



**PORTREE HIGH SCHOOL**  
***Àrd-sgoil Phort Rìgh***

**It's Your Choice**  
**for Senior Pupils**

**Do Roghainn Fhèin**  
**airson A S 4/5/6**  
**2024/25**



***Striving for Excellence***

**READY, RESPONSIBLE, RESPECTFUL, RESILIENT**

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## Introduction

### Welcome to the Senior Phase of Portree High School.

As a school, we are committed to provide the widest possible curriculum in our Senior Phase. This breadth allows our pupils access to qualifications relevant to their future career choice and to suitably equip them for an increasingly competitive work market, apprenticeship opportunity or a college/university course.

The 2024/25 curriculum will be based on a choice form with 5 columns containing all the examinable subjects. S4 pupils should take 5 subjects in addition to English and Maths and pupils in S5/6 should take 5 subjects. Pupils in both S5 and S6 are expected to have a viable timetable which can range from college courses to Advanced Highers. S6 pupils will be able to opt for a Wider Achievement course or have a Work Experience element, if appropriate.

All pupils should leave school with at least a Numeracy and Literacy qualification, therefore we would expect the majority of our pupils to have completed Level 4 Numeracy and Literacy. In addition to traditional National 4/5 courses, Highers and Advanced Highers, we have a range of Skills for Work courses, National Progression Awards and Wider Achievement options. S6 pupils also have the opportunity to opt for an Open University YASS module in a range of subjects.

We work with our partners in Sabhal Mòr Ostaig and UHI North, West & Hebrides to provide day release and online courses, ranging from Level 4 up to Level 7 Foundation Apprenticeship courses. There is a huge leap in the level of commitment needed from National 4 and 5 to completing Higher and Advanced Higher courses successfully and pupils need to be fully committed to these courses from the very beginning.

We are committed to our young people and will keep in touch with parents throughout the year, especially if there are areas of concern. This will include letters home and telephone conversations with Support Staff.

As Support Teachers will be interviewing pupils it is important that this booklet is studied beforehand. Pupils should consult the Heads of Department of the subjects they are considering for next session in order to find out the recommended level at which they ought to be studying.

**NB:** There is no automatic right for pupils to be allowed to sit an exam.

They must show:

- Commitment and consistent hard work
- An ability to pass the final exam
- A viable prelim mark

If pupils are not showing a sufficient level of commitment and fail to meet the required standard, then they may be:

- Presented at a more suitable level - e.g. National 5 rather than Higher
- Allowed to sit internal assessments only in S5 and to sit the final exam in S6
- Withdrawn from the course

If prelim marks fall below 40% there is no guarantee that the pupil will be allowed to sit the SQA exam. The final decision as to whether pupils will be allowed to continue with a course lies with the school in consultation with parents/carers/guardians.

Pupils in S5 and S6 will also have one period a week Personal and Social Education (PSE), Tutor Time and Core Physical Education.

Pupils in S4 will have two periods of Core Physical Education and one period of Religious, Moral and Philosophical Studies (RMPS), PSE and Tutor Time.

These classes are part of the Core Curriculum and as such are compulsory.

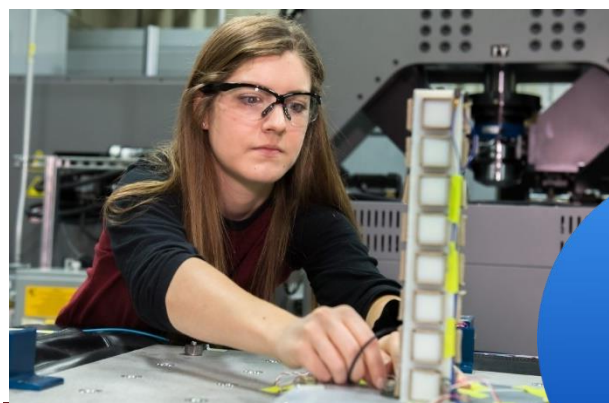
While we endeavour to offer as wide a choice as possible, some courses may not run due to a lack of pupil uptake. Pupils are required to make a first and second choice in each column.

### Pathway Choices for Young People Over School Leaving Age

The majority of our young people stay on for S5 and many opt to complete S6, but there are a number of different choices facing a young person:



It is important that all pupils consider the best choice for themselves so that they develop skills and obtain the teaching, learning and training which will lead to the qualifications necessary for the career they wish to follow. To help pupils to make a sensible choice it is important that they make use of their Pupil Support Teacher, the Careers Adviser, parents/guardians, employers and friends. This booklet will give background information to help pupils in making this choice.



# SQA Courses and the Qualifications Framework

## THE SCOTTISH CREDIT AND QUALIFICATIONS FRAMEWORK

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



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

### Nationals, Highers and Advanced Highers

National Qualification courses are the main type of courses offered in the school, and are certificated by the Scottish Qualifications Authority (SQA). National 4 courses are pass/fail and are based on passing a number of unit qualifications in each subject. National 5 courses are exam-based, with some coursework elements, and successful completion allows pupils to progress to Highers. In S6, some students opt for Advanced Higher qualifications, following a good pass in S5.

### Skills for Work Courses

Skills for Work courses are designed to help candidates to develop:

- Skills and knowledge in a broad vocational area
- Core skills
- An understanding of the workplace
- Positive attitudes to learning
- Skills and attitudes for employability

The five Core Skills are:

- Communication
- Numeracy
- Information and Communication Technology
- Problem solving
- Working with others





## Employability

The skills and attitudes for employability, including self-employment, are:

- Understanding of the workplace and the employee's responsibilities. For example: timekeeping, appearance, customer care, etc.
- 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

## Specific Vocational Skills and Knowledge

Course specifications highlight the links to National Occupational Standards in the vocational area and identify progression opportunities.

This session Portree High School is offering Skills for Work Courses in Sport and Recreation West Highland College also offers Skills for Work Courses.

## National Progression Awards (NPAs)

NPAs are aimed at developing students' knowledge and understanding and, where appropriate, practical experience of a given area of vocational education. The aim is to provide a solid basis for progression into further education and training, as well as higher education, while developing students with a more mature approach to study that will help sustain success in modern apprenticeships and in HNC/HND study and beyond. NPAs also provide access to employment, further education, and training.



NPAs are not the standard entry requirement for Scottish applicants to Scottish universities, but, along with other qualifications at SCQF Level 6, may be used to help facilitate entry to courses such as Higher National Certificates (HNCs) and Higher National Diplomas (HNDs). Some universities may also consider them – alongside achievement at Higher – for entry to certain Higher Education programmes. They generally tend to be considered by universities as qualifications that help students develop a range of additional skills or wider achievements that complement their learning journey in the Senior Phase of Curriculum for Excellence.

## Foundation Apprenticeships

Foundation Apprenticeships are a work-based learning opportunity for senior-phase secondary school pupils.

Lasting one or two years, pupils begin their Foundation Apprenticeship in S5 or S6. Young people spend time out of school at college or with a local employer, and complete the Foundation Apprenticeship alongside their other subjects like National 5s and Highers.

Completion leads to a qualification at the same level of learning as a Higher and can lead to progression on to a job, such as a Modern or Graduate Apprenticeship.

Foundation Apprenticeships are recognised as entry qualifications by all Scottish colleges and universities.

# Post-School Pathways

## Further Education

Further Education colleges offer pupils another choice. They can study for qualifications which lead to a wide range of careers or which can be used for entry into Higher Education.

### What are the different types of college courses?

- Most colleges offer courses for the full range of careers
- Some colleges specialise in qualifications such as textiles or agriculture

### How are the courses organised?

The courses can be:

- Full time - usually for one or two years depending on the level of the course
- Part time - often by day/block release from work e.g. Modern Apprenticeships
- Taken in the evening - so people can work during the day
- Online courses

### What can I study?

You can study:

- SVQs/NQs
- SQA Highers
- HNC and HND courses, often with the opportunity to progress to degree courses and many other courses, including general education and personal development

### What else do further education colleges offer?

Most colleges offer:

- A range of clubs and societies
- Sport and leisure facilities
- Help with your careers planning

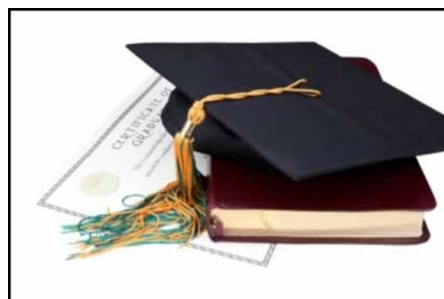
### What about the cost?

- Full time courses are free for people aged 18 and under
- Employers may pay for part-time courses
- Bursaries may be awarded by the college concerned to help with other costs

## Higher Education

### Introduction

There are many higher education institutions in Scotland - universities and colleges - plus The Open University. Between them they offer a complete range of courses leading to diplomas and degrees at all levels, both undergraduate and postgraduate in every subject. Many of the courses are vocationally oriented for pupils wishing to enter the professions, industry, business and commerce and the public services. Several of the colleges now have degree-awarding powers while the other colleges have their courses validated by a university or degree-awarding body. All institutions also offer postgraduate facilities for study and research leading to higher degrees.



The colleges and universities all publish prospectuses which give full details about their facilities, their courses and the relevant entry requirements. Copies of these are online and some hard copies can be accessed via the Pupil Support Staff. Many hold open days when

prospective pupils are welcome to visit the campuses. Requests for detailed information should be addressed to the institutions direct.

### **Entry Qualifications**

Full details are contained in the Entrance Guide to Higher Education in Scotland expressed in terms of SQA and GCE passes with an indication of the 'going rates'. However, other qualifications are acceptable and will be welcomed. Further information is available from the colleges and universities which encourage enquiries from pupils either directly or via their websites.

### **Application Procedures**

Most of the universities and colleges listed are members of UCAS (Universities and Colleges Admissions Service). The deadline for making applications through UCAS to enter a degree course is **early January 2024** (exceptions are Medicine, Dentistry, Veterinary Medicine and Oxford and Cambridge Universities where applications must be made by **early October 2024**). All applications are online and will be processed through the school. Each year we try to ensure that most applications have been sent by the October break.

The school schedule is: all personal statements completed by 16th September 2024, early applications completed and signed off by pupils 27<sup>th</sup> September 2024 and all other applications by 29<sup>th</sup> November 2024. If a pupil receives an offer with conditions attached, this timeframe allows them the opportunity to strive to meet the conditions laid down by the college/university. This allows the school time to write all references and check applications.

Application for admission to most Scottish-based degree-level courses in Art and Design is made on one application form which is common to University of Dundee (Duncan of Jordanstone College), Edinburgh College of Art, Glasgow School of Art and the Robert Gordon University (Gray's School of Art). Intending pupils may, in this way, apply to two centres (in order of preference). This is also done through the UCAS system.

## **Job/Employment**

### **Thinking about work?**

Ask yourself the following questions:

Are there many jobs for school leavers where you live? If so, what type of jobs are they?

How many of them include some form of training?

How many of them will give you extra qualifications?

### **What should I find out about the work?**

Find out:

- Exactly what you will be doing
- What you will be doing in the future
- What you can look forward to with your qualifications

### **What should I find out about the training?**

Find out:

- What type of training is offered
- Whether you get time off work for training
- What qualifications you will get
- Where you will do your training

### **Why is training so important in a job?**

- Training will give you real qualifications
- There will be fewer jobs in the future for people without qualifications





- Qualifications offer a step up the ladder to better jobs
- If you are thinking about work, think about the training to go with it. Consult your Pupil Support Teacher and Skills Development Scotland.

## **Modern Apprenticeships**

Modern Apprenticeships are open to anyone aged 16 or over who lives in Scotland. They are available across a wide range of jobs and offer individuals the opportunity to train as a craftsperson or for a technical or managerial role whilst in paid employment. The scheme is not only relevant to traditional industries – Modern Apprenticeships are available in a number of sectors with the format of training decided by the appropriate SVQ or that sector.

In most cases, apprentices work towards an SVQ of Level 2 or above, studying part-time for between two and four years to gain the qualification although this is not the only focus of the training. A Modern Apprenticeship will also give you a range of 'soft skills' to draw upon, including sound communication, teamwork and problem-solving skills and improved numerical and IT skills, all of which are invaluable to any employer.

Your employer and Skills Development Scotland will meet the cost of Modern Apprenticeships employee training so there is no cost to you to learn new skills. Travel and accommodation costs may also be paid in appropriate circumstances. The only investment you need make is in terms of time and the effort that you put in which will bring enormous rewards in the form of improved self-confidence, competence, efficiency and motivation.

## **Employability Programme**

The Employability Programme funded by Skills Development Scotland can offer help to unemployed school leavers, working with local training providers.

You will be offered support in:

- Job searching through My World of Work and Universal Job Match websites
- How to complete application forms
- Building your CV
- Preparing for an interview

You will be given help in achieving valuable work related certificates in:

- Preparing for employment
- Building employability skills
- Understanding the responsibilities of employment
- Dealing with work situations

Programmes are based on a 'roll on, roll off' model. You can spend some time in college and when you are ready on a work placement.

You will receive a Training Allowance while on the programme.

### **Activity Agreements**

Activity Agreements are specifically for young people who:

- Have left school
- Are aged between 16 and 17 (up to 18 in some cases and up to 19 for those with additional support or learning difficulties)
- Are not in education, employment or training and who have been assessed as requiring intensive support to (re)engage through a tailored learning approach offered by an

Activity Agreement in order to progress onto further learning or training and develop the skills needed to enter the labour market

- Are leaving school without an opportunity in place and for whom an Activity Agreement has been identified as the most appropriate post-school intervention based on an assessment of their learning and skills needs
- Are unable or not ready to access other options after leaving school because of problems such as prolonged absence from school, disabilities or learning difficulties
- Are/have been unable to sustain 16 or more hours (classed as almost full-time) on other provision

Young people may be able to access Educational Maintenance Allowance during the duration of their Activity Agreement.

Contact:

Skills Development Scotland, King's House, The Green, Portree Isle of Skye IV51 9BS  
tel. 01478 610 2030 or 0300 013 3423

[portree@sds.co.uk](mailto:portree@sds.co.uk)

[www.skillsdevelopmentscotland.co.uk](http://www.skillsdevelopmentscotland.co.uk)

[www.myworldofwork.co.uk](http://www.myworldofwork.co.uk)

## Supporting Students in Further and Higher Education

Individual colleges operate slightly different systems due to their funding allocation and students should check with each institution. However, if you are 16 -19 and are going to take a non-advanced course you may be able to claim an EMA or a bursary (WHC or under 18 an EMA).

In general, if you are over 18 the main way to get funding is a bursary.

Colleges have Student Funding Advisers and you should contact them to discuss the specific arrangements for their college.

**Apply directly to the college as soon as you have a place on a course.**



SAAS (Student Awards Agency for Scotland) will pay the tuition fees for all eligible Scottish and EU students studying at publicly funded institutions in Scotland regardless of family income.

Scottish students studying elsewhere in the UK will be charged the standard tuition fees for their chosen course provider; you can apply for a student loan to pay for part or all of the costs.

The remaining funding is a combination of a bursary, which you don't have to repay, and a loan which you do have to repay. The amount you can receive of either is dependent on household income – you should refer to the SAAS website [www.saas.gov.uk](http://www.saas.gov.uk)

## Pupil Support

A vertical support structure operates in the school. This enables a continuity of contact to be maintained between a pupil and their Support Teacher for the whole of the pupil's school education and also with that pupil's family. Each Support Teacher is attached to a House and each House has on average of one hundred and seventy pupils. These pupils are divided among six tutor groups within that House and there are three Houses. The House structure is as follows:

House/Class	Support Teacher
<b>G</b>	<b>Miss MacPhee</b>
<b>M</b>	<b>Mr Burrows</b>
<b>T</b>	<b>Mrs MacLeod</b>

The Support Teacher looks after the complete pastoral, curricular and vocational needs of your son or daughter. Subsequently, parents or guardians may telephone or email the school and make an appointment with the appropriate Support Teacher - as indicated above - to discuss the progress of their son or daughter, as well as other important aspects of their school life such as their subject choices.

### Support for Learning

The Support for Learning Department supports pupils with additional support needs. Please contact the Principal Teacher of Support for Learning with any enquiries.

### Work Placement

Pupils in the Senior Phase may be able to undertake a regular work placement as part of their timetable. This work experience should relate to the choices made by the pupil with regard to career, Modern Apprenticeships, training and other interests.

#### What is it?

Work Placement is a scheme where pupils visit places of work and work alongside people who are earning their living. Usually pupils spend several hours on their placement every week and they also keep a record of their progress on that placement.

#### Why do it?

- You get first-hand experience of working conditions and the world of work
- It's a chance to find out about particular jobs and training requirements
- It's an opportunity to ask questions and get information
- It gives each pupil responsibility and builds confidence
- It improves core skills

Pupils who complete a work placement will also achieve a Work Placement (SCQF Level 4 or 5) qualification.

### Personal and Social Education (PSE)

All pupils in S5 and S6 will have Personal and Social Education. The core elements of this special programme are Health Education, Careers Education, Work Experience, Study Skills and Citizenship. Speakers with specialist knowledge are involved in the programme as appropriate throughout the session.

## Education Maintenance Allowance (EMA)

### **THIS SCHEME IS CURRENTLY UNDER REVIEW**

As with many other government funded schemes it may well be that the criteria for awards will change at short notice or perhaps EMA may disappear completely. At present we have no information regarding session 2024/25.

### **What is an Education Maintenance Allowance?**

The Education Maintenance Allowance is a bursary.

An EMA is an allowance of £30 per week payable to eligible young people who stay on in full-time education after their 16<sup>th</sup> birthday. It can be paid for a maximum of 2 years. All awards are means-tested.

***The young person has to complete a Learning Agreement, which is a contract between the young person and his/her school or college. Pupils must read and adhere to the terms and conditions laid down as failure to do so results in non-payment of their allowance.***

### **Who can apply?**

Applications are made on-line via the Highland Council website; submission dates will be identified on the application. Late applications will be accepted but these may not be processed in time for the start of the session. All applications will be processed in date order.

### **How is an Education Maintenance Allowance calculated?**

EMA awards will be payable on the basis of the total annual income of the household of the young person.

Income	No. of dependent children in the household	Award
£0 – 24,421 *	1	£30
£0 – 26,884 *	2+	£30

\*These are the revised payment bands for session 24/25. New figures are not yet available.

Further information is available from the Highland Council website:  
<http://www.highland.gov.uk/learninghere/grantsandallnces/>

### **What if the application form is incomplete?**

All applications are dated on receipt by the EMA Processing Department. You will be contacted and requested to provide missing information or supporting documentation.

### **What if I am unable to provide all the information required?**

A provisional award may be made when the pupil or the pupil's parents have been temporarily unable to supply information on which a final assessment can be made. Acceptance of a provisional award must be on a clear understanding that the award remains to be finalised. **Finalisation of an award may result in any overpayment being reclaimed by the authority.**

### **Can applications be made from more than one child in a family?**

Yes, if they are over 16 they can apply.

### **When is the EMA Paid?**

The award will be made fortnightly in arrears and will be paid directly into the young person's bank account. If they do not have a bank or building society account, it will be necessary to open one. This account must be one that accepts BACS payments (please check with your bank if you are unsure).



## SUBJECT OPTIONS

Subjects are listed in Faculties:

Creative and Wellbeing

Gaidhlig

Humanities

Languages and Literacy

Maths and Numeracy

Sciences

Technology

Wider Achievement



### Partner Providers

Highland Virtual Academy

UHI North, West and Hebrides

Sabhal Mòr Ostaig

*Striving for Excellence*

**READY, RESPONSIBLE, RESPECTFUL, RESILIENT**



# Creative and Wellbeing Faculty

## Art

**There are three main elements within the Art and Design course:**

**Expressive Activity:** involves pupils in expressing their thoughts, ideas and responses to a subject or theme visually; this includes drawing and painting and experimenting using various media.

**Design Activity:** involves pupils in solving a design problem and encourages them to use their creative and imaginative skills to produce ideas and present a final solution; this includes graphics, illustration and digital design.

**Art and Design Studies:** pupils further their knowledge of key movements from the history of art and undertake focussed research and critical study of various artists and designers. Pupils learn how to critically evaluate a piece of art or a design, all of which prepares them with the skills they need for success in SQA exams.

### Entry Requirement

**National 4 and National 5:** pupils will have successfully completed the S3 Art course in order to progress to National 4 or 5. Pupils will demonstrate their ability to Art Department staff during the course and will be placed at the appropriate level by March.

**Higher:** pupils must have National 5 and achieved Grades A or B.

If pupils have NOT studied art in S3/4 they will be required to undertake the National 4 or 5.

### How will I be assessed?

There will be continuous assessment for both the Design and Expressive units.

Pupils will require to compile a folio or sketchbook with examples of their own work (this will be their homework).

### Exams

**National 5:** there is a written exam as well as continuous assessment for practical work.

**Higher:** there is a written exam as well as continuous assessment for practical work.

### Will I succeed?

The answer rather depends on you! Progression up or down the SQA levels is possible and the Art staff will monitor progress very carefully. Art requires self-discipline, a critical eye and patience above all else. You should make as many visits as you can to local art exhibitions, or further afield if possible. Make visits to local art shops to view materials and examples, keeping an eye on opportunities for workshops or extra-curricular opportunities such as 'life-drawing' classes. We wish you well in your Art studies.



Art by Eilidh MacKinnon 6G

# Music

**There are three main elements within the Music course:**

**Performance:** pupils develop their skills on their two chosen instruments. They regularly make recordings of their performances and reflect on their progress.

**Understanding Music:** pupils learn about different styles of music, and the history of music. They develop their understanding of more difficult musical concepts through listening and discussion.

**Composition:** Pupils will experiment with different styles and concepts, and come up with one final composition to be sent away for marking. Pupils are encouraged to compose in a style which they enjoy, and to use this opportunity to challenge themselves.

## Entry Requirement

**National 3, 4 or 5:** teachers will use evidence gained in S3 and the beginning of S4 to determine the appropriate level for each pupil.

**Higher:** pupils should have National 5 at Grade A or B.

**Advanced Higher:** pupils should have Higher Music at Grade A or B.

Pupils wishing to 'crash' Higher must be able to play two instruments to at least Grade 4 level. In addition they should be aware that they will need to catch up on National 5 concepts in their own time and give additional time to the composing element in order to catch up.

## How will I be assessed?

### Performing

An external examiner will visit the school in March (N5 and Higher) or May (Advanced Higher) to hear the pupils' recitals. This exam is worth 50% of the overall mark.

### Composition

Composition is now assessed externally for all courses. Pupils must write a composition and record it (20 marks), then reflect on the composition process in a composing review (10 marks). This assignment is worth 15% of the overall mark.

### Understanding Music

Pupils will sit a Listening exam in May which will assess their knowledge of musical concepts and literacy. This exam is worth 35% of the overall mark.

## Is it for me?

The music certificate courses cover a broad range of musical skills and you should find them both challenging and rewarding. The exam is set up so that pupils who do not study a musical instrument outside of class should still be able to reach the expected standard. But if you do

already study an instrument outside of class, it makes a lot of sense to use those skills in school, and you should find the practical element easier to achieve.



# Drama

## National 3/4

National 3/4 Drama provides opportunities for pupils to develop skills creating and presenting drama. This course focuses on the development and use of drama skills and production skills to present drama.

**This course is practical and experiential.**

**The aims of the course are to enable pupils to:**

- Generate and communicate thoughts and ideas when creating drama
- Develop a knowledge of social and cultural influences on drama
- Develop skills in presenting drama
- Develop production skills in presenting drama
- Use drama skills in a drama performance
- Explore form, structure, genre and style

As pupils develop practical skills creating and presenting drama, they will also develop an understanding of cultural and social influences on drama.

Pupils will explore and reflect on how the use of self-expression, language and movement can develop their ideas for drama.

Pupils will develop thinking skills as they explore, develop and use drama skills.

### **Entry Requirements:**

Candidates should have achieved the third curriculum level in BGE.

### **Progression:**

Some pupils may be able to progress to National 5 Drama.

## National 5

The National 5 Drama course encourages pupils to exercise imagination and creativity. They develop important skills, attitudes and attributes, including creativity and adaptability, learning independently and as part of a group, critical thinking, enthusiasm and confidence.

Pupils develop practical skills in creating and presenting drama and knowledge and understanding of cultural and social influences on drama. They analyse and evaluate how the use of self-expression, language and movement can develop their ideas for drama. They also develop critical-thinking skills as they investigate, develop and apply a range of drama skills and production skills.



**The course aims to enable candidates to:**

- Generate and communicate thoughts and ideas when creating drama
- Develop a knowledge and understanding of a range of social and cultural influences on drama
- Develop a range of skills in presenting drama
- Develop knowledge and understanding of the use of a range of production skills when presenting drama
- Explore form, structure, genre and style

**Final Examination - 2 elements**

Component 1: Question paper - 1 hour and 30 minutes. Worth 40% of final grade

Component 2: Practical performance in a group piece in front of a visiting examiner and a live audience. Worth 60% of final grade.

**Entry Requirements:**

Pupils should have achieved the fourth curriculum level in BGE or the National 4 Drama course or equivalent qualifications and/or experience prior to starting this course.

**Progression:**

Higher Drama

**Higher Drama**

**A course for students who have achieved an A or B grade at N5 Drama.**

**It is strongly recommended that students take Higher English alongside this course.**



This course encourages candidates to exercise their imagination and creativity.

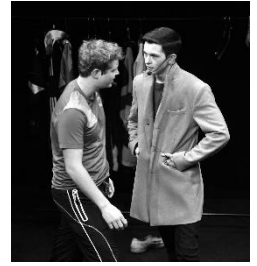
Candidates develop practical skills in creating and presenting drama, and knowledge and understanding of historical, social and cultural influences on drama. They analyse and evaluate how the use of self-expression, language and movement can develop their ideas for drama. They also develop critical-thinking skills as they investigate, develop and apply a range of complex drama skills and production skills.

- The course enables candidates to generate and communicate thoughts and ideas when creating drama.
- Develop a knowledge and understanding of the historical, social and cultural influences on drama.
- Develop complex skills in presenting and analysing drama.
- Develop knowledge and understanding of complex production skills when presenting drama.
- Explore drama form, structure, genre and style

***Essentially you need to be a creative student who loves to act. You need a high level of performance skill and an open mind. You need to be capable of committing to some challenging written work and have a genuine interest in learning how theatre works!***

Course Assessment: 25% Performance 1; 25% ; Performance 2;  
10% Preparation for Performance; 40%  
Written exam - 2 x essays + a set of Questions  
Time of assessment - 2 1/2 hours

We also aim to complete one or two freestanding units in addition to the full award



## ***Advanced Higher Drama***

***A course for students who have achieved an A or B grade at Higher Drama.  
It is strongly recommended that students have passed Higher English before  
beginning the course.***

This course encourages candidates to exercise their imagination and creativity. They develop important skills, attitudes, and attributes including creativity and adaptability, learning independently, critical thinking, perseverance and resilience.

Candidates develop practical skills creating and presenting drama.

The course provides scope for personalisation and choice by encouraging candidates to be creative and express themselves in different ways.

By exploring and analysing the work of influential theatre practitioners, the course extends the study of the art of professional theatre, its forms and its practices.

The course includes: active involvement in devising, creating, appreciating, and using theatre to communicate with an audience alongside the analysis of texts and the study of influential theatre practitioners.

Learning through drama helps candidates appreciate historical, social, cultural and/or political values, identities and ideas.

***Essentially you need to be a creative practitioner with a very high level of performance skill, capable of fantastic written work and a genuine interest in investigating how theatre works!***

Course Assessment:

20% Monologue Performance

30% Interactive Performance

20% Assignment - written - under exam conditions

30% Dissertation - written - 3000 words

We also aim to complete one or two freestanding units in addition to the full award

***See Miss Travers for more information***



## **DRAMA - Musical Theatre**

The NPA in Musical Theatre is designed to equip candidates with an introduction to the knowledge, understanding and skills required for progression to further qualifications and/or potential employment within the performing arts industry. The essential skills and knowledge appropriate to the Musical Theatre industry have been identified and these provide the basis for skills building in the context of the National Progression Award:

- ◆ Performing
- ◆ Rehearsing
- ◆ Planning
- ◆ Evaluating
- ◆ Working collaboratively

The NPA in Musical Theatre has the potential to improve progression to further study, providing learners with relevant experiences which develop skills of commitment, collaboration, creative thinking and self-discipline; skills which contribute to the growth of an individual and are essential to setting out on and maintaining a performing career in Musical Theatre.

The award structure and Unit content provides a coherent and progressive curriculum which creates and promotes effective articulation and transition into further and higher education, whilst simultaneously recognising and supporting skills for industry and future employment.

### **Principal aims of the Group Award**

The principal aims of the National Progression Award in Musical Theatre are outlined below and enable the learner to:

- ◆ Develop a range of skills associated with the triple discipline of Musical Theatre practice
- ◆ Develop a range of appropriate skills in voice, movement and acting
- ◆ Develop specific skills for presentation at audition
- ◆ Apply combined practical skills in audition format
- ◆ Develop self-presentation skills
- ◆ Work in rehearsal and performance creatively and innovatively
- ◆ Develop self-evaluation skills, enabling professional development
- ◆ Develop the ability to work independently and in groups
- ◆ Develop professional attitudes

The NPA also aims to allow candidates to:

- ◆ Develop communication and interpersonal skills
- ◆ Develop skills in music, acting and dancing

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# The Scottish Baccalaureate in Expressive Arts

The Scottish Baccalaureate in Expressive Arts has been designed to provide a challenging and rewarding experience for candidates in fifth and sixth year of secondary school.

It is based on a coherent group of subjects at Higher and Advanced Higher level with the addition of the Interdisciplinary Project, which offers added breadth and value and helps to equip the candidate with the generic skills, attitudes and confidence necessary to make the transition into Higher Education and/or employment.

**Are you eligible?** The mandatory components of the Baccalaureate are:

<b>Interdisciplinary Project Unit</b>	<b>AH</b>	<b>SCQF level 7</b>	<b>(16CQF points)</b>
<b>2 Eligible Courses</b>	<b>AH</b>	<b>SCQF level 7</b>	<b>(64 SCQF points)</b>
<b>1 Eligible Course</b>	<b>Higher</b>	<b>SCQF level 6</b>	<b>(24 SCQF points)</b>

One of the above courses must be English (or ESOL or Gàidhlig\*) or Mathematics\* (or Mathematics of Mechanics\* or Statistics\*) and this may be at Higher or Advanced Higher level. Components **do not** have to be completed in the same academic year, for example a Higher course completed in S5 can contribute.

So if you are planning on studying two Advanced Highers from this list of courses that PHS offers and you have another Higher from this list you could be eligible.

**Art and Design, Drama, Graphic Communication, Music, Physical Education, Photography, English, Maths, Gàidhlig**

The Interdisciplinary Project - Read more about it here:

<https://www.sqa.org.uk/sqa/files/nu/H18747.pdf>

Please speak to Miss Travers if you think you might be eligible.



# **Physical Education**

## **Core Physical Education**

All pupils in S4 will have two periods of Core Physical Education. The emphasis is on pupils choosing an activity for each block in which they will work hard to improve their performance concentrating on the 'Significant Aspects of Learning'. Activities are 'coached through the game'. This means maximum participation for enjoyment and leisure!

Full participation is encouraged to benefit all pupils' health and wellbeing. Students in S5/6 have one period of Core Physical Education. All senior pupils are encouraged to take part in extra-curricular sport both within school and their communities.

### **National 3/4/5 (Full Course Award)**

This course is for pupils who have a genuine interest in Physical Education and who are prepared to work hard to improve their own fitness, performance and understanding of physical activity. The course requires a degree of fitness which pupils should be prepared to work at in their own time; participation in lunchtime/after school and community activities would also be beneficial to all pupils.

The course consists of five periods a week during which pupils will have the opportunity to take part in a variety of activities. Pupils are expected to take part in **all** activities (including swimming) as a lack of participation will affect progression and influence their final grade. Learning will be through practical and theory/written work in which pupils will participate in a variety of roles: e.g. as a player, coach, leader, observer, umpire/referee and performer.

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

National 3, 4 and 5 each consist of two units:

- **Performance Skills:** pupils will work to improve their performance in a number of activities and their two best areas of performance will be used for SQA assessment purposes
- **Factors Impacting on Performance:** pupils will have an understanding of skill learning and factors (mental/physical/social/emotional) affecting performance and participation; they will learn about body conditioning for health and fitness and describing and evaluating performance

#### **Assessment**

Practical assessment will be within class activities within class time. Pupils wishing to be assessed in 'other' activities should see the Physical Education Department before choosing National 3/4/5 Physical Education. It may not be possible to use 'alternative' activities for assessment at National 3/4/5.

Around December-January of S4, it will be decided whether pupils will be entered for either the National 3, National 4 or National 5 qualification; this will depend on both their progress in the units and the quality of coursework.

**National 4 pupils** will have an extra unit (practical and a portfolio) to complete at the end of the course; this is internally assessed pass or fail within school.

#### **National 5 pupils\***

- Complete two practical assessments worth 50% of the final mark (marked /30 each)  
This is internally assessed and moderated by SQA
- Also a portfolio worth 50% of the final mark (marked /60). This is completed and submitted by a deadline and externally marked by SQA

\*It is expected that Pupils sitting National 5 Physical Education will also be sitting National 5 English

### **Possible Progression Routes:**

Within school progression is as follows: National 3 > National 4 > National 5 > Higher.

or

National 4/5 > Skills for Work and/or Pool Lifeguard.

## **Higher Grade (Full Course Award)**

### **Purpose**

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

### **Recommended Entry**

While entry is at the discretion of the department, pupils would normally be expected to have attained one of the following:

- National 5 level award at Grade A or B
- Higher requires a National 5 pass in English at Grade A or B

S6 pupils who have not completed National 5 Physical Education may be considered for this course depending on their present practical ability, academic performance and commitment to sport in school extra-curricular activities or within their community.

**Pupils are expected to be training and playing TWO activities regularly throughout the course.**

### **Course Structure**

**This course comprises three mandatory units, as follows:**

- Performance – two activities must be performed at Higher level
- Factors Impacting on Performance

A pupil's final grade is made up of 50% theory and 50% practical assessment. Because of the integrated nature of the course, it is highly desirable that both units are delivered concurrently.

### **Assessment**

- **Final exam 50% of final grade**
- **Single performance in two activities = 50% of final grade (Internal Assessment verified by SQA)**

Practical assessment will be within class activities within class time. Pupils wishing to be assessed in 'other' activities should see the P. E. Department before choosing Higher PE. It may not be possible to use 'alternative' activities for assessment at Higher.

### **Progression**

- An HNC/HND in associated subject areas
- A degree in Physical Education
- Degree courses in associated subject areas
- A career in amateur/professional sport or dance
- Employment in the fitness, health, leisure and recreation industries
- Employment in sports/dance development

## **Sports Leadership Award– Skills for Work Course**

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

### **The following National 5 units are completed by all pupils:**

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

## **Sports Leadership**

This course can be completed if pupils are committed to additional hours out-with school. Although this course is delivered through sport, the emphasis will be on LEADING (in the school and beyond). Pupils are expected to be 'role models' to other pupils within the school and realise the responsibilities this brings – for example, not only appearance and behaviour within the course but on campus.

The aim of the course is to produce responsible, motivated and confident people who can lead safe, purposeful and enjoyable sporting and recreational activities. It is also designed to encourage pupils to get involved in organising and assisting with the provision of sport on a voluntary basis. This will involve work outwith the school day.

### **The course is divided into seven units of work:**

- Contributing to Organising and Delivering a Sports Activity Session
- Establishing and Maintaining a Safe Sporting Activity
- Understanding the Structure of Sport and Recreation
- Understanding and Leading Fitness Sessions
- Principles and Practice in Running Sporting Events and Competitions
- Principles and Practice in Adapting Sports Activities
- Select, Plan and Lead on an Appropriate Sporting Activity

This is a practical course taught through a wide variety of practical activities. Pupils may have the opportunity to work with junior/primary classes and take part in First Aid/Child Protection courses. All pupils are expected to organise and run a variety of inter-class or inter-house activities. There are close links with Highlife Highland Active Schools and pupils are encouraged to attend a variety of coaching courses at a subsidised rate. Enrolment in the Highlife Highland Leadership Programme is expected and pupils will build up 'volunteer hours' throughout the year – this is administered on-line.

Pupils are assessed on a continuous basis. Throughout the course they will be expected to complete written work promptly and keep a course Log Book which is part of the assessment procedure.

Interested pupils should seek further information from the Physical Education Department.



## SQA Leadership

The Physical Education Department also offer an SQA Leadership Award. Pupils should be interested in developing their leadership qualities by investigating leadership styles and preparing a presentation on what they have found out. Pupils must also plan, organise and evaluate an 'event', e.g. football tournament, Red Nose Day run.

There are close links with Highlife Highland Active Schools and pupils are encouraged to attend a variety of coaching courses at a subsidised rate. Enrolment in the Highlife Highland Leadership Programme is expected and pupils will build up 'volunteer hours' throughout the year – this is administered on-line.

### S5/S6 Informal Arrangement

Pupils who may be interested in a career in Physical Education sport, primary teaching, etc., may negotiate individual arrangements with the Physical Education Department to promote their future career interests: e.g. assist with junior classes.

Senior (S6) pupils who have private study periods may be timetabled to use facilities unsupervised: e.g. badminton, table tennis and fitness.

### S5/6 Highlife Highland Leadership Programme

This leadership opportunity is available to all pupils. Registration is on-line where pupils record volunteering hours throughout the year.

Pupils are encouraged to attend a variety of coaching courses at a subsidised rate. Pupils are then expected to assist with sports clubs within the school, local primary or community.

The aim is to develop links between school and community volunteering. This scheme recognises commitment with a selection of awards for participants from Highlife Highland.

Further details: [www.highlifehighland.com/sport](http://www.highlifehighland.com/sport)



Badminton

## **NPA Photography SCQF Level 5**

These National Progression Awards (NPA) develop knowledge and understanding in photography.

It covers areas such as:

- Understanding different photography genres and concepts
- Practical skills in photographing people and places
- Organising and working with photographic images

The general aims of the NPA in Photography at SCQF level 5 are to:

- Provide a general introduction to photography
- Encourage and support learners to develop their interest in photography
- Develop aspects of Core Skills, especially in Communication, Problem Solving, Information and Communication Technology (ICT) and Working with Others
- Promote personal and social development skills
- Promote skills for learning, life and work
- Develop research skills
- Develop critical thinking skills
- Develop organisational skills
- Develop the ability to give and receive feedback and discuss own work
- Develop evaluation skills to improve and reflect on working practices
- Develop presentation skills
- Promote progression routes to further study options which may include other subjects within creative industries

## Gàidhlig

### Carson Gàidhlig?

Aig ceann shuas na sgoile Roinn na Gàidhlig a' tairgsinn chursaichean aig diofar ìrean eadar **Ìre Nàiseanta 4, Ìre Nàiseanta 5, Àrd-Ìre** agus air an t-siathamh bliadhna **Sàr Àrd Ìre**.

Tha na cùrsaichean seo a' cur ris na dh' ionnsaich thu ann an Gàidhlig suas gu ruige seo. A bharrachd air a bhith ag ionnsachadh tuilleadh mun chànan fhèin bidh thu cuideachd ag ionnsachadh mu litreachas na Gàidhlig, mu chultar is mu dhualchas nan Gàidheal. Tha na cùrsaichean seo nan stèidh airson leantainn ort le Gàidhlig, ann an colaistean no ann an oilthighean agus ann an saoghal na h-obrach.

Tha mòran chothroman obrach ann an-diugh do dhaoine òga aig a bheil deagh Ghàidhlig agus mar thoradh air Achd na Gàidhlig tha dùil gum bi barrachd is barrachd a' nochdadh anns na bliadhnachan a tha romhainn.

### What will I study?

Pupils following the **Fluent Speakers' Course** will continue to build on the language development achieved in S1-S3. Progress to this level really brings pupils on in confidence and fluency; it is a substantial preparation for further study and the world of work. They study a wide range of texts from novels to poetry, short stories and factual writing and reporting. Pupils have access to a growing range of resources which help them progress to a regularly high level of achievement in this subject. (The greatly improved availability for instance of audio and video materials through BBC Alba allows us to regularly incorporate these in course work.)

### Assessment

**National 4** is assessed throughout the course on the skills of Reading, Writing, Listening and Talking. It also includes an Added Value unit in which pupils research information about a chosen aspect of Gàidhlig culture.

At **National 5** these same skills are assessed throughout the session but in greater depth. A final course assessment consisting of Writing assignment (20 marks), Listening (20 marks), Reading (30), Literature (20 marks) and Talking (30 marks) decides the grade of qualification.

The **Higher** course takes a step up in level of challenge and includes extended language study in a range of contexts. As well as demonstrating the productive skills of Writing and Talk pupils learn how to analyse and show understanding of texts in different styles. They also research their own chosen area of Gaelic culture, the findings of which they will present in their final assessment of Talk.

Course assessment consists of Writing assignment (20 marks), Listening (20 marks), Reading (30), Literature (20 marks) and Talking (30 marks) decides the grade of qualification.

The **Advanced Higher** course aims to develop more independent study. It includes translation skills as well as a more substantial written examination.

The final course assessment consists of Practical Criticism (30 marks), Literature and Writing (40 marks), Translating (15 marks) and Talking (30 marks).

## Gaelic Learners

### What are the benefits of studying Gaelic?

Gaelic is the traditional community language of the Isle of Skye, indeed it is one of the national languages of Scotland.

Whether you approach it as a learner or a fluent speaker, Gaelic opens doors to really discovering the richness of our culture. It also builds your confidence to know you can master a language and that you are part of the community of Gaelic speakers.

**National 4, National 5, Higher and Advanced Higher** courses provide a route to further study and the proficiency necessary to take advantage of opportunities in the world of work.

With the effects of the Gaelic Language Act, increasing output by the Gaelic Media and a growing demand for Gaelic in Education, employment prospects for young people fluent and literate in the language are very favourable.

### What will I study?

Classes progress to the next appropriate stage of our new learners' course. It is based on the excellent 'Ceumannan' books and includes a wide range of learning experiences, including an element of personal study. Course materials are complemented by a growing number of online resources which help pupils succeed at examination level.

### Assessment

**National 4** is assessed throughout the course on the skills of Reading, Writing, Listening and Talking. It also includes an Added Value unit in which pupils research information in Gaelic about the Isle of Skye.

At **National 5** these skills are also assessed at points throughout the session. There is also final course assessment of Listening (20 marks), Reading (30 marks) Writing (20 marks) Talking (30 marks) as well as a Writing Assignment (20 marks) which decide the grade of qualification.

The **Higher** course takes a step up in level of challenge and includes extended study of set topics such as Society, Learning and Employment. Students also research their own chosen area of Gaelic culture and the study of Gaelic literature is also introduced.

The course assessment consists of Listening (20 marks), Reading (30 marks) Writing (20 marks) Talking (30 marks) as well as a Writing Assignment (20 marks).

The **Advanced Higher** course aims to develop more independent study. It includes translation skills as well as a folio of work based on the pupil's own chosen area of Gaelic culture.

The final course assessment consists of Reading and Translation (25% of assessment) Listening and Discursive Writing (35% of assessment), Portfolio (15% of assessment) and Talking (25% of assessment).

## Geography

### Advanced Higher Geography

Entrance is at the discretion of the Geography Department. Pupils should have a Grade A or B in Higher Geography, and a good ability in Mathematics and English. It is essential that pupils are extremely organised and self-motivated as the course is designed to develop independent study.



The course is very different to Higher Geography as there is little taught, factual content. Instead, pupils are required to develop their geographical skills, which are then demonstrated through an extended essay and independent investigation and report. This includes:

- Map Interpretation
- Gathering fieldwork data and processing techniques
- Data handling, including detailed statistical analysis
- Analysis of data, reaching conclusions

### Assessment

#### Unit Assessment:

Pupils must pass internal assessments for all learning outcomes in the two units to gain unit passes.

#### Portfolio: 67% of final assessment

##### Through independent study pupils produce:

- An extended essay = 27% of final assessment
- A geographical study based on independent fieldwork = 40% of final assessment

#### Exam: 33% of final assessment

- Map Interpretation
- Gathering and Processing Techniques
- Geographical Data Handling





# Higher Geography

## Recommended Entry

Whilst entry is at the discretion of the Geography Department, pupils would normally be expected to have attained an **A or B pass** in National 5 Geography.

## This course covers three units of study:

### Physical Environments

Pupils will develop and apply geographical skills and a knowledge and understanding of physical environments. Pupils will develop and apply knowledge and understanding of the processes and interactions at work within physical environments on a local, regional and global scale. Key areas are:

- Atmosphere
- Hydrosphere
- Lithosphere
- Biosphere



### Human Environments

Pupils will develop and apply geographical skills and knowledge and understanding of human environments. Pupils will develop and apply knowledge and understanding of the processes and interactions at work within urban and rural environments in developed and developing countries. Key areas are:

- Population
- Rural
- Urban

### Global Issues

This unit provides pupils with the opportunity to investigate relevant and current global issues. Two topics will be chosen from the list below.

- River Basin Management
- Development and Health
- Global Climate Change
- Trade, Aid and Geopolitics
- Energy

### Geographical Skills

Through the course of the year, key geographical skills will be learnt by pupils as an integral part of the course and lessons. Within the exam there are specific questions based on geographical skills.

### Assessment

#### Mini prelim in December

**Assignment:** 1 hour 30min 27% of final grade.  
Controlled assignment under exam conditions, based on fieldwork.

#### Exam:

Paper 1: 1 hour 50 minutes. 100 Marks. 46% of final grade

Tests Physical Environment and Human Environment Units.

Paper 2: 1 hour 10 minutes. 60 Marks. 27% of final grade

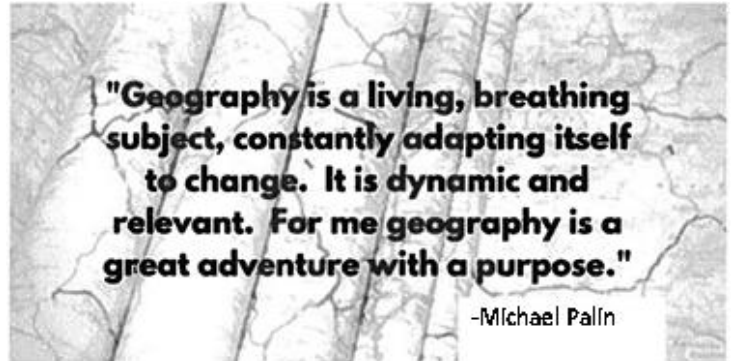
Tests Global issues Unit and Application of Geographical Skills.

**Possible Progression Routes:**

Within school progression is as follows: Higher > Higher Advanced Higher.

## Geography National 5

This course develops a range of cognitive and practical skills. Geography encourages active learning, including fieldwork, in the process of developing an understanding of geographical issues.

**Pupils will develop a range of skills, including:**

- The use, interpretation and evaluation of information from a range of sources
- Techniques to interpret and explain geographical phenomena
- Ability to use a range of maps, including OS maps
- Literacy skills: through reading a range of texts and writing in a variety of forms
- Numeracy skills: through evaluation of numerical, graphical and statistical information
- Research skills: finding and interpreting appropriate information
- Fieldwork skills: collecting, evaluating and analysing data

**Geography Unit 1: Physical Environments**

Pupils will develop knowledge and understanding of the processes and interactions at work within physical environments. Key topics include:

- Location of Landscape Type
- Formation of Key Landscape Features
- Land Use Management and Sustainability
- Weather and Climate

**Geography Unit 2: Human Environments**

Pupils will develop knowledge and understanding of the processes and interactions at work within human environments. Key topics include:

- Contrasts in Development
- World Population Distribution and Change
- Issues in Changing Urban and Rural Landscapes
- Pupils will study two case studies: a developed country and a developing country

**Geography Unit 3: Global Issues**

Pupils will develop knowledge and understanding of significant global geographical issues and the strategies adopted to manage them.

- Climate Change
- Environmental Hazards

**Assessment:** class assessments and a mini prelim in December

**Assignment:**

1 hour controlled assessment based on fieldwork = 20% of final grade.

**Exam:**

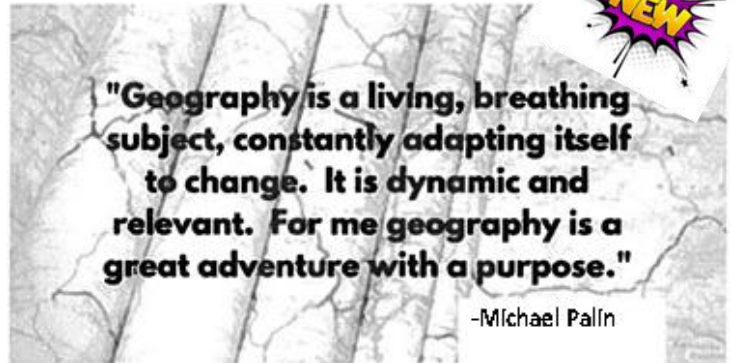
The 2 hour 20 minutes exam tests the three units of study = 80% of final grade.

**Possible Progression Routes:**

Within school progression is as follows: National 4 > National 5 > Higher.

## Cruinn-eòlas ìre Nàiseanta 5

Tha an cùrsa seo a' leasachadh roghainn de sgilean cognatach is practaigeach. Bidh cruinn-eòlas a' brosnachadh ionnsachadh beothail, a' gabhail a-steach *fieldwork*, gus tuigse nas doimhne fhaighinn air cùisean cruinn-eòlach.



### Bidh sgoilearan a' leasachadh farsaingneachd de sgilean, a' gabhail a-steach:

- A' cleachdadh, a' luachadh is a' dèanamh breithneachadh air fiosrachadh à roghainn fharsainn de thùsan
- Dòighean-obrach gus tachartasan cruinn-eòlach a thuigsinn is a mhineachadh
- An comas mapaichean a chleachdadh, a' gabhail a-steach mapaichean TR
- Sgilean litearach: tro bhith a' dol an sàs ann an roghainn de theacsaichean is a' sgrìobhadh ann an diofar dhòighean
- Sgilean àireamhachd: tro bhith a' luachadh fiosrachadh àireamheil, stadastaigean is ghrafaichean
- Sgilean rannsachaidh: ag aithneachadh is a' breithneachadh air fiosrachadh iomchaidh
- Sgilean *fieldwork*: a' cruinneachadh, a' luachadh is a' dèanamh breithneachadh air dàta

### Cruinn-eòlas Aonad 1: Àrainneachd Fhiosaigeach

Bidh sgoilearan a' leasachadh eòlas is tuigsinn air na pròiseasan is eadar-cheanglaichean a tha a' gabhail àite ann an àrainneachdan fhiosaigeach. Bidh seo a' gabhail a-steach:

- Suidheachadh an fheart chruth-tìre
- Fàs de na prìomh fheartan chruth-tìre
- Stiùireadh cleachdadh-fearainn is seamhachd
- Sìde agus gnàth-shìde

### Cruinn-eòlas Aonad 2: Àrainneachdan daonna

Bidh sgoilearan a' leasachadh eòlas is tuigse air na pròiseasan is eadar-cheanglaichean a tha a' gabhail àite ann an àrainneachdan daonna. Bidh seo a' gabhail a-steach:

- Iomsgaraidhean leasachaidh
- Sgaoileadh, is atharrachadh sluagh an t-Saoghail
- Mar a tha cruthan-tìre Bailteil is Dùthchail ag atharrachadh
- Bidh sgoilearan a' sgrùdadh dà shuidheachadh diofraichte: dùthaich leasaichte is dùthaich fo leasachadh.

### Cruinn-eòlas Aonad 3: Cùisean Cruinneil

Bidh sgoilearan a' leasachadh eòlas is tuigse air cùisean cruinn-eòlach cudromach agus na ro-innealachdan airson deiligidh riutha.

- Atharachadh na Gnàth-shìde
- Gabhaidhean Àrainneachdail

**Measaidhean:** measaidhean clas agus meanbh fho-dheuchainn san Dùbhlachd.

**Obair-shònraichte:**

Measadh clas uair a thìde stèidhichte air obair *fieldwork* = luach 20% den chomharra deireannach.

**Deuchainn:**

Bidh an deuchainn, a bhios 2 uair is 20 mionaid de dh'fhaid, a' measadh nan trì aonadan den chùrsa = luach 80% den chomharra deireannach.

**Slighean air adhart:**

Seo na sligheadh air adhart mar a leanas: Ìre Nàiseanta 4 > Nàiseant 5, Àrd-Ìre.

## History

### Advanced Higher History

Entrance is at the discretion of the History Department. Pupils should have a Grade A or B in Higher History, and a good ability in English. It is essential that pupils are extremely organised. Candidates acquire depth in their knowledge and understanding of historical themes, and further develop the skills of analysing complex historical issues, evaluating sources, and drawing conclusions. The depth of study enables candidates to engage in historical debate and thereby develop a deeper appreciation of the forces which have shaped historical developments.

The units of study will be at the discretion of the History Department.

**Assessment**

Component 1 : External examination Question Paper 90 marks

Component 2 : Dissertation 50 marks



## Higher History

**Recommended Entry**

Whilst entry is at the discretion of the History Department, pupils would normally be expected to have attained a National 5 pass at A or B grade in History or a Higher pass in another social subject.

Higher History is designed to provide progression from National 5 level study. Pupils are enabled to further develop their communication skills and to think creatively and critically. These are skills that employers value and ones that can be applied to any number of work situations. In Higher History, these skills are demonstrated and assessed by essay writing and through analysis of historical evidence.

**Units of Study**

- **Unit 1: Migration and Empire, 1830 – 1939**
  - The migration of Scots
  - The experience of immigrants in Scotland
  - The impact of Scots emigrants on the empire
  - The effects of migration and empire on Scotland, to 1939



- **Unit 2: Britain, 1851 – 1951**
  - An evaluation of the reasons why some women were given the vote in 1918
  - An evaluation of the reasons why the Liberals introduced social welfare reforms, 1906–14
  - An assessment of the effectiveness of the Liberal social welfare reforms
  - An assessment of the effectiveness of the Labour reforms, 1945–51
- **Unit 3: Russia, 1881 - 1921**
  - An assessment of the security of the Tsar before 1905
  - An evaluation of the causes of the 1905 Revolution
  - An evaluation of the reasons for the February Revolution, 1917
  - An evaluation of the reasons for the victory of the Reds in the Civil War

**Skills include:**

- Evaluating the origin, purpose, content and context of historical sources
- Evaluating the impact of historical developments and synthesising information in a well-structured manner
- Evaluating the factors contributing towards historical developments, and drawing well-reasoned conclusions supported by evidence
- Researching and analysing historical information

**Assessment**

**Higher Assignment:**

One controlled assignment which enables pupils to research a particular area of interest. The write-up session is 1 hour 30 minutes and comprises 27% of final grade.

**The Higher Exam:**

The Higher exam consists of two papers: a 1 hour 30 minute paper with a choice of questions from which two essays should be attempted; a 1 hour 30 minute source-based paper of four questions which should all be attempted. Essays are drawn from Units 2 and 3 and source handling questions from Unit 1. This comprises 73% of final grade.

**Possible Progression Routes:**

Within school, progression is as follows: National 5 > Higher > Advanced Higher.



# National 5 History

## What are the benefits of studying this course?

History opens up the world of the past for pupils. The purpose of History is to provide pupils with insights into their own lives and the society in which they live. By examining the past, they discover their heritage as members of a community, a country and a wider world. They place themselves and their society in the context of the past. This purpose will be achieved through successful study of the three units of the course which covers Scottish, British, European and World contexts in a variety of time periods, including Medieval, Early Modern and Later Modern.

## The main aims of this course are to:

- Develop pupils' conceptual understanding and foster their ability to think independently
- Enable pupils to acquire breadth and depth in their knowledge and understanding of historical themes
- Develop pupils' skills in explaining historical developments and events, evaluating historical sources and drawing conclusions
- Develop pupils' imagination and empathy with people living in other periods
- Encourage pupils to debate issues and, on the basis of evidence, form views and respect those of others
- Foster in pupils an interest in history which will enhance understanding of our modern, multicultural society and provide a life-long interest

## Units of Study

**NB** The class may study alternative topics at the discretion of the class teacher.

### Current course:

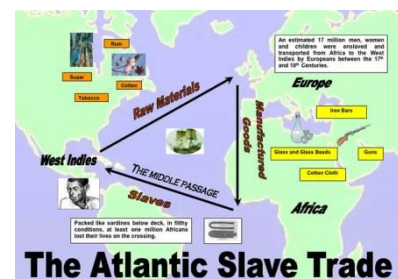
#### The Wars of Independence, 1286 - 1328

- The Succession Problem, 1286-1292
- Balliol and Edward I, 1292-1296
- William Wallace, 1296-1305
- Robert Bruce, 1306-1328

#### Historical Study Unit 2: British

##### The Atlantic Slave Trade

- The Triangular Trade
- Britain and the Caribbean
- The Captive's Experience and Slave Resistance
- The Abolitionist Campaigns



#### Historical Study 3: USA, 1850 – 1880

- Reasons for westward expansion
- Slavery and the Civil War
- Reconstruction, African Americans and Southern reaction to defeat 1865 – 78
- Defeat and demise of the Native Americans of the Plains

## Assessment

### Added Value Research Unit:

This element is prepared in class and then written up under exam conditions and is externally marked. It is worth 20 marks.

The pupil will research and use information relating to a historical theme and question by:

- Choosing, with support, a historical theme and question for study
- Selecting and organising relevant evidence



- Responding to the question by describing and explaining, in a basic way, the key features of the answer
- Evaluating the usefulness or reliability of at least two relevant historical sources which have been collected
- Presenting their findings to show evidence of the skills they have used and knowledge they have acquired, and briefly commenting on the importance or relevance of this question to an understanding of the world today

**Examination:** 2 hour 20 minute exam with three sections, making a total of 14 questions worth a total of 80 marks.

**Possible Progression Routes:**

Within school progression is as follows: National 5 > Higher > Advanced Higher.



# Modern Studies

## Advanced Higher Modern Studies

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.

Entrance is at the discretion of the Modern Studies Department. Pupils should have a Grade A or B in Higher Modern Studies, and a good ability in English and numeracy. It is essential that pupils are **extremely organised and self-motivated** as the course is designed to **develop independent study**.

### Units of Study

#### Law and Order and Research Methods

##### Understanding Criminal Behaviour:

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

##### Responses by Society to Crime:

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



#### Social science research methods and issues.

#### Assessment

- Externally assessed examination – 3 hours- 90 marks
- Dissertation – 50 marks

# Higher Modern Studies

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 emphasises the development and application of skills. The focus on evaluating sources and making decisions develops candidates' thinking skills, as well as skills in literacy and numeracy. Investigative and critical thinking activities give candidates opportunities to gain important experience in contributing to group work and working on their own.

## Units of Study



- **Democracy in Scotland and the United Kingdom**
- **Social Issues in the United Kingdom**
- **Social Inequality**
- **International Issues - World Powers**

### Skills

- Analysing, evaluating and synthesising a wide range of evidence which may be written, numerical and graphical to:
  - detect and explain the degree of objectivity in contexts which may be familiar or unfamiliar
  - draw and support conclusions in contexts which may be familiar or unfamiliar
- Analysing and evaluating a wide range of evidence which may be written, numerical and graphical to explain the degree of reliability in contexts which may be familiar or unfamiliar
- Researching, analysing, evaluating and synthesising a wide range of evidence which may be written, numerical and graphical to make and justify decisions in contexts which may be familiar or unfamiliar

## Assessment

Component 1: question paper 1 52mks 1 hour and 45 minutes

Component 2: question paper 2 28mks 1 hour and 15 minutes

Component 3: assignment 30mks 1 hour and 30 minutes



# National 5 Modern Studies

The National 5 Modern Studies course encourages pupils to develop a greater understanding of the contemporary world and their place in it. They also have opportunities to develop important attitudes such as: respect for the values, beliefs and cultures of others; openness to new thinking and ideas; a sense of responsibility and global citizenship.

The course emphasises the development and application of skills. The focus on evaluating sources and making decisions develops thinking skills, as well as skills in literacy and numeracy. Investigative and critical thinking activities give candidates opportunities to gain important experience in contributing to group work and working on their own.

## Units of Study:

**Democracy in Scotland**  
**Social Issues - Crime and the Law**  
**International Issues – World Power**



## Assessment:

SQA examination: 1 question paper – 2 hours and 20 minutes - 80 marks (80%)

SQA assessed assignment – 1 hour - 20 marks (20%)



## Nàiseanta 5 Nuadh-Eòlas

Tha cùrsa Nuadh-eòlais Nàiseanta 5 a' brosnachadh thagraichean gus tuigse nas fheàrr den t-saoghal cho-aimsireil agus an àite ann, a leasachadh. Tha cothroman aca cuideachd airson leasachadh a dhèanamh air beachdan cudromach, leithid spèis airson luachan, creideamhan is cultaran chàich; a bhith fosgailte gu smuaintean is beachdan ùra agus a bhith mothachail mu dhleastanas is saoranachd chruinneil.

Tha an cùrsa a' cur cuideam air leasachadh is buileachadh sgilean. Tha am fòcas air luachadh stòran is air co-dhùnidhean a dhèanamh a' leasachadh sgilean smaoineachaidh a thuilleadh air sgilean ann an litearrachd is àireamhachd. Tha gnìomhan rannsachail is smaoineachadh sgrùdail a' toirt chothroman dha tagraichean eòlas cudromach fhaighinn airson com-pàirt a ghabhail ann an obair buidhne is a bhith ag obair nan aonar.

### Earrann 1: Deamocrasaidh ann an Alba

**Earrann 2 : Eucoir is an lagh**

**Earrann 3 : Cumhachdan an t-Saoghail**



**Tha dà eileamaid ri mheasadh sa chùrsa-**

Eileamaid 1: pàipear nan ceistean 80 2 uair a thìde is 20 mionaid

Eileamaid 2: obair shònraichte 20 1 uair a thìde

# National 4 People and Society



## What does this course involve?

The People and Society Course builds on a wide range of experiences and outcomes and principles and practices from across several curriculum areas. This Course will encourage learners to develop important attitudes, including: an open mind and respect for the value, beliefs and cultures of others, openness to new thinking and ideas, and a sense of responsibility and global citizenship.

## Units of Study

Investigating Skills (National 4)

Comparing and Contrasting Skills (National 4)

Making Decisions (National 4)

Added Value Unit - Assignment (National 4)

To achieve the National 4 People and Society Course, pupils must pass all of the required Units, including an Added Value Unit/Assignment.

There will be no external examination.





# NPA Criminology SCQF level 5

GR4E 45 (18 SCQF credit points)

The NPA in Criminology is designed for those who wish to gain a comprehensive knowledge of crime and justice. A questioning and evidence-based approach is adopted to understand the complex relationship between individuals, crime and society. A key aim is to develop higher order transferable skills and digital literacy for learning, life and work.

The course includes study of **crime in the Highlands**, the **role of Police Scotland**, the **justice system** in Scotland, **causes and consequences** of crime, **forensic science and its application**.

The Humanities and Science Faculties work together to offer this course to students in S5 and S6.

## Units of Study

Crime in the Community

Forensic Science

Crime and the Law



## Assessment

Pupils must pass all three unit assessments for certification. There is no external examination in this subject.

## N5 Travel and Tourism

**The National 5 Skills for Work: Travel and Tourism Course** is an introductory qualification in travel and tourism. In the Travel and Tourism course you will learn about the travel and tourism industry in Scotland and beyond. You will also develop the skills needed to work in the travel and tourism industry yourself.

### How will this course help me?

This course provides an introductory qualification in travel and tourism. The course will enable you 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. This is particularly relevant to Skye, which is an important tourist destination with many employment opportunities in the travel and tourism industry.



### Learners will have the chance to develop:

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

***It is essential that pupils are organised and well-motivated as assessment for this course is based solely on coursework. Successful completion of the assessed coursework tasks requires commitment and a degree of independent study.***

### What will I study?

There are four units in the course:

#### 1. Employability

The main purpose of this unit is to provide you with a basic understanding of the employment opportunities in travel and tourism and improve your skills in preparation for working within the industry. You will focus on building up knowledge of the travel and tourism industry and the wide range of employment opportunities in it and prepare for employment through examining transferable employment skills and attitudes. You will also evaluate your own potential for employment in a specific job role reviewing your skills and qualities and identifying action points to enable progression into employment.



## 2. Customer Service

The main purpose of this unit is to enable you to understand the importance and principles of Customer Service and to develop the skills and qualities required to meet customer expectations in a travel and tourism environment. You will focus on establishing and responding to detailed customer needs, dealing effectively with customer interactions and seeking opportunities to exceed customer expectations. You will learn how to promote a wide range of travel and tourism products and services. You will also explore the importance of effective complaint handling and further develop communication and problem solving skills in dealing with, and resolving, customer issues in line with organisational procedures.



## 3. Travel and Tourism - UK and worldwide



The main purpose of this unit is to provide you with a detailed understanding of tourism in the UK and the rest of the world and improve your skills in preparation for working within the industry. You will focus on developing detailed knowledge of travel and tourism destinations and attractions in the UK and the rest of the world. You will be able to explain current trends in travel and tourism. You will also be able to explain the positive and negative impacts of travel and tourism.

## 4. Travel and Tourism - Scotland



The main purpose of this unit is to provide you with a detailed understanding of tourism in Scotland and improve your skills in preparation for working within the industry. You will focus on developing a detailed knowledge of travel and tourism destinations and attractions in Scotland. You will be able to explain current trends in travel and tourism in Scotland. You will also be able to explain the positive and negative impacts of travel and tourism in Scotland.

### Is there an exam?

No. To pass the course you must produce a number of pieces of work showing evidence that you have completed all the tasks but there is **no written exam at the end**.

### How will I be assessed?

For each unit of work, you will be required to complete between 4 and 6 pieces of coursework. This coursework evidence is handed in and used to decide if you have passed each of the four units. This means that every piece of work that you do throughout the year is important, as every piece of work is assessed and goes towards your final award.

# National 4/5 Religious , Moral and Philosophical Studies (RMPS) (S5 and S6)



## What is RMPS?

RMPS is about personal search and respect for others, and pupils are encouraged to reflect on the big moral and philosophical questions in life, allowing them to participate as responsible citizens in Scotland's social and cultural life. It is our aim to promote confident individuals with a sense of self-respect and understanding of their own personal values and beliefs who will be able to demonstrate tolerance, understanding, and respect for different cultures and beliefs.

## Students must have passed N5 English.

At National 4/5, candidates study three units:

**1 World Religion – Christianity.** In this unit pupils will apply basic factual knowledge and understanding of a range of key beliefs, values, practices, and traditions. Candidates will also interpret a range of texts or sources related to Christianity. We decided to choose Christianity because it is still the religion of the majority of the people in Britain and the rest of the world. As such, Christianity has shaped much of our moral codes, laws, and heritage.

**2 Morality and Belief – Medicine and Morality.** Pupils will apply a basic factual knowledge of a moral question. Evaluate religious and non-religious responses to a moral question. Present a reasoned view on a moral question. This topic has been chosen in the light of the constant advances in the medical field and the ever-growing moral questions with it associated. Is it right to use embryos for research? When does an embryo become a person?

**3 Philosophical questions – Origins of the Universe and Origins of Life.** This topic has been chosen because it offers great scope for delving deeper into the science vs religion debate around the creation. By exploring both viewpoints, pupils will be able to gain a better understanding of themselves and their own beliefs.

## Why study RMPS?

RMPS gives you a variety of skills that are sought after by many employers.

Skills		Careers
<b>Investigating</b>	Identifying reliable sources, asking relevant questions, presenting findings	<b>Journalism, Law, Medicine, Finance</b>
<b>Analysing</b>	Finding reasons behind something, making connections, explaining consequences	<b>Psychology, IT, Financial Services, Social Work</b>
<b>Evaluating</b>	Being able to make a judgment, measuring impacts, identifying benefits and drawbacks	<b>Teaching, Politics, Accountancy, Civil Service, Police, Medicine, Law, Journalism, Finance</b>
<b>Using sources</b>	Interpreting sources, quoting sources, creating new material from sources	<b>Theatre, Archive/Museums, Media, Research, Teaching, Civil Service, Law, Journalism</b>

<b>Understanding others</b>	Ability to see the world through others' eyes, considering and understanding others' beliefs and values	<b>Every type of employment, but particularly in Nursing, Youth Work, Management, International Business and Relations, Teaching</b>
<b>Reflection</b>	Ability to reflect on values and goals, ability to identify areas for growth	<b>Science, Coaching, Theology, Business, Teaching</b>

### Assessment

SQA examination: 1 question paper – 2 hours and 20 minutes - 80 marks (80%)  
 SQA assessed assignment – 1 hour - 20 marks (20%)



## Morality and Belief SCQF Level 5 ( S4 RME Core)

**In this unit students will demonstrate an awareness of contemporary moral issues by:**

- Describing some issues arising in a contemporary moral debate in straightforward terms.
- Describing a religious and a non-religious response to a contemporary moral issue in straightforward terms.

**They will also express a supported view on a contemporary moral issue by:**

- Explaining a strength and weakness of a religious and a non-religious response to a contemporary moral issue in straightforward terms.
- Presenting a relevant, straightforward and supported personal viewpoint on a contemporary moral issue.

**Assessment - Students must pass all learning outcomes for certification.**



# Languages Faculty

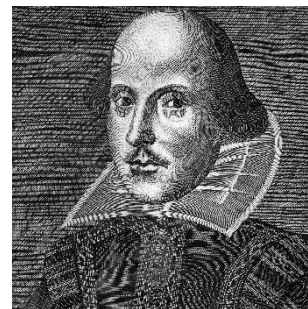
## English

**The following courses will be on offer:  
National 4, National 5, Higher and Advanced Higher.**

**Advanced Higher:** Further details from the English Department.

### Higher

There are three elements in this course all of which must be passed in order to gain Higher accreditation. One is internally assessed and two are externally assessed.



#### Internally Assessed Unit:

- Performance – Spoken Language (Talking and Listening skills)

#### Externally Assessed Components:

- The Writing Folio: 30%
  - One Creative or Discursive Writing piece
- The Final Exam: 70%
  - Reading for Understanding, Analysis and Evaluation (UAE): in which pupils must answer questions on two thematically-linked passages. One hour 30 minutes is allocated for this paper (30%)
  - Critical Reading: in which pupils must read an extract from a previously studied Scottish text and answer questions (worth 20%); write one critical essay on a previously studied text from a choice of Drama, Prose, Poetry, Film and Television Drama or Language (worth 20%). One hour and 30 minutes is allocated for this paper

Pupils will receive an SQA accreditation graded A – D.

#### Entry Requirements:

Entry to Higher requires a pass at National 5 level, Grade A or B.

In addition to the entry requirements, any pupil who wishes to be accepted into the Higher course must have demonstrated throughout their National 5 course that they are willing to work to the best of their ability. They should also have a good homework record and a good discipline record. Class teachers will verify a pupil's suitability for their chosen course.

### National 5

There are three elements in this course all of which must be passed in order to gain National 5 accreditation. One is internally assessed and two are externally assessed.

#### Internally Assessed Unit:

- Performance – Spoken Language (Talking and Listening skills)

#### Externally Assessed Components:

- The Writing Folio: 30%
  - One Creative or Discursive Writing piece
- The Final Exam: 70%

- Reading for Understanding, Analysis and Evaluation (UAE). One hour is allocated for this paper (30%)
- Critical Reading: read an extract from a previously studied Scottish text and answer questions (worth 20%); write one critical essay on a previously studied text from a choice of Drama, Prose, Poetry, Film and Television Drama or Language (worth 20%). One hour and 30 minutes is allocated for this paper

Pupils will receive an SQA accreditation graded A – D.

**Entry Requirements:** Any pupil who wishes to undertake the National 5 course in S5 should have demonstrated throughout S1-3 that they are capable of meeting the standards at National 5 and willing to work to the best of their ability. They should also have a good homework record and a good discipline record. Pupils wishing to undertake the National 5 course in S5 should have attained a good pass at National 4. Class teachers will verify a pupil's suitability for their chosen course.

### **National 4**

There are four units for this course which pupils either pass or fail.

All units are internally assessed.

- Unit 1: Creating and Production (Writing and Talking skills)
- Unit 2: Analysis and Evaluation (Reading and Listening skills)
- Unit 3: Literacy (Reading, Listening, Writing and Talking skills)

Added Value Unit: a research project of the pupil's choice which uses all of the skills covered in Units 1 and 2

**There will be no final exam for this course.**

## **Modern Languages: French**

**The following courses will be on offer: National 4, National 5 and Higher**

### **National 5**

The National 5 course is based on four contexts (Society, Culture, Learning and Employability) and is assessed on the following components:

- **Performance Talking:** carried out with the class teacher in the format of a presentation and follow-up discussion (25%)
- **Writing Assignment:** completed in class under supervised conditions on a chosen topic and marked by SQA (12.5%)

#### **Final Exam:**

- **Reading and Writing:** answering questions in English to show comprehension of written French texts; writing a job application in French in response to a prompt (37.5%)
- **Listening:** answering questions in English on a spoken monologue and conversation in French (25%)

Pupils will receive an SQA accreditation graded **A - D**.

### **Entry Requirements:**

National 5 French candidates need to have demonstrated throughout their S3 course that they have a good work ethic and potential to meet the requirements of the coursework. They should also have a good homework and discipline record.

Class teachers will verify a pupil's suitability for their chosen course.

### **National 4**

There are three units for this course which pupils either pass or fail.

All units are **internally** assessed by the class teacher:

- **Unit 1: Using Language** (Writing and Talking skills)
- **Unit 2: Understanding Language** (Reading and Listening skills)
- **Added Value Unit:** an activity which uses all of the skills covered in Units 1 and 2

**There will be no final exam for this course.**

### **Higher**

The Higher French course builds on the contexts and grammar developed in National 5 and enhances pupils' ability in using the language confidently.

**The Higher exam consists of:**

- A **Reading and Translation / Directed Writing** paper to be completed in 2 hours [37.5%] answering questions in English to show comprehension of an extended written French text and writing a fictional report in French about a trip to a French-speaking country
- A **Listening** paper to be completed in approximately 30 minutes [25%] answering questions in English on a spoken monologue and conversation in French
- A **Writing Assignment** completed in class time under supervised conditions then submitted to the SQA [12.5%]
- A **Talking Performance** exam carried out by the class teacher [25%], which takes the format of a 10 minute conversation in French

Pupils will receive an SQA accreditation graded **A – D**.

### **Entry Requirements:**

Higher French requires a pass at National 5 level, preferably Grade A or B.

In addition to the entry requirements, any pupil who wishes to be accepted into the Higher French course must have demonstrated throughout their National 5 course that they are willing to work to the best of their ability. They should also have a good homework record and a good discipline record.

Class teachers will verify a pupil's suitability for their chosen course.



## Maths and Numeracy Faculty

The level of mathematics you study next session will depend on the Maths course you have studied and the result you achieve this session.

The information below shows, which course you, may be able to follow in S5/S6 depending on your progress this year.

**We want all pupils to succeed in their chosen course so we advise that you speak to your Maths teacher to ensure that you are making an appropriate course choice.**

### **PROGRESSION FROM S4/5 MATHS**

#### **Current Course**

Higher Maths <b>A/B</b>	---->	Advanced Higher
N5 Maths <b>A/B</b>	---->	Higher Maths
N5 Maths <b>C</b>	---->	Higher Maths over 2 years <b>OR</b> N5 Applications of Maths
N5 Maths <b>C/D</b>	---->	National 5 Maths Resit <b>OR</b> N5 Applications of Maths

N5 Applications of Maths **C/D** ----> N5 Applications of Maths UPGRADE

N4 Maths -----> N4 / 5 Applications of Maths

N3 Applications of Maths (if all units passed on **1st attempt**) ----> N4 Applications of Maths

- In each of the Higher, Advanced Higher and National 5 Maths and National 5 Applications of Maths courses there are three separate units, each with an end-of-unit assessment or a final exam covering all topics. To achieve an overall course pass, pupils must pass the external exam. Some pupils, depending on progress, may choose to aim to pass all, or some, of the internally assessed individual units instead of the exam
- The National 4 Applications of Maths course follows a similar structure but without the external end-of-year exam. The final end-of-course assessment for National 4 Applications of Maths is internally assessed using an SQA Added Value Exam

### **HOMEWORK & ASSESSMENT IN S5/6**

In S5/6 homework is issued daily.

**It is important that pupils choosing to take Maths or Applications of Maths in S5/6 are aware of this and are prepared for this level of commitment.**

Each course will have a prelim (except N4 Applications of Maths). A pupil scoring less than 40% in the January prelim may be advised against sitting the final exam and retake the course and the exam in the next session.

#### **Maths courses and the SCQF Framework:**

- Advanced Higher Maths is at SCQF 7
- Higher Maths is at SCQF 6
- National 5 Mathematics is a course at SCQF 5
- National 5 Applications of Mathematics is at SCQF 5
- National 4 Applications of Mathematics is at SCQF 4

# Mathematics

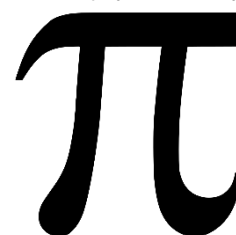
## National 5 Mathematics

This course aims to:

- Motivate and challenge candidates by enabling them to select and apply mathematical techniques in a variety of mathematical and real-life situations
- Develop confidence in the subject and a positive attitude towards further study in mathematics
- Develop skills in manipulation of abstract terms to generalise and to solve problems
- Allow candidates to interpret, communicate and manage information in mathematical form: skills which are vital to scientific and technological research and development
- Develop candidates' skills in using mathematical language and in exploring mathematical ideas
- Develop skills relevant to learning, life and work in an engaging and enjoyable way

The individual units in the N5 Maths course are:

- Expressions and Formulae
- Relationships
- Applications



## Higher Mathematics

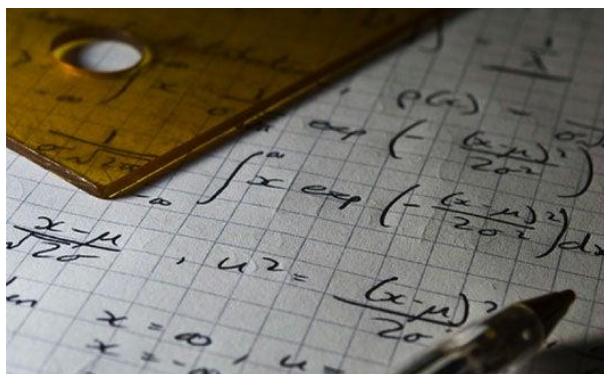
This course will develop, deepen and extend the mathematical skills necessary at this level and beyond. Pupils will acquire and apply operational skills necessary for exploring mathematical ideas through symbolic representation and diagrams. In addition, pupils will develop mathematical reasoning skills and will gain experience in making informed decisions.

The individual units in the Higher Maths course are:

- Expressions and Functions
- Relationships and Calculus
- Applications

## Advanced Higher Mathematics

Mathematics helps us to make sense of the world around us. It is the study of relationships, patterns, proofs and the properties of numbers. Mathematics takes a reasoned approach to thinking and is characterised by order and the use of carefully designed terms and processes. Mathematics can be used to model real-life situations and can equip us with the skills we need to interpret and analyse information, simplify and solve problems, assess risk, and make informed decisions. Mathematics at Advanced Higher provides the foundation for many developments in the sciences and in technology as well as having its own intrinsic value.



The units that will be studied are:

- Methods in Algebra and Calculus
- Applications of Algebra and Calculus
- Geometry, Proof and Systems of Equations



## Application of Mathematics

### National 4/ 5 Applications of Maths

In the Applications of Maths courses pupils will further develop skills enabling them to select and apply mathematical techniques in a variety of mathematical and real-life contexts. Learning about Information Handling will equip pupils with the skills needed to interpret and analyse information, simplify and solve problems, and make informed decisions.

The N5/N4 Applications of Maths courses enable pupils to apply mathematical ideas and strategies to finance, statistics, geometry and measurement in real-life contexts.

The individual units in the N5/4 Applications of Maths courses are:

- Managing Finance and Statistics
- Geometry and Measures
- Numeracy



**Please note that there is no progression from National 5 Applications of Maths to Higher Mathematics.**

## Sciences Faculty

The Science Department provides a wide variety of courses in many different science disciplines, at Advanced Higher, Higher and National 5 levels for students in S4 to S6. These important qualifications allow progression to further or higher education courses, or meet the requirements for employment in many different fields on leaving school. We currently offer courses in Biology, Chemistry and Physics.

A pathway containing two or more sciences should be chosen for those who enjoy the sciences; this may lead to a career in areas as diverse as engineering, medicine, environmental science, forensic science, veterinary medicine, aeronautics, marine biology or psychology. Studying sciences will prepare you for a job that will put you in the driving seat, giving you skills and knowledge to improve the world around us and even the future of the planet.



### **Science Expectations**

The demands of sciences are high therefore it is essential that pupils work regularly both in and out of class. Homework will be set regularly to help pupils consolidate their work in class. End-of-Unit Assessments will be completed in all Science subjects at all levels and although not a pre-requisite for sitting the exam pupil attainment in these will be monitored. It is required that pupils should show success in their January prelim to be entered for the final exam.

### **Entry Requirements:**

#### **Higher Courses**

- ✓ Grade A or B at National 5 level for their chosen Science
- ✓ Grade A-C in National 5 Maths

### **Advanced Higher Courses**

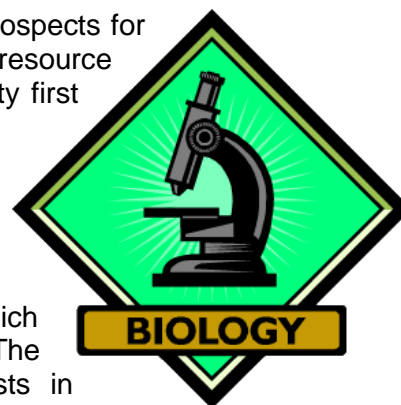
- ✓ Grade A or high Grade B in the corresponding Higher
- ✓ Grade A-C in Higher Maths if studying AH Chemistry or Physics

### **National 5 Environmental Science**

- ✓ National 4 pass in at least one Science
- ✓ Pass at National 4 in English **and** Maths

## **Biology**

Biology is the area of study which provides the most exciting prospects for progress in health, sports, food production, biotechnology, resource management, tourism and the global environment for the twenty first century.



### **Higher Human Biology**

This is an advanced course leading to a Higher qualification which would give pupils access to university and college courses. The course would be particularly suitable for those with interests in medicine, nursing or Sports Science.

#### **The course consists of three units covering:**

Human Cells, Physiology and Health, Neurobiology and Immunology. It is assessed by final examination. In addition, pupils must complete an assignment which is assessed by a written report.

Pupils studying Higher or Advanced Higher Biology who do not already have N5 Chemistry are **strongly advised** to take Chemistry at National 5 or Higher level to complement their studies in Biology.

### **Advanced Higher Biology**

The Advanced Higher Biology course is designed to provide a high level of challenge and is most suited to those considering further study or a career in biology and its related disciplines. The course has an emphasis on practical and experimental learning opportunities with a strong skills based approach to learning.

#### **The course consists of three units:**

##### **Cells and Proteins**

Laboratory techniques, proteins, membrane proteins, communication and signalling as well as protein control of cell division.

##### **Organisms and Evolution**

Field techniques, evolution, variation and sexual reproduction as well as parasitism, sex and behaviour.

##### **Investigative Biology**

Scientific principles and process, experimentation, reporting and critical evaluation of biological research.

Students are also required to complete an investigative project based which will account for 20% of the course.

## Chemistry

Chemistry is all around us - every time we light a match, boil an egg or simply breathe in and out, we perform a chemical reaction. Chemistry is necessary for studying medicine, pharmacy and chemical engineering and is useful for careers in the oil industry, in health or the renewables sector.

### Higher

The study of Chemistry at Higher can make an important contribution to the pupil's knowledge and understanding of the physical and natural world. It is also recognised as an important entrance qualification to higher education courses. More Scottish university courses require a pass at Higher Chemistry than all the other sciences put together. The syllabus is designed for pupils who wish to continue the study of Chemistry beyond National 5.



**The course is comprised of three units:**

#### **Chemical Changes and Structure**

Periodicity, bonding structure and properties, oxidising and reducing agents.

#### **Nature's Chemistry**

Natural products, nomenclature and structural formulae, reactions and uses of carbon compounds and plastics.

#### **Chemistry in Society**

Reaction rates, energy changes, equilibrium and chemical analysis.

In addition, pupils will complete an assignment which will be assessed externally via a written report and accounts for 20% of their overall grade.

### **Advanced Higher Chemistry - Completed as part of Highland Virtual Learning**

The course aims to carry on from where Higher finishes and will prepare candidates for university level Chemistry.

**The course consists of three units:**

#### **Inorganic Chemistry**

EM radiation, atomic orbitals, the periodic table and transition metals.

#### **Physical Chemistry**

Chemical equilibrium, reaction feasibility and kinetics.

#### **Organic Chemistry and Instrumental Analysis**

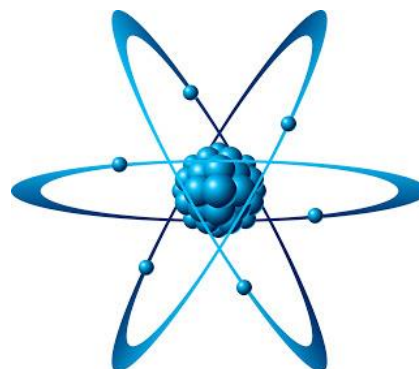
Stereo chemistry, experimental determination of structure, pharmaceutical chemistry as well as chemical synthesis and molecular orbitals.

Pupils will also have to complete an Advanced Higher project which is an in-depth investigation of a chemistry topic and accounts for 20% of their overall grade. During this investigation pupils will extend and apply the skills of independent working. This includes making independent and

rational decisions based on evidence and interpretation of scientific information as well as the analysis and evaluation of their results.

## Physics

The study of Physics means trying to find out what the universe is made of and how these things move and interact with each other. Physics is very useful for a career in engineering, building, mechanics, medicine, Merchant Navy, nursing, architecture, the police, the armed forces and electronics.



### Higher

This course reinforces and extends the knowledge and understanding of the concepts of physics and related problem-solving skills and practical abilities acquired at the National 5 level by providing a deeper insight into the structure of the subject. The course endeavours to provide learning experiences leading to the acquisition of worthwhile knowledge, skills and attitudes.

#### **The course comprises three units:**

##### **Our Dynamic Universe**

Kinematics, dynamics and space-time.

##### **Electricity**

Electricity, electrical storage and transfer.

##### **Particles and Waves**

Waves, refraction of light, optoelectronics and semiconductors, nuclear reactions, dosimetry and safety.

In addition to these units, pupils will also complete a Higher Physics Assignment. This will be based on aspects of knowledge and understanding developed throughout the course and will also require practical and research skills.

### **Advanced Higher - Completed as part of Highland Virtual Learning**

The Advanced Higher Physics course has been designed to articulate with and provide a progression from the Higher Physics course. Through a deeper insight into the structure of the subject, the course aims to provide a challenging experience for those who wish to study the subject to a greater depth and to assist pupils towards an understanding of the use of mathematical models and techniques for describing the behaviour of nature.

#### **The course consists of three units:**

Rotational Motion and Astrophysics

Quanta and Waves

Electromagnetism

In addition, students will be required to complete a project based on Advanced Higher Physics knowledge whereby they will complete a practical investigation and written report which will account for 20% of the course.

# A NEW COURSE FOR S5 AND S6 STUDENTS

## National 4/5 Environmental Science

This course is particularly suitable for pupils who very much enjoy the sciences and have a keen interest in environment science. The Environmental Science course helps pupils to develop a scientific understanding of environmental issues. It provides a broad and up-to-date selection of ideas relevant to the role of environmental science in society. This develops an understanding of environmental issues and possible solutions to preventing or reversing environmental degradation, and of sustainable practices.



### The course consists of three units:

- **Living Environment** where you will study topics including interdependence, adaptations, impact of population growth on biodiversity and the environmental impact of fertilisers
- **Earth's Resources** where topics include the Earth systems and their interactions, the geosphere, the hydrosphere, the biosphere, the atmosphere
- **Sustainability** where there is a focus on the environmental impact of human activity and agriculture



Assessment of the course includes a written assignment which will be externally assessed as well as the end of course exam.





# Technology Faculty

## Graphic Communication

### National 4 and National 5

#### Purpose and Aims of the Course

The course provides opportunity for pupils to gain skills in reading, interpreting, and creating graphic communications. Pupils will initiate, develop and communicate ideas graphically. They will develop spatial awareness and visual literacy through graphic experiences. The course is practical, exploratory and experiential in nature. It combines elements of recognised professional standards for graphic communication partnered with graphic design creativity and visual impact. The course allows pupils to engage with technologies. It allows pupils to consider the impact that graphic communication technologies have on our environment and society. The aims of the course are to enable pupils to:

- Develop skills in graphic communication techniques, including the use of equipment, graphics materials and software
- Extend and apply knowledge and understanding of graphic communication standards, protocols, and conventions where these apply
- Develop an understanding of the impact of graphic communication technologies on our environment and society

#### Course Structure

On completing the course, pupils will have developed skills in 2D and 3D graphics, as well as pictorial graphics. They will be able to apply these skills in order to produce graphics that require relevant visual impact and graphics that transmit information.

#### 2D Graphic Communication (National 4 and 5)

Enables pupils to develop their creativity and skills within a 2D graphic communication context. It will allow pupils to initiate, develop and communicate ideas using graphic techniques in straightforward and familiar contexts. In addition, pupils will develop their skills in some less familiar or new contexts. Pupils will develop 2D graphic spatial awareness.

#### 3D and Pictorial Graphic Communication (National 4 and 5)

Pupils can develop their creativity and skills within a 3D and pictorial graphic communication context. Again, it will allow pupils to initiate, develop and communicate ideas using graphic techniques in straightforward and familiar contexts. In addition, pupils will develop their skills in some less familiar or new contexts. Pupils will develop 3D graphic spatial awareness and an understanding of how graphic communication technologies impact on our environment and society.

## Higher

#### Purpose and Aims of the Course

The course is practical, exploratory and experiential in nature. On completing the course, pupils will have developed skills in 2D and 3D graphics as well as pictorial graphics. They will be able to apply these skills with discernment in order to produce graphics with visual impact and graphics that require the effective transmission of information.

#### Course Structure

The course is developmental and builds to a final assignment and exam. It is designed to provide progression to the corresponding units at Advanced Higher.



## **2D Graphic Communication**

This element helps pupils to develop their creativity and presentation skills within a 2D graphic communication context. It will allow pupils to initiate, plan, develop and communicate ideas graphically, using two-dimensional graphic techniques. Pupils will develop a number of skills and attributes within a 2D graphic communication context, including spatial awareness, visual literacy and the ability to interpret given drawings, diagrams and other graphics. Pupils will evaluate the effectiveness of their own and given graphic communications to meet their purpose.

## **3D and Pictorial Graphic Communication**

This part of the course helps pupils to develop their creativity and presentation skills within a 3D and pictorial graphic communication context. It will allow pupils to initiate, plan, develop and communicate ideas graphically, using three-dimensional graphic techniques. Pupils will develop a number of skills and attributes within a 3D graphic communication context, including spatial awareness, visual literacy, and the ability to interpret given drawings, diagrams and other graphics. Pupils will evaluate the effectiveness of their own and given graphic communications to meet their purpose.

Across both sections pupils will develop an understanding of how graphic communication as an activity and graphic technologies by their use, impact on our environment and society.

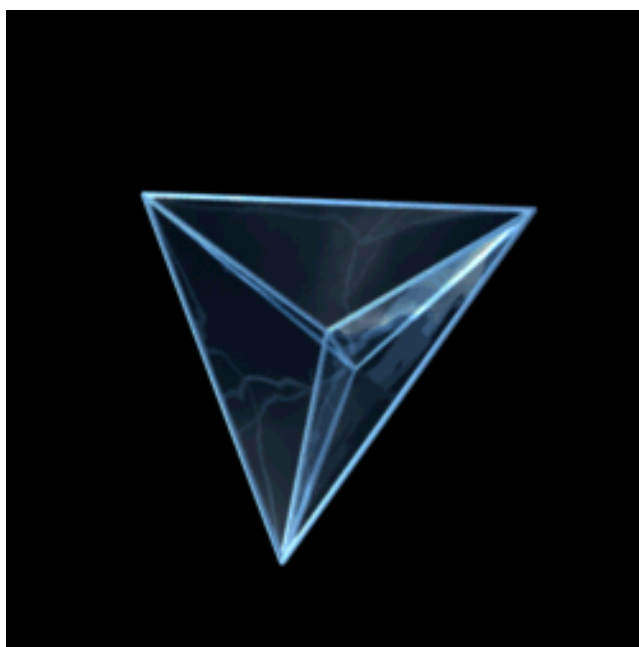
## **Recommended Entry**

Entry to this course is at the discretion of the Technology Department. However, pupils would normally be expected to have attained the skills, knowledge and understanding required by the National 5 Graphic Communication course.

## **Progression**

This course may provide progression to:

- Other SQA qualifications in Graphic Communication or related areas
- Further study, employment and/or training



## **Computing Science National 5 and Higher**

Computing science is vital to everyday life; it shapes the world in which we live and its future. Computing professionals play key roles in meeting the needs of society today and for the future, in fields which include science, communications, entertainment, education, business and industry. The purpose of this course is to develop your knowledge of the technological world and to develop your skills in developing computer-based solutions to problems. The course is designed for those pupils who want to learn more about the technological world around them and become skilled in building digital solutions using a variety of software applications. Through studying this course, you will develop and broaden your technological experience through an increasing awareness of current technologies. You will also develop a range of transferable skills for learning, skills for life and skills for work. The aims of the course are to enable you to:

- Develop aspects of computational thinking in a range of contexts
- Develop knowledge and understanding of basic facts and ideas in computing science
- Develop skills and knowledge in software and application-based development tools
- Apply skills and knowledge to develop and implement simple digital solutions

### **Why study?**

Computing Science shapes the world in which we live and its future. The course brings together elements of technology, science and creative digital media, providing an insight into the challenge, excitement and reward to be found in these areas. If you like working with computer technology, if you want to understand how this technology works and if you want to learn the basics of computer programming then this course is for you.

### **Potential Careers**

- Software Developer
- Database Administrator
- Computer Hardware Engineer
- Computer Systems Analyst
- Computer Network Architect
- Web Developer
- Information Security Analyst
- Computer and Information Research
- Mobile Application Developer
- Data Engineer

## **Fashion and Textile Technology National 5**

### **Why Fashion and Textiles Technology ?**

Fashion and Textiles Technology course is designed for anyone who would like to develop their knowledge and skills of the fashion / textile development process, or for anyone who would like to pursue a career in the Fashion and Textiles Industry.

### **Learning in Fashion and Textiles Technology will enable pupils to :**

- Develop understanding and skills related to textile technologies
- Make fashion/textile items, to an appropriate level of accuracy, using a range of textile construction techniques
- Explored the fashion/textile items, to an appropriate degree of accuracy, using commercial paper patterns to make a fashion/textile item
- Use a range of textile constructions, tools and equipment
- Apply knowledge and understanding of a range of factors affecting fashion and textile choices
- Work to given briefs to make and evaluate fashion/textile items, with a particular focus on the range of factors that affect fashion and textile choices

### **Possible Careers**

Studying Fashion and Textiles Technology can be invaluable if you want a career in any of the following areas: Fashion Design and Development, Retail, Costume/Theatre Design and Teaching.

## **Practical Cookery National 5**

### **Recommended Entry**

While entry is at the discretion of the Home Economics Department, pupils will find it advantageous to have attained course or units in Hospitality National 4.

### **Course Details**

The course, which is practical and experiential in nature, develops a range of cookery skills and food preparation techniques, as well as planning, organisational and time-management skills, in hospitality-related contexts. Through its emphasis on safety and hygiene, the course instils in candidates an understanding of the need to follow safe and hygienic practices in many cookery contexts. It also develops the thinking skills of remembering, understanding and applying, and aspects of numeracy.

Candidates will enhance their cookery skills, food preparation techniques and ability to follow cookery processes in the context of producing dishes.

Candidates' knowledge and understanding of ingredients and their characteristics will be developed. The importance of sustainability, responsible sourcing of ingredients and current dietary advice are also addressed.

Candidates develop planning, organisational and time-management skills by following recipes and by planning, producing and costing dishes and meals. They also extend their ability to carry out an evaluation of prepared dishes.

Throughout the course, candidates develop their understanding of safety and hygiene when working with ingredients as well as the importance of following safe and hygienic practices at all times in a practical context.



## **Assessment**

### **Question Paper**

The purpose of the question paper is to assess breadth of knowledge from across the course, depth of understanding, and application of this knowledge and understanding to answer appropriately challenging questions.

### **Assignment and Practical Activity**

The purpose of the assignment and practical activity is to assess practical application of knowledge and skills from across the course to plan, prepare and present a three-course meal to a given specification. It will assess candidates' skills in planning and implementing.

The practical activity requires candidates to clearly demonstrate application of knowledge and skills at an appropriate level, related to the course content.

**NB: any pupil opting for this course must be aware that they should be prepared to bring containers to all practical lessons.**

### **Progression:**

- To other qualifications in Hospitality
- To employment in Hotel, Catering and Hospitality
- To further education at NC level in Hotel, Catering and Hospitality

## Practical Metalworking

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.

The course encourages candidates to become responsible and creative in their use of technologies and to develop attributes such as flexibility, enthusiasm, perseverance, reliability and confidence.

The National 5 Practical Metalworking course provides opportunities for candidates to gain a range of theoretical and practical metalworking skills relating to tools, equipment, processes and materials. They also develop skills in reading and interpreting working drawings and related documents as well as an understanding of health and safety.

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



# Practical Woodworking

The N4/5 course is practical, exploratory and experiential in nature. It combines elements of technique and standard practice with elements of creativity.

The course provides opportunities for pupils to gain a range of practical woodworking skills and to use a variety of tools, equipment and materials. It allows them to plan activities through to the completion of a finished product in wood.

The course will also give pupils the opportunity to develop thinking, numeracy, employability, enterprise and citizenship skills.

## **The aims of the course are to enable pupils to develop:**

- Skills in woodworking techniques
- Skills in measuring and marking out timber sections and sheet materials
- Safe working practices in workshop environments
- Practical creativity and problem-solving skills
- An understanding of sustainability issues in a practical woodworking context

## **Course Structure**

On completing the course pupils will have developed skills in practical woodworking. They will have gained skills in the correct use of tools, equipment and a range of woodworking materials, processes and techniques. In addition pupils will gain an appreciation of safe working practices in a workshop environment.

The course includes a final assessment and exam, and three developmental sections which build pupil knowledge, skill and experience.

### **Practical Woodworking: Flat-Frame Construction (National 4 and 5)**

This helps pupils develop skills in the use of woodworking tools and in making woodworking joints and assemblies commonly used in flat-frame joinery. Tasks will involve some complex features. Pupils will also be able to read and use drawings and diagrams depicting both familiar and unfamiliar woodwork tasks.

### **Practical Woodworking: Carcase Construction (National 4 and 5)**

This helps pupils develop skills in making woodworking joints and assemblies commonly used in carcase construction. Tasks will involve some complex features and may include working with manufactured board or with frames and panels. The unit includes the use of working drawings or diagrams, including unfamiliar contexts that require some interpretation on the part of the pupil.

### **Practical Woodworking: Machining and Finishing (National 4 and 5)**

This helps pupils develop skills in using common machine and power tools. It also helps pupils develop skills in a variety of woodworking surface preparations and finishing techniques. Pupils will develop an appreciation of safe working practices in a workshop environment. They will also gain an understanding of sustainability issues and good practice in recycling in a practical woodworking context.

The structure of the course allows pupils to cover fundamental woodworking skills in a progressive fashion. Each unit covers a set of new woodworking skills. In all of their work the pupils will learn and improve their skills in measuring, marking out, cutting and jointing techniques.



## S5/6 WIDER ACHIEVEMENT / YASS

### Leadership

Leadership permeates many areas of society and is recognised and valued in education, employment and life. The Scottish Government's *Skills for Scotland: A Lifelong Skills Strategy* (September 2007) notes that employers seek the promotion of many of the 'softer' skills associated with employment and the success of their organisations. Leadership skills contribute to improving time-management, problem solving, skills of working with others, thinking critically and creatively and having the skills to manage or be managed by others.

The principal aims of this award are to provide pupils with the opportunity to develop knowledge and abilities in relation to leadership.

#### Knowledge of:

- Leadership principles, styles, skills and qualities
- Effective leaders
- Self (own skills, qualities and experience related to leadership)

#### Ability to:

- Gather information
- Produce a report
- Reach conclusions about effective leadership
- Carry out a self-evaluation
- Analyse the context within which an activity will take place
- Plan for an activity
- Negotiate with others
- Identify possible risks
- Work cooperatively with others
- Monitor progress
- Adapt to any changes or failures
- Review the success of the activity
- Reach conclusions about self as a leader

In the unit **Leadership: An Introduction** pupils will be able to think about their potential for taking on a leadership role. They 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 the local community. These different examples may help inform pupils' views about what makes an effective leader. Pupils will think about their own qualities, skills and experience in relation to leadership. This reflection on the pupil's own leadership potential and may help them to think about styles of leadership they may wish to adopt in leadership roles.

In the unit **Leadership: In Practice** pupils will be able to further develop their potential for leadership. They 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. Pupils will lead others to carry out the plan. On completion of the activity they will have time to reflect on its success and consider carefully the contribution they have made to this. Pupils will also reflect on what they have learned about themselves as a leader.

#### Assessment:

To gain the award pupils must successfully complete:

<b>Leadership: An Introduction (Higher)</b> (SCQF level 6)	20 hours
<b>Leadership: In Practice (Higher)</b> (SCQF level 6)	40 hours

Throughout each of the above units pupils will be expected to work largely without guidance from their tutor but they may use the tutor as a sounding-board for ideas they may have. The Scottish Leadership Award has been designed to have the maximum flexibility on the way that the award is completed and assessed. However, there are certain pieces of evidence that pupils will have to gather to demonstrate completion of the award.

For the **Leadership: An Introduction** pupils will be asked to present their research in a written folio, a presentation or video format. For the **Leadership: In Practice** written and/or recorded oral evidence may be produced in a variety of formats. For example:

- Written records
- Recordings of interviews
- Emails/blogs
- Assessor record of learner responses
- Review sheets
- Diaries/log books
- Evaluations sheets
- Electronic presentations
- Electronic journals
- Videos/photographs



## WIDER ACHIEVEMENT UNITS

If you choose a N4/5 in S5 or 6 from the range of options, you will have two extra periods per column, and all pupils will be expected to participate in an SQA Wider achievement unit. These may comprise of units from the Mental Health and Wellbeing Award, Personal Finance Award, Leadership Award or Personal Development Award.



## Open University Young Applicants in Schools Scheme

YASS, the Young Applicants in Schools Scheme, is designed to bridge the gap between school and university, college or employment and helps motivated students stand out from the crowd. It encourages independent learning and builds confidence. Taking part in YASS develops key skills like time management and using an online study environment. S6 pupils can choose from a wide range of university level (SCQF 7) courses which can be studied in school alongside their other subjects.

There are courses in a range of subject areas, from science to law, languages to accounting and much more.

<https://www.open.ac.uk/scotland/study/courses-schools-and-early-learning/young-applicants-schools-scheme/yass-what-can-i-study>

## Partner Providers

### Highland Virtual Academy

#### Highland Virtual Academy - Vision, Values and Aims



#### **Vision**

To deliver high-quality, engaging learning and teaching delivered by real teachers in real time through active and collaborative experiences.

#### **Value**

Using digital technology, we strive to equip and empower people to become life-long learners.

#### **Aims**

We aim to provide equity of educational opportunities across schools to ensure that all pupils can access a wider, enriched curriculum which enables them to progress and succeed.

The Highland Virtual Academy provides pupils in the senior phase with the opportunities to take courses that may not be available in their own school. Courses are delivered face-to-face through a digital learning platform such as VScene or Google Meet at weekly timetabled periods. There is an emphasis on high quality learning and teaching and pupils' resources are stored on G-Suite and Google Classrooms. Monitoring and Tracking procedures are carried out three times a year and pupils regularly receive constructive feedback on their strengths and areas to improve. All Highland Virtual Academy courses are delivered by experienced Highland Council teachers.

Whilst the finalised list of subjects on offer next year has not been finalised, there are usually AH in Maths, Chemistry and Physics.

# UHI | NORTH, WEST AND HEBRIDES A TUATH, AN IAR IS INNSE GALL



## SCHOOL COLLEGE PARTNERSHIP





UHI North West and Hebrides has a close link with our local secondary schools and we offer a range of courses individual to each school. These are typically delivered in S 4-6 as part of the Highland Council delivery of the senior phase of Curriculum for Excellence. Pupils are able to apply for these courses as part of their Column Choices discussions with their school Pupil Support teachers.

We currently have around 900 school pupils from twenty five High Schools studying with UHI North, West and Hebrides.

### **Why choose a School College Partnership course?**

- You will broaden your curriculum choices and enrich your educational experiences
- Your application to university or college will be improved by demonstrating a range of additional skills acquired during your time with us
- You will benefit from our partnerships with businesses and employers

### **How does it work?**

The options available currently in each school can be seen on our website at [www.nwh.uhi.ac.uk/en/schools/](http://www.nwh.uhi.ac.uk/en/schools/). More information is available from the school Pupil Support teacher.

### **What are Foundation Apprenticeships?**

Foundation Apprenticeships are work-based learning opportunities for school pupils in the senior phase (usually S5+S6) and are studied alongside your other subjects. They take from 12 to 24 months to complete and are linked to one of six key sectors of the Scottish economy, so students are getting industry experience helping them kick-start a career in their chosen field.

You will have the opportunity to gain valuable work experience before you leave school.

### **Portree High School**

UHI North West and Hebrides is working in partnership with Portree High School to provide a range of courses complimentary to your school curriculum.

### **Aquaculture and Maritime**

- [NPA Aquaculture SCQF 4](#) (Online)

### **Business**

- [Personal Finance Award SCQF 5](#) (Online)
- [National 5 Business Management SCQF 5](#) (Online)
- [Higher Business Management SCQF 6](#) (Online)
- [Foundation Apprenticeship Business Skills SCQF 6](#) (Online)
- [Degree Module: Introduction to Business Law SCQF 7](#) (Online via UHI Inverness)
- [Degree Module: Introduction to Enterprise & Marketing SCQF 7](#) (Online via UHI Inverness)
- [Degree Module: Economics for Business SCQF 7](#) (Online via UHI Inverness)
- [Degree Module: Introduction to Financial Accounting SCQF 7](#) (Online via UHI Inverness)



- [\*\*Degree Module: Introduction to Operations Management SCQF 7\*\*](#) (Online via UHI Inverness)
- [\*\*Degree Module: Introduction to Human Resource Management SCQF 7\*\*](#) (Online via UHI Inverness)

### **Childcare, Education and Health**

- [\*\*National 5 Mental Health & Wellbeing SCQF 5\*\*](#) (Online)
- [\*\*NQ Mental Health & Wellbeing SCQF 6\*\*](#) (Online)
- [\*\*NPA Social Services & Healthcare SCQF 6\*\*](#) (Online)
- [\*\*NPA Social Services Children & Young People SCQF 6\*\*](#) (Online)
- [\*\*Foundation Apprenticeship Social Services Children and Young People SCQF 6\*\*](#) (Online)
- [\*\*Foundation Apprenticeship Social Services & Health Care SCQF 6\*\*](#) (Online)
- [\*\*Degree Module: Nature of Health SCQF 7\*\*](#) (Online via UHI Inverness)
- [\*\*Degree Module: Introduction to Early Childhood Philosophy and Practice SCQF 7\*\*](#) (Online via UHI Inverness)
- [\*\*Degree Module: Introduction to Health and Social Policy\*\*](#) SCQF 7 (Online via UHI Inverness)
- [\*\*Degree Module: Insight into Teaching SCQF 7\*\*](#) (Online via UHI Inverness)

### **Construction, Engineering and Maths**

- [\*\*National 4 Mathematics SCQF 4 Evening\*\*](#) (Online)
- [\*\*National 5 Mathematics SCQF 5 Evening\*\*](#) (Online)
- [\*\*Higher Maths SCQF 6 Evening\*\*](#) (Online)
- [\*\*NPA Built Environment SCQF 5\*\*](#) (Online)
- [\*\*Foundation Apprenticeship Construction SCQF 4\*\*](#) (Face-to-face)

### **Computing and Creative Digital Skills**

- [\*\*NPA E-Sport SCQF 4\*\*](#) (Online)
- [\*\*National 5 Computing Science SCQF 5\*\*](#) (Online)
- [\*\*Higher Computing Science SCQF 6\*\*](#) (Online)
- [\*\*PC Passport SCQF 5\*\*](#) (Online)
- [\*\*NPA Cyber Security SCQF 5\*\*](#) (Online)
- [\*\*NPA Cyber Security SCQF 6\*\*](#) (Online)
- [\*\*Foundation Apprenticeship Creative & Digital Media SCQF 6\*\*](#) (Online)
- [\*\*Foundation Apprenticeship ICT Software Development SCQF 6\*\*](#) (Online)
- [\*\*NQ Advanced Higher Computing Science SCQF 7\*\*](#) (Online)

### **Creative Arts and Literature**

- [\*\*NQ Drawing & Painting SCQF 5\*\*](#) (Face-to-face)
- [\*\*SfW: Creative Industries SCQF 5\*\*](#) (Online)
- [\*\*National 5 English SCQF 5 Evening\*\*](#) (Online)
- [\*\*Higher English SCQF 6 Evening\*\*](#) (Online)
- [\*\*Degree module: Creative Writing: Writing for Film: Introduction to Screenwriting SCQF 7\*\*](#) (Online)

- [Degree module: Creativity is more important than Knowledge SCQF 7](#) (Online)
- [Degree module: Film: Moving images; History and Development of Film SCQF 7](#) (Online)
- [Degree module: Reading as a Writer SCQF 7](#) (Online)

#### **Hair and Beauty**

- [NPA Beauty Skills SCQF 4](#) (Face-to-face)

#### **Equine, Rural and Land**

- [Horse Care Units SCQF 4 - 6](#) (Face-to-face)
- [Degree module: Horses for Courses SCQF 7](#) (Online)
- [Degree module: Introduction to Business \(Equine\) SCQF 7](#) (Online)

#### **Gateway to Skills and Education**

- [Access to Skills and Learning SCQF 1 - 2](#) (Face-to-face)
- [National 4 English for Speakers of Other Languages SCQF 4](#) (Online)
- [National 5 English for Speakers of Other Languages SCQF 5](#) (Online)
- [Higher English for Speakers of Other Languages SCQF 6](#) (Online)

#### **Hospitality and Professional Cookery**

- [NPA Bakery SCQF 4](#) (Face-to-face)

#### **Humanities**

- [Higher Sociology SCQF 6 Evening](#) (Online)
- [National 5 Psychology SCQF 5](#) (Online)
- [Higher Psychology SCQF 6](#) (Online)
- [Degree Module: Psychology of Individual Differences](#) SCQF level 7 (Online via UHI Inverness)
- [Degree Module: Questions in Psychology](#) SCQF level 7 (Online via UHI Inverness)

#### **School of Adventure Studies**

- [SfW Sport and Recreation SCQF 4](#) (Face-to-face)

#### **Science**

- [Higher Human Biology SCQF 6 Evening](#) (Online)
- [National 5 Physics SCQF 5 Evening](#) (Online)
- [Higher Physics SCQF 6 Evening](#) (Online)
- [National 5 Environmental Science SCQF 5 Evening](#) (Online)
- [Higher Environmental Science SCQF 6 Evening](#) (Online)

**Ask your Pupil Support teacher how to apply for these courses online.**

### **Virtual Schools**

We now have a range of courses that are available in any of the schools in the Highland Council region using an agreed common timetable from Column Choice selections across all Highland schools. College lecturing staff lead each class using the Virtual Schools Network utilising a combination of Google Hangouts, Video Conference and other virtual learning environments.

Pupils who wish to enrol on these courses must therefore have a high level of self-motivation before applying for a course.

All applicants will be interviewed before being accepted onto a **Virtual Course** delivered from UHI North West and Hebrides. Agreements will be put in place with each school to ensure that you have the right support in terms of equipment and connectivity.

#### **What's the difference between various types of study?**

**Face-to-Face** delivered either in college or in school with the lecturer present.

However, increasingly you will see some courses described as being "**Virtual**", "**Online**" or "**Blended**". These study methods enable larger numbers of pupils to study individual subjects that may not otherwise have been available for small classes.

**Virtual classes** use online technologies, such as Google Hangouts, in timetabled sessions and will have a college lecturer in virtual attendance during the class.

**Online study** is unsupervised and therefore can be timetabled flexibly to suit the individual pupil. It will suit pupils who have a good work ethic, strong self-motivation and an ability to work independently.

**Blended classes** are a combination of online study supplemented with delivery at scheduled times/days. This type of study is currently only used for evening classes or other non-school courses.

*We constantly review and update what courses we offer to our local high schools. Some courses are only available in certain locations and all courses will run only if adequate numbers apply. For more information, go to: [www.nwh.uhi.ac.uk/en/shools/](http://www.nwh.uhi.ac.uk/en/shools/)*

UHI North, West and Hebrides is a trading name of The Board of Management of UHI North, West and Hebrides which is a registered charity, number SC021215.



## **Preantasachd Tòiseachaidh ann an Seirbheisean Sòisealta: Clann is Òigridh**

### **A' Cholaiste Agus an Sgoil**

Tha an cùrsa Preantasachd Tòiseachaidh air a theagasg tro mheadhan na Gàidhlig do sgoilearan a tha sa chòigeamh agus san t-siathamh bliadhna anns an àrd-sgoil. Faodaidh tu a dhèanamh thairis air dà bhliadhna a' tòiseachadh ann an S5 no thairis aon bhliadhna ann an S6.

Bidh clasaichean colaiste a rèir clàr-ama na sgoile agus bidh thu a' cur ùine seachad gach seachdain ag ionnsachadh ann an clas le sgoilearan eile. Bidh neach-teagaisg Shabhal Mòr Ostaig gad stiùireadh le obair a' chùrsa agus bidh thu a' cur feum air goireasan ionnsachaidh air-loidhne.

### **Cuspairean Bunasach**

Is e cùrsa fìor inntinneach a th' ann air am bi thu ag ionnsachadh mu chuspairean bunasach do dh'obair-chloinne. Togaidh tu eòlas air an obair phroifeasanta agus air na tha an sàs bho latha gu latha ag obair le clann is òigridh. Bidh thu ag ionnsachadh mu dhìon chloinne, slàinte is sàbhailteachd, conaltradh ri clann agus mar a tha clann is òigridh a' fàs agus a' dèanamh adhartais.

### **Ag Obair le Gàidhlig**

Tha greis-gnìomhachais aig cridhe a' chùrsa agus seach gur ann tron a' Ghàidhlig a thèid a' chùrsa a lìbhrigeadh, cuiridh tu ùine seachad ann an àite-obrach far a bheil Gàidhlig ga bruidhinn. Bidh cothrom agad greisean-obrach a dhèanamh ann an seirbheisean cùram-chloinne, anns an sgoil-àraich air neo le buidhnean òigridh coimhearsnachd. Bidh thu a' cur na dh'ionnsaich thu anns a' chlas gu feum agus togaidh tu sgilean pragtaigeach a bhios nam buannachd dhut nad bheatha.

Bidh na h-uairean obrach a rèir an ann thairis air aon no dà bhliadhna a nì thu an cùrsa. Thèid a' ghreis-gnìomhachais a chur air dòigh eadar thu fhèin, an sgoil, a' cholaiste agus an t-àite-obrach.

### **Ceum Slighe**

Bidh iomadh cothrom romhad ma thig thu air a' chùrsa Preantasachd Tòiseachaidh agus is e ceum aithnichte a th' ann a dh'ionnsaigh obair agus foghlam àrd-ìre. Tha e na shàr eisimpleir do luchd-fastaidh agus do luchd-foghlaim gu bheil thu air a leithid a dhèanamh fhad is a tha thu fhathast san sgoil.

### **Deiseil Airson Tòiseachadh?**

Mus tòisich thu air a' chùrsa Preantasachd Tòiseachaidh bidh sinn a' sùileachadh ri na leanas:

- Gum bi Beurla agus Gàidhlig Nàiseanta 5 agad
- Gum bi thu deiseil airson obair a dhèanamh aig an aon ìre ri Àrd-ìre na sgoile
- Gum bi thu èasgaidh agus math air obair air do cheann fhèin
- Gum bi thu deònach an cothrom a ghabhail Gàidhlig a bhruidhinn taobh a-muigh na sgoile
- Gum bi thu toilichte clàradh air an sgeama PVG aig Disclosure Scotland

## **Foundation Apprenticeship in Social Services: Children and Young People A School/College Partnership**

The Foundation Apprenticeship is available to secondary school pupils in S5 and S6 and is delivered entirely through the medium of Gaelic. You can choose to study the course over a period of two years starting in S5 or in one year during S6.

College classes are scheduled in accordance with the school timetable and you will spend time every week in class with fellow students. You will be taught by a college lecturer from Sabhal Mòr Ostaig and you will use a range of online learning materials to support you in your studies.

### **A Solid Foundation**

This is an inspiring course on which you will study the key values and standards of childhood practice. You will experience what it is like to work with children and young people and learn about the professional standards required. You will look at a range of subject areas including Safeguarding, Health and Safety, Communication with Children and Childhood Development.

### **Using Gaelic**

Work experience is an essential part of this course and as this course is delivered through Gaelic, you will spend time in a work place where Gaelic is spoken. You can choose to work in a nursery, in a childcare setting or with a community-based youth group. You will use what you have learnt in class and pick up practical skills that will benefit you in life.

The number of hours you spend on work placement each week will depend on whether you choose to study the course over one year or two. Your work placement will be arranged between you, the college, the school and your work place provider.

### **Your Future**

The Foundation Apprenticeship is a stepping stone to future opportunities and upon successful completion of the course you will have a qualification that is recognised by employers and colleges and universities across Scotland. It also demonstrates to employers and education providers that you are willing to undertake a new challenge whilst still at school.

### **Ready to Enrol?**

Before you begin on the Foundation Apprenticeship, we expect you:

- To have National 5 English and National 5 Gàidhlig
- To be ready to work at the same level as Higher
- To be diligent and motivated to work on your own
- To be willing to speak Gaelic in the work place and out-with school
- To become a member of the Disclosure Scotland PVG Scheme

Barrachd Fiosrachaidh:

Further Information:

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## **Preantasachd Tòiseachaidh anns na Meadhanan Cruthachail is Didseatach**

### **A' Cholaiste Agus an Sgoil**

Tha an cùrsa Preantasachd Tòiseachaidh air a theagasg tro mheadhan na Gàidhlig do sgoilearan a tha sa chòigeamh agus san t-siathamh bliadhna anns an àrd-sgoil. Faodaidh tu a dhèanamh thairis air dà bhliadhna a' tòiseachadh ann an S5 no thairis aon bhliadhna ann an S6.

Bidh clasaichean colaiste a rèir clàr-ama na sgoile agus bidh thu a' cur ùine seachad gach seachdain ag ionnsachadh ann an clas le sgoilearan eile. Bidh neach-teagaisg Shabhal Mòr Ostaig gad stiùireadh le obair a' chùrsa agus bidh thu a' cur feum air goireasan ionnsachaidh air-loidhne.

### **Cuspairean Bunasach**

Is e cùrsa fìor inntinneach a th' ann air am bi thu ag ionnsachadh mu chuspairean bunasach ceangailte ri bhith ag obair sna meadhanan. Togaidh tu eòlas air an obair phroifeasanta agus air na tha an sàs bhò latha gu latha ann a bhith ag obair anns Meadhanan Didseatach - mar a bhitheas thu ag innse stòiridh, a' dèanamh conaltradh agus margaideachd tro diofar sheanailean.

### **Ag Obair le Gàidhlig**

Tha greis-gnìomhachais aig cridhe a' chùrsa agus seach gur ann tron a' Ghàidhlig a thèid a' chùrsa a libhrigeadh, cuiridh tu ùine seachad ann an àite-obrach far a bheil Gàidhlig ga bruidhinn. Bidh thu a' cur na dh'ionnsaich thu anns a' chlas gu feum agus togaidh tu sgilean pragtaigeach a bhios nam buannachd dhut nad bheatha.

Bidh na h-uairean obrach a rèir an ann thairis air aon no dà bhliadhna a nì thu an cùrsa.

Thèid a' ghreis-gnìomhachais a chur air dòigh eadar thu fhèin, an sgoil, a' cholaiste agus an t-àite-obrach.

### **Ceum Slighe**

Bidh iomadh cothrom romhad ma thig thu air a' chùrsa Preantasachd Tòiseachaidh agus is e ceum aithnichte a th' ann a dh'ionnsaigh obair agus foghlam àrd-ìre. Tha e na shàr eisimpleir do luchd-fastaidh agus do luchd-foghlaim gu bheil thu air a leithid a dhèanamh fhad is a tha thu fhathast san sgoil.

### **Deiseil Airson Tòiseachadh?**

Mus tòisich thu air a' chùrsa Preantasachd Tòiseachaidh bidh sinn a' sùileachadh ri na leanas:

- Gum bi Beurla agus Gàidhlig Nàiseanta 5 agad (mura bheil, faodar agallamh a dhèanamh)
- Gum bi thu deiseil airson obair a dhèanamh aig an aon ìre ri Àrd-ìre na sgoile
- Gum bi thu èasgaidh agus math air obair air do cheann fhèin
- Gum bi thu deònach an cothrom a ghabhail Gàidhlig a bhruidhinn taobh a-muigh na sgoile

## **Foundation Apprenticeship in Creative and Digital Media**

### **A School/College Partnership**

The Foundation Apprenticeship is available to secondary school pupils in S5 and S6 and is delivered entirely through the medium of Gaelic. You can choose to study the course over a period of two years starting in S5 or in one year during S6.

College classes are scheduled in accordance with the school timetable and you will spend time every week in class with fellow students. You will be taught by a college lecturer from Sabhal Mòr Ostaig and you will use a range of online learning materials to support you in your studies.

## **A Solid Foundation**

This is an inspiring course on which you will study key aspects of working in the media industry. You'll develop practical and theoretical skills, learning what the job entails in the day to day - crafting and telling stories, communicating and marketing through different media channels.

## **Using Gaelic**

Work experience is an essential part of this course and as this course is delivered through Gaelic, you will spend time in a work place where Gaelic is spoken. You will use what you have learnt in class and pick up practical skills that will benefit you in life.

The number of hours you spend on work placement each week will depend on whether you choose to study the course over one year or two. Your work placement will be arranged between you, the college, the school and your work place provider.

## **Your Future**

The Foundation Apprenticeship is a stepping stone to future opportunities and upon successful completion of the course you will have a qualification that is recognised by employers and colleges and universities across Scotland. It also demonstrates to employers and education providers that you are willing to undertake a new challenge whilst still at school.

## **Ready to Enrol?**

Before you begin on the Foundation Apprenticeship, we expect you:

- To have National 5 English and National 5 Gàidhlig (if not, you can take part in a short interview)
- To be ready to work at the same level as Higher
- To be diligent and motivated to work on your own
- To be willing to speak Gaelic in the work place and out-with school

Barrachd Fiosrachaidh:

Further Information:

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[www.smo.uhi.ac.uk](http://www.smo.uhi.ac.uk)

## **Dè Seòrsa Dreuchdan a th'anns an Gníomhachas?**

### **Cuid de na prìomh ròlaichean san roinn seo**

'S e dreuchd dùbhlanach agus taitneach a tha ann an dreuchd ann am Meadhanan Cruthachail agus Didseatach. A rèir ùidhean agus sgilean an duine òig, agus le barrachd ionnsachaidh is eòlais, tha ròlaichean thar nan gnìomhachas, nam measg:

### **Cruthachail**

Mas urrainn dhuibh smaoinichadh agus cùisean a chur an cèill gu lèirsinneach no ma tha ealain a' còrdadh ribh, tha dreuchdan gu leòr ann anns na Gníomhachasan Cruthachail. Dh'fhaodadh sibh saoghalan ùra air fad a chruthachadh mar Neach-ealain Gheamannan no dh'fhaodadh buaidh a bhith agaibh air na fasain as ùra mar Dealbhaiche Fasain. Dh'fhaodadh sibh fiù 's cuideachadh ann a bhith a' dèanamh fhilmichean nas fhior-riochdaile mar Stiùiriche Ealain.

### **Neach-conaltraidh**

Mas toil leibh gu mòr a bhith a' sgrìobhadh no a' mìneachadh rudan do dhaoine eile tro fhaclan, tha dreuchdan gu leòr dhuibh sna Gníomhachasan Cruthachail. Dh'fhaodadh sibh smaoinichadh air iomairtean sanasachd math dha-riribh mar Sgrìobhaiche-susbaint no sgeulachdan aithris air an telebhisean mar Neach-deasachaidh Sgrìobhaichean.

Dh'fhaodadh sibh fiù 's obair còmhla ri ùghdaran togarrach mar Neach-deasachaidh Coimiseanaidh.

### **Neach-dèanaimh**

Mas toil leibh a bhith a' dèanamh rudan, co-dhiù le innealan gus le ur làmhnan, tha dreuchdan gu leòr dhuibh sna Gnìomhachasan Cruthachail. Dh'fhaodadh sibh suidheachaidhean a thogail air an ath fhilm ana-mhor mar Shaor no deiseachan is seacaidean a chruthachadh mar Thàillear. Dh'fhaodadh sibh fiù 's propaichean a dhèanamh airson an cleachdadh air an àrd-ùrlar ann an dràma san taigh-chluiche.

### **Neach-gnothaich**

Ma tha e tarraingeach dhuibh gnothachasan a chur air dòigh is a ruith, tha dreuchdan gu leòr dhuibh sna Gnìomhachasan Cruthachail. Dh'fhaodadh sibh luchd-dèiligidh ùra a lorg mar Manaidsear Leasachadh Gnothachais no film a thoirt bho sgeulachd gu riochdachadh làn mar Àrd-oifigear Leasachaidh. Dh'fhaodadh sibh fiù 's maoineachadh fhaighinn agus a' chompanaidh chruthachail agaibh fhèin a chur air bhonn.

### **Saidheans**

Ma tha matamataig agus saidheans a' còrdadh ribh, tha dreuchdan gu leòr dhuibh sna Gnìomhachasan Cruthachail. Dh'fhaodadh sibh stuthan ùra a chur gu deuchainn mar Theicneolaiche Obair-aodaich no rannsachadh mar a bhios daoine a' cleachdadh làraichean-lìn mar Neach-sgrùdaidh Dàta. Dh'fhaodadh sibh fiù 's a bhith nur Rianadair Ionmhais a' coimhead ri ionmhas riochdachadh film le buidseat fìor mhòr.

### **Innleadair**

Ma bhios sibh a' cur seachad ur tìde ag obrachadh a-mach mar a bhios rudan ag obair agus mar as urrainnear am fàgail ag obair fiù 's nas fheàrr, tha dreuchdan gu leòr dhuibh sna Gnìomhachasan Cruthachail. Dh'fhaodadh sibh stèiseanan telebhisean a chur air bhonn air feadh an t-saoghail mar Innleadair Craolaidh no factoraidhean aodaich mhòra a chumail a' dol mar Innleadair Dèanaimh. Dh'fhaodadh sibh fiù 's camarathan film a chàradh air suidheachaidhean film.

### **Teicneolaiche**

Ma tha sibh gu math dèidheil air coimpiutairean agus teicneolas, tha dreuchdan gu leòr dhuibh sna Gnìomhachasan Cruthachail. Dh'fhaodadh sibh obair fhaighinn air fònaichean-làimhe a h-uile duine mar Neach-leasachaidh App no beòthachaidhean a dhèanamh beòthail mar Render Wrangler. Dh'fhaodadh sibh fiù 's bathar teicneolais ùr a thoirt am follais mar Teicneolaiche Cruthachail.

### **Eagraiche**

Mas toil leibh a bhith ag eagrachadh dhaoine agus phròiseasan, tha dreuchdan gu leòr dhuibh sna Gnìomhachasan Cruthachail. Dh'fhaodadh sibh obair còmhla ri branndaichean mòra mar Stiùiriche Cunntais aig buidheann cruthachail no clàr-ama sanasachd obrachadh a-mach air prìomh stèiseanan rèidio mar mhanaidsear Trafaig Rèidio.

### **Some of the key job roles in this sector**

A career in Creative and Digital Media is a challenging and rewarding career. Depending on what your interests and skills are, there are roles across the industries that might be right for you, such as:

#### **Creative**

If you can think and express yourself visually or enjoy art, there are plenty of careers in the Creative Industries for you. You could create whole new worlds as a Games Artist or influence the latest trends as a Fashion Designer. You could even help films seem more realistic as an Art Director.

### **Communicator**

If you love to write or explain things to others through words, there are plenty of careers in the Creative Industries for you. You could come up with great advertising campaigns as a Copywriter or tell stories on TV as a Script Editor. You could even work with inspiring authors as a Commissioning Editor.

### **Maker**

If you like making things, with tools or with your hands, there are plenty of careers in the Creative Industries for you. You could build sets on the next big blockbuster as a carpenter or create suits and jackets as a tailor. You could even make the props used on stage in theatre productions.

### **Entrepreneur**

If you like the idea of starting and running businesses, there are plenty of careers in the Creative Industries for you. You could find new clients as a Business Development Manager or take a film from story to full production as a Development Executive. You could even get investment and start your own creative company.

### **Science**

If you enjoy Maths and Science, there are plenty of careers in the Creative Industries for you. You could test new materials as a Textile Technologist or explore how people use websites as a Data Analyst. You could even be the Financial Controller looking after the finances of a big-budget film production.

### **Engineer**

If you spend your time figuring out how things work and making them work better, there are plenty of careers in the Creative Industries for you. You could set up TV stations all over the world as a Broadcast Engineer or keep big clothing factories running as a Production Engineer. You could even fix cameras on film sets.

### **Technologist**

If you love computers and technology, there are plenty of careers in the Creative Industries for you. You could find your work on everyone's smartphone as an App Developer or bring big animations to life as Render Wrangler. You could even bring whole new technology products to life as a Creative Technologist.

### **Organiser**

If you enjoy organising people and processes, there are plenty of careers in the Creative Industries for you. You could work with big brands as an Account Director at a creative agency or schedule advertising on top radio stations as a Radio Traffic Manager.





## PHS OPTION FORM 2024-25

	Column A	Column B	Column C	Column D	Column E
N4/5	Art Biology Chemistry Physics PE Nuadh-Eòlas (GM Mod.St.) Social Subjects N3/4	Biology Computing Science Drama Modern Studies Travel & Tourism Cruinn-Eòlas (GM Geog) Textiles	French Geography Physics Travel & Tourism(?) NPA Photography History	Chemistry French Gaelic Gàidhlig Pract. Woodwork	Art Graphic Communication Music Practical cookery (N4/5) PE German
S4-6	English Leadership/personal Development	Appl. Of Maths OU YASS module (S6) <i>Environmental Science?</i>	SfW Sport & Rec/NPLQ NPA CRIMINOLOGY NPA Musical Theatre OU YASS module (S6)	Maths (N5) OU YASS module (S6) Pract. Woodwork Personal Finance (L4/5)	Practical Cookery Practical Metalwork RMPS (N5) OU YASS module (S6)
S5-6	English (AH/H)	Art Computing Science Maths History	Biology (Human) French Graph Comm Gaelic (+N5 on request) Gàidhlig	Maths Music Physics Geography	Chemistry Biology (Human) Modern Studies PE Drama
HVA WHC/SMO	WHC Highers  Chemistry (AH)	WHC National 5/NPA (S4- by arrangement)  Physics (AH)		(S5/6) <b>Foundation Apprenticeships (S4-6) WHC DAY RELEASE</b> (S4- by arrangement)  Maths (AH)	<b>SMO Preantasachd/NPA (GM)</b>

**UHI NWH – North West Hebrides** is offering a range of subjects at Higher and N5. The mode of delivery is via a virtual classroom. Foundation Apprenticeships are also available - these include work experience. **NWH** also offers day release opportunities to pupils in S4/5/6. If you choose this, you will need to catch up on the class work that you miss. **You need to complete an online application form for all NWH courses.** Enter <https://www.nwh.uhi.ac.uk/en/schools/courses/> and select the Portree High School logo.

**NORTH WEST HEBRIDES (UHI) DAY RELEASE:**

Day release Course Name	SCQF Level	Year Group
NPA Bakery L4	4	S4-6
NPA Beauty Skills L4	4	S4-6
NPA Construction Craft & Technician L4	4	S4-6
NQ Drawing & Painting L5	5	S4-6
Sport & Recreation (Introduction to Outdoor Pursuits) L4	4	S4-6



**In Column A:**

**In Column B:**

**In Column D:**

**FOUNDATION APPRENTICESHIPS**

**(Column D):**

Psychology (H), Business (H), Computing (H), NPA Cyber Security L6,  
 Psychology (N5), Business (N5), Computing (N5), NPA Cyber Security L5, NPA Built Environment L5, Mental Health and Wellbeing Award L5, IT in Business PDA  
 NPA Aquaculture L4, NPA E-Sports L4  
 Business Skills, Creative & Digital Media, Social Services and Health Care, Social Services, Children & Young People, Software Development

**Degree Modules**

Available to S6 pupils and by arrangement with Pupil Support Teachers.

**YOU SHOULD APPLY ON THE WEBSITE AS SOON AS POSSIBLE**

**\*GM Foundation Apprenticeships**

**Children & Young People and Digital Media** are also available through Sabhal Mòr Ostaig for fluent Gàidhlig speakers

