet) <ul style="list-style-type: none">• question paper 1 – multiple choice (100/120 marks)

Progression

Further Study	Careers
<ul style="list-style-type: none">• Progression to National 5 and Higher Biology, Chemistry, Physics Further Education courses at NC, HNC, HND & Degree level in areas of Sciences, Nutrition, Paramedic Science, Health and Nutrition	Environmental Scientist, Scientific Laboratory Technician, Livestock Farms, Fisheries/Agriculture based jobs, Conservation Trust Development, Sustainability Development Officer,

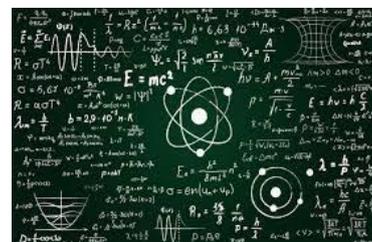
Recommended Entry

National 5 - Candidates may benefit from having achieved the fourth curriculum level, the National 4 Science course or National 4 Biology/Chemistry/Physics prior to starting this course.

Parental engagement/supporting learning at home

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

PHYSICS – National 5/Higher



Course description

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

Topics/units

Our Dynamic Universe	Particles & Waves	Electricity
<ul style="list-style-type: none"> • motion — equations and graphs • forces, energy and power • collisions, explosions, and impulse • gravitation • special relativity • the expanding 	<ul style="list-style-type: none"> • forces on charged particles • the Standard Model • nuclear reactions • inverse square law • wave-particle duality • interference • spectra • refraction of light 	<ul style="list-style-type: none"> • monitoring and measuring AC • current, potential difference, power, and resistance • electrical sources and internal resistance • capacitors • semiconductors and p-n junctions

Assessment in S5/6

National 5	Higher
Internally completed & externally assessed <ul style="list-style-type: none"> • Assignment (25/125 marks) 	Internally completed & externally assessed <ul style="list-style-type: none"> • Assignment (30/150 marks)
Externally assessed (SQA exam diet) <ul style="list-style-type: none"> • Question paper (100/125 marks) 	Externally assessed (SQA exam diet) <ul style="list-style-type: none"> • Question paper 1 – multiple choice (25/150 marks) • Question paper 2 (95/150 marks)

Progression

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

Recommended Entry

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

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

Parental engagement/supporting learning at home

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

TRAVEL AND TOURISM – National 5



Course description

This course will build on the initial skills required for the travel and tourism industry. The course will enable learners to experience, develop and reflect on general and specific practical skills, knowledge and understanding, together with employability skills and attitudes needed to work in the travel and tourism industry. The general aims of this course are to

- provide learners with a broad introduction to the travel and tourism industry
- allow learners to experience a range of work related activities in relation to travel and tourism industry
- prepare learners for work in the travel and tourism industry
- develop customer care skills
- understanding the importance of personal presentation
- develop skills to become effective job-seekers and employees in the travel and tourism industry
- develop a positive and responsible attitude to work and an understanding of the workplace
- develop detailed product knowledge and skills to deal effectively with customer enquiries

Topics/units

- Travel and Tourism: Employability - The general aim of this unit is to enable learners to develop skills to become effective job seekers and employees in the travel and tourism industry. Learners will be introduced to the different functions of travel and tourism organisations and employment opportunities across the industry
- Travel and Tourism: Customer Service - The general aim of this unit is to allow learners to develop the skills and knowledge to enable them to meet the needs of customers. Learners will be able to develop communication skills and learn about promoting products and services and how to deal with customer issues.
- Travel and Tourism: UK and Worldwide - The general aim of this unit is to enable learners to develop their knowledge, in relation to travel and tourism in the United Kingdom and the rest of the world, and the skills required to meet the needs of customers. Learners who complete this unit will be able to carry out an investigation of travel and tourism in UK and rest of the world to meet the customer holiday needs.
- Travel and Tourism: Scotland - The general aim of this unit is to enable learners to develop their knowledge, in relation to travel and tourism in Scotland, and the skills required to meet the needs of customers.

Assessment in S5/6

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

Progression

The knowledge, skills and experience acquired by the learners will not only enable learners to prepare for employment in the travel and tourism industry but will also develop transferable skills.

Recommended Entry

It is recommended that pupils have achieved a National 4 in a Business/ICT subject area or a National 4 in a Humanities subject area.



MUSIC – National 5/Higher

Course description

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

Topics/units

National 5

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

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

Higher

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

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

Assessment in S5/6

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

Progression

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

Recommended Entry

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

Parental engagement/supporting learning at home

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

MUSIC AND WELLBEING – Level 6 NPA



Course Description

The National Progression Award in Music for Wellbeing is aimed at candidates who may be keen to develop a career in music for wellbeing. The aims of this award are to provide candidates with.

- experience of designing, planning, delivering, managing and evaluating musical activities, workshops and events in real or simulated environments
- practical skills and underpinning knowledge relating to music for wellbeing
- knowledge and skills for employment at an introductory level within the field of music for wellbeing
- awareness of how human behaviour and psychology relate to wellbeing
- awareness of a range of issues affecting professional practice such as: safeguarding, health and safety, record keeping, self-reflection and continuing professional development
- the ability to apply existing musical skills to musical activities, workshops and events.

Topics/units

The 4 units studied in this course are;

- Music and Wellbeing
- Music: Organising a Community-based Musical Activity
- Professional Practice for Community Musicians
- Participate in a Community-based Music Making Activity

Assessment in S5/6

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

Progression

Further Study	Careers
<ul style="list-style-type: none">• Progression to Higher and Advanced Higher Music. <p>Further Education courses at NC, HNC, HND & Degree level in areas of Music Therapy, Creative Music and Sound Production, Music Education/Community Education, Commercial Sound Production, Creative Industries, Song Writing and Music Production</p>	Music Therapist, Psychologist, Health and wellbeing careers (including Social Worker, Play Therapist), Early Years Practitioner, Primary School Teacher, Music Teacher

Recommended Entry

The National Progression Award in Music for Wellbeing is aimed at candidates who may be keen to develop a career in music for wellbeing with pre-existing music skills. Although National 4/5 Music is not essential for successful completion of this course, candidates will benefit from having studied Music at National level prior to starting the course.

Parental engagement/supporting learning at home

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

LEADERSHIP OF PERSONAL DEVELOPMENT – LEVEL 6



Course description

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

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

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

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

Topics/units

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

Assessment in S5/6

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

Progression

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

Recommended Entry

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

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

Parental engagement/supporting learning at home

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

PHYSICAL EDUCATION – National 5/Higher



Course description

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

Topics/units

The course consists of two areas of study:

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

Candidates develop consistency, precision, control and fluency of movement. They also learn how to respond to, and meet, the demands of performance in a safe and effective way.

Assessment in S5/6

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

Progression

Further Study	Careers
<ul style="list-style-type: none"> • Progression to Higher Physical Education, National 5 Sports and Fitness and level 5 Wellbeing. <p>Further Education courses at NC, HNC, HND & Degree level in areas of Sport and Fitness, Coaching and Development, Fitness Instruction, Sports Science, Physiology and Sports Science.</p>	<p>Personal Trainer, Emergency and Uniform Services, Sports Coach/Instructor, PE Teacher, Sports Development Officer, Sport and Exercise Scientist, Sports Psychologist/Therapist, Physiotherapist</p>

Recommended Entry

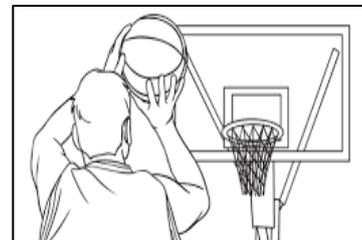
It is recommended that pupils have achieved a National 5 in Physical Education prior to starting this course. However, pupils who demonstrate ability in practical performance and participate/represent a sport are welcomed to enquire about the higher course.

Parental engagement/supporting learning at home

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

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

SPORT AND FITNESS (Team Sports) – NPA Level 5



Course description

Candidates entering the course would be expected to have a strong interest in sport, fitness and/or outdoor activities. The principal aims of the award are to:

- develop the candidate's knowledge and understanding of current philosophies of sport and fitness and their implications on contemporary provision
- develop options to meet the needs of the Sports and Fitness industry and allow the candidate to make informed choices regarding possible career paths
- develop the candidate's knowledge and skills in planning, implementing, evaluating, the context of Sport and Recreation
- prepare the candidate for employment in the field of Sport and Fitness
- enhance the candidate's employment prospects

Topics/units

The units below are assessed through the team sport of basketball

- Sport and Fitness: Coaching Development
- Sports Officiating and Organising — Recreational: Basketball
- Sporting Activity Participation and Performance: Basketball

Assessment in S5/6

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

Progression

Further Study	Careers
<ul style="list-style-type: none">• Progression to National 5 and Higher Physical Education <p>Further Education courses at NC, HNC, HND & Degree level in areas of Sport and Fitness, Coaching and Development, Fitness Instruction</p>	Personal Trainer, Emergency and Uniform Services, Sports Coach/Instructor, Sports Development Officer,

Recommended Entry

- a strong interest in Sport, Fitness and/or outdoor education.
- active involvement within a sports or fitness based environment/organisation.

Parental engagement/supporting learning at home

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

WELLBEING AND BICYCLE MAINTENANCE – Level 4/5



Course description

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

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

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

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

Topics/units

Th

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

Assessment in S5/6

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

Recommended Entry

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

Parental engagement/supporting learning at home

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