

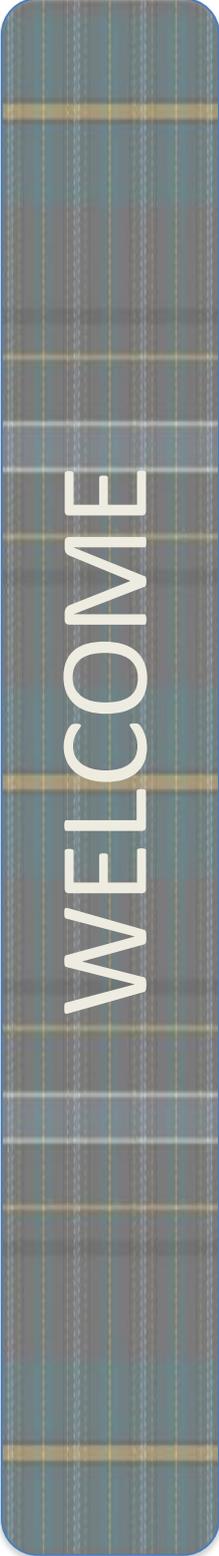
Wick High School

Senior Phase

Prospectus



2021 – 2022



WELCOME

The purpose of our school curriculum is to support opportunities for learners to be successful and to prepare them for positive destinations post school.

Planned on this basis, the curricular structure should make sure that learners have the opportunity to acquire the four capacities of *Curriculum for Excellence* to be:

- successful learners
- confident individuals
- effective contributors
- responsible citizens

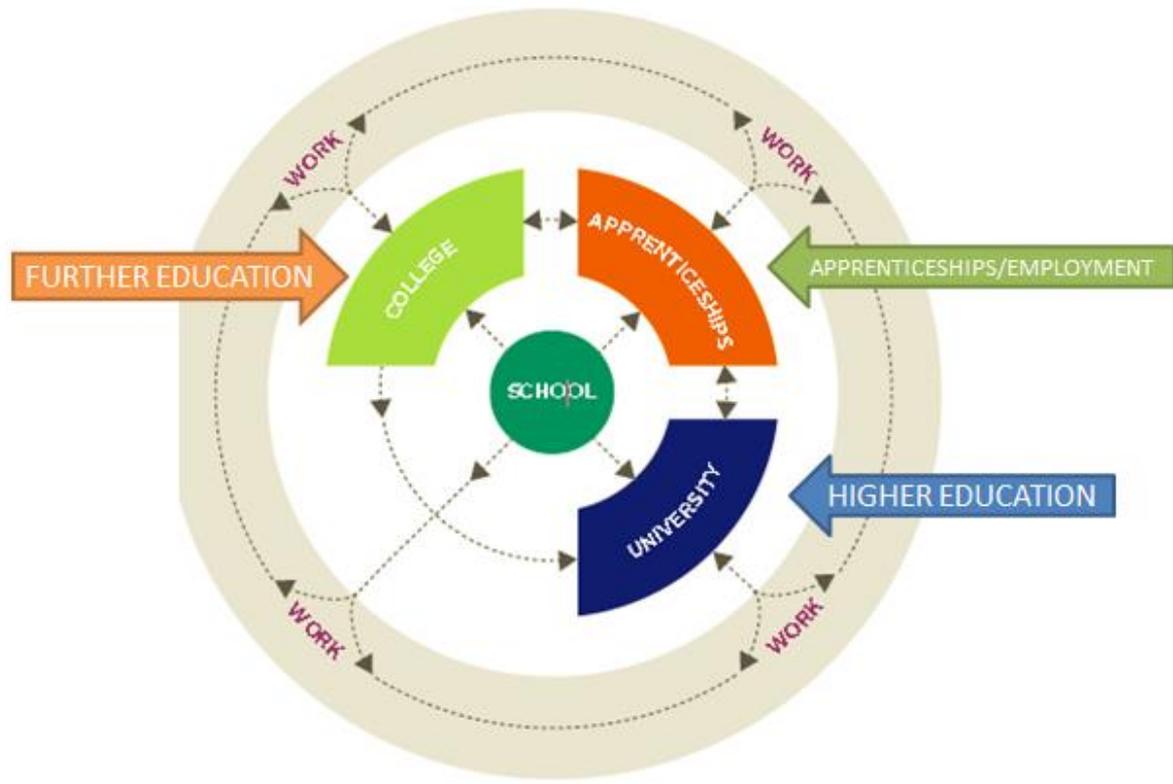
Learners should have the opportunity to access different pathways throughout their schooling which lead to the most appropriate qualifications and experiences which prepare them for leaving school into a successful sustained positive destination

LEARNING PATHWAYS

“Curriculum for Excellence by its nature provides the opportunity for a more balanced and inclusive approach to academic and vocational education with the potential to blend the two to the needs of the individual.”

Education Working for All

Learning Opportunities: Pathways for All



Pathways from S3 - The S3 Experience

Our S3 experiences are designed to ensure effective transition to the Senior Phase (S4-S6). These draw upon:

- Key *Level 3 Experiences and outcomes* not covered in S1 and S2.
- Relevant *Level 4 Experiences and outcomes*
- Appropriate elements of National 4 and 5 courses to assist pupils to make a smooth transition into appropriate course in the Senior Phase.

S3 is a preparation for transition into the Senior Phase. Progress in S3 assists us in supporting young people to make curricular choices in S4 where they will be likely to gain their best academic outcomes.

Building a detailed profile of each pupil through S1-S3 maximises achievement in S4 and allows us to offer reliable advice on progression to S5.

Senior Phase

Pupils progress to the National Qualifications completing these in the summer term of S4. These courses draw on and build on the curriculum experiences and outcomes as appropriate.

Pupils could follow any one of the following pathways depending on their rate of progress to the end of S3:

- Complete National 3 Units
- Complete N4 Units and the N4 Added Value Unit to gain the N4 course award
- Complete the N5 course

We aim to provide each pupil with advice on their progression into appropriate courses in S4 based on how well each pupil is coping with the demands of their S3 programme of study.

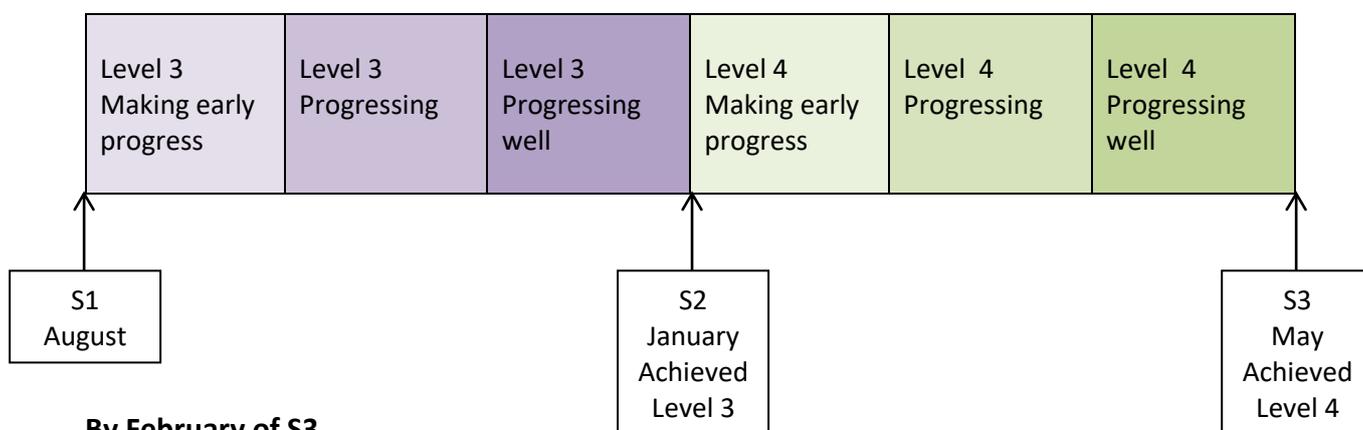
The reports and course choice advice offered in March of S3 form part of that guidance.

Progress through the Broad General Education

The following information offers some insight into where pupils are now and where they might be by the end of S4.

On average it takes about 9 months for a pupil to move from the **making early progress** at a level to **progressing well** and a further 9 months to level **achieved**. Two pupils who are both assessed as **progressing well** at level 3 can be several months apart in their progress.

The following diagram shows the likely progression through the Broad General Education for pupils who are likely to be successful at National 5 in S4 and Highers in S5.



Strong candidates for 4 or 5 Highers are highly likely to be progressing well or have **achieved** level 4 in all of their core subjects by February of S3 and certainly by the end of S3.

Pupils working at level 3 in a core subject would not normally progress to National 5 in S4 or Higher in S5.

A pupil who is **making early progress** at level 3 may take 18 months to become secure. National 4 then becomes a more likely progression route in S4 rather than National 5 in S4.

The following table summarises the recommended progression routes for young people from S3 into the Senior Phase:

| Broad General Education Progress | Recommended Progression into Senior Phase |
|----------------------------------|---|
| Level 2 Achieved | National 3 |
| Level 3 Making early progress | National 3 |
| Level 3 Progressing | National 3 or 4 |
| Level 3 Progressing well | National 4 |
| Level 3 Achieved | National 4 |
| Level 4 Making early progress | National 4 |
| Level 4 Progressing | National 4 or 5 |
| Level 4 Progressing well | National 5 |
| Level 4 Achieved | National 5 |

Courses

Whilst we intend to offer as wide and varied a senior curriculum as possible, the viability of any course on the choice form will depend on the number of pupils choosing it and on the availability of staff.

It should be understood that once pupils begin a course of study, then they are required to honour their place on the course by giving their full commitment to their studies, by ensuring they attend regularly and by raising any matters of concern with their teacher.

The best information about the courses on offer will, of course, come from your subject teachers.

HIGHERS

You can study for Highers in a range of subjects in S5 and S6 at school. Highers are the essential qualifications for university entrance, some college courses and certain jobs. There are a number of important points to consider when you are thinking about taking Highers.

- Highers are much more demanding than National exams. The course is at a more advanced level and the teaching pace is fast.
- Before choosing to take a subject at Higher level you should have obtained a National grade pass (Grades A to C) and a recommendation from your teacher to study Higher. However, it is sometimes possible to take a Higher without having done a National in that subject (sometimes known as a 'crash' Higher). This is an option that S6 pupils sometimes consider to add to their Higher passes.
- If you are thinking about taking a subject at Higher level you should always discuss your choice with your present teacher, or the Faculty Head, and with your Guidance teacher.
- A number of colleges require Highers for entry.
- Highers are the basic entrance requirement for university. Before starting a course of Highers, you should be clear about the specific requirements for the university course

you are interested in. A good group of passes at Higher with some good National passes will usually give you entrance to a number of university faculties. Some subjects like English, Maths, Modern Languages and the Sciences are required for a number of university courses.

- Make sure you have all the information you need about entrance to courses or careers which interest you before choosing the Highers you are going to study. A good website where you can find more information is: <https://www.myworldofwork.co.uk>

NATIONAL COURSES

- A number of courses will be offered from National 3 onwards.
- Normally these courses are made up of three units and National 5 will have an exam at the end of the course.
- A high level of success at National 4 in a subject may allow you to progress to National 5 in the following year. Similar success at National 5 will allow progression to Higher.
- See the course description pages for courses and the levels they are offered at.

GUIDELINES FOR THE COMPLETION OF THE COURSE CHOICE FORM

For pupils going into S4:

- S3 pupils going into S4 must choose a Maths and English option and 4 other options.
- For the best possible chance of success in S4, it is strongly recommended that you continue with the study of the subjects you have studied in S3.
- College courses are counted as a 7th subject and pupils should be aware that they will miss a period of their other subjects.
- Although every attempt will be made to meet your choice of course some classes may not run if there is insufficient demand or if staffing is not available. Re-Coursing after SQA results may lead to changes in classes which will be made by considering a wide variety of factors in relation to individual students and not on a first come first served basis.
- You should refer to your prognosis report and recommendations from your teachers to help you make your choices.
- It is essential that a parent/guardian has discussed your choices with you.

For pupils going into S5:

- Suggested levels of study for S5 based on your current progress in S4 subjects will be in your S4 report. For each course you studied in S4 there will be an indication of whether you should progress to National 4, National 5 or Higher in S5.
- For the best possible chance of success in S5, it is strongly recommended that you continue with the study of 6 of the subjects you have studied at National level.
- S4 pupils going into S5 must choose 5 options.
- College courses are counted as a 6th subject and pupils should be aware that they will miss a period of their other subjects.
- You should refer to your prognosis report and recommendations from your teachers to help you make your choices.
- It is essential that a parent/guardian has discussed your choices with you.
- Please note that while you are being asked to make choices about your courses, you may have to consider changes to your choices after your results. This will need to be

discussed with your Guidance teacher at the start of the term in August.

- Although every attempt will be made to meet your choice of course some classes may not run if there is insufficient demand or if staffing is not available. Re-Coursing after SQA results may lead to changes in classes which will be made by considering a wide variety of factors in relation to individual students and not on a first come first served basis.

For pupils going into S6

- S6 students should take courses to meet their further or higher education aspirations and career/job intentions.
- S5 pupils going into S6 must choose 4 options.
- Suggested levels of study for S6 based on your current progress in S5 subjects will be in your S5 report.
- College courses are counted as a subject and pupils should be aware that they will miss a period of their other subjects.
- You should refer to your prognosis report and recommendations from your teachers to help you make your choices.
- It is essential that a parent/guardian has discussed your choices with you.
- Please note that while you are being asked to make choices about your courses, you may have to consider changes to your choices after your results. This will need to be discussed with your Guidance teacher at the start of the term in August.
- Although every attempt will be made to meet your choice of course some classes may not run if there is insufficient demand or if staffing is not available. Re-Coursing after SQA results may lead to changes in classes which will be made by considering a wide variety of factors in relation to individual students and not on a first come first served basis.

USEFUL WEBSITES

My World of Work

<https://www.myworldofwork.co.uk>

Excellent advice on everything to do with careers including deciding which career is right for you, researching a career, creating a CV and interview skills.

Applying for University

<https://www.ucas.com/>

Explains the process of applying for university and includes a course search facility.

Apprenticeships

<https://www.apprenticeships.scot>

Information for young people aged over 16 about paid employment linked with the opportunity to train for jobs in different professions.

Financial Support for Higher Education

<https://www.saas.gov.uk/index.htm>

The website of the Student Award Agency for Scotland.

SUBJECT INFORMATION:

English promotes the development of skills in using language, particularly those that are regularly used in everyday life. These include the ability to apply knowledge about language. These reflect the need for young people to communicate effectively both face-to-face and in writing through an increasing range of written and media texts, while also recognising the importance of listening and talking and of effective collaborative working in the development of thinking and in learning.

English is offered at National 3, 4 & 5 and Higher. Advanced Higher will be offered if there is suitable uptake and staffing allows.

NATIONAL 5 & HIGHER

Recommended Entry: National 5 – in S4 is determined by S3 final level
Higher - National 5 at Level C minimum

Course assessment: External examination and
Internal assessment arising out of the following two mandatory units and Course Assessment:

Analysis and Evaluation: The purpose of this unit is to provide learners with the opportunity to develop listening and reading skills in the contexts of literature, language and media. Learners develop skills needed to understand, analyse and evaluate detailed/complex texts.

Creation and Production: The purpose of this unit is to provide learners with the opportunity to develop talking and writing skills in a range of contexts. Learners develop the skills needed to create and produce detailed/complex texts in both written and oral forms. Completion of a Folio of Writing – 2 pieces: Creative and Discursive

NATIONAL 3/4 LEVEL COURSES

Recommended Entry: This will be determined by the S3 final level

Reading, Writing, Talking and Listening will be internally assessed under the following headings, as appropriate:

- Understanding Language/Understanding and Evaluation
- Producing Language/Creation and Production
- Added Value Unit
- English Literacy – mandatory for National 3 and National 4

SUBJECT LINKS

<http://www.sqa.org.uk/sqa/45672.html>

CAREER LINKS

Acting Librarian Politics Law
Administration Civil Service
Writer Teacher Journalist
Web/film/TV editing Publishing
Local Government Broadcasting
Speech Therapy Travel & Tourism
Social Media Marketing Advertising
Human Resources Events Manager

SUBJECT INFORMATION:

Learning a language will help open up the world to you, making it easier for you to travel, go on holiday, or even live abroad (French is spoken in 40 countries world-wide). Once you've learnt one language, it's easier to learn more! Learning a language is good for your brain.

French is offered at National 4 & 5 and Higher.

HIGHER LEVEL

Recommended entry: National 5 French

Modern Languages: Understanding Language

The purpose of this Unit is to provide learners with the opportunity to develop and extend reading and listening skills in the modern language, and to develop their knowledge and understanding of detailed and complex language in the contexts of society, learning, employability, and culture.

Modern Languages: Using Language

The purpose of this Unit is to provide learners with the opportunity to develop and extend talking and writing skills in the modern language, and to develop their knowledge and understanding of detailed and complex language in the contexts of society, learning, employability, and culture.

NATIONAL LEVEL COURSES

Modern Languages: Understanding Language

The purpose of this Unit is to provide learners with the opportunity to develop and extend reading and listening skills in the modern language, and to develop their knowledge and understanding of detailed and complex language in the contexts of society, learning, employability, and culture.

Modern Languages: Using Language

The purpose of this Unit is to provide learners with the opportunity to develop and extend talking and writing skills in the modern language, and to develop their knowledge and understanding of detailed and complex language in the contexts of society, learning, employability, and culture.

SUBJECT LINKS

<http://www.sqa.org.uk/sqa/45775.html>

www.languagesonline.org.uk

Linguascope.com
(Password from ML Teachers)

CAREER LINKS

Translating Travel & Tourism Law
Hospitality Retailing Interpreting
Finance Local Government Teaching
Journalism Customs & Immigration
Airline Cabin Crew Publishing
Catering Importing/Exporting
Call Centre Work Civil Service
Marketing and Sales

SUBJECT INFORMATION:

Computing Science is vital to everyday life – socially, technologically and economically; it shapes the world in which we live and its future. Computing is embedded in the world around us from systems and devices in our homes and places of work, to how we access education, entertainment, transportation and communication.

Computing is offered at National 4 & 5 and Higher. Advanced Higher will be offered if there is suitable uptake and if staffing allows.

HIGHER LEVEL

RECOMMENDED ENTRY:

A pass at National 5 Computing Science is essential.

Software Design and Development:

The general aim of this Unit is to develop knowledge and understanding of advanced concepts and practical problem-solving skills in software design and development through appropriate software development environments. Learners will develop programming and computational thinking skills by designing, implementing, testing and evaluating practical solutions and explaining how these programs work. They will also develop an understanding of computer architecture and the concepts that underpin how programs work. Through investigative work, learners will gain an awareness of the impact of contemporary computing technologies.

Information System Design and Development:

The general aim of this Unit is to develop knowledge and understanding of advanced concepts and practical problem-solving skills in information system design and development through a range of practical and investigative tasks. Learners will apply their computational thinking skills to implement practical solutions using a range of development tools and to develop an understanding the technical, legal, environmental, economic and social issues related to one or more information systems.

NATIONAL LEVEL COURSE

Software Design and Development:

Pupils will develop basic knowledge, understanding and practical problem-solving skills in software design and development. Pupils will develop basic computational thinking and programming skills through practical tasks using appropriate software development environments across a range of contemporary contexts.

Information System Design and Development:

Pupils will develop basic knowledge, understanding and practical problem-solving skills in information system design and development. Pupils will implement practical solutions using appropriate development tools to create databases, web-based information systems and multimedia information systems.

Added Value Unit - Computing Science Assignment:

This Unit requires the learner to apply skills and knowledge from the other Units to analyse and solve an appropriate challenging computing science problem.

SUBJECT LINKS

<http://www.sqa.org.uk/sqa/48477.html>

Mathematics
Engineering Science
Art and Design
Computer Games Design

CAREER LINKS

Programmer
Games Designer
IT Technician
Research and Development
Sciences
Engineering
Robotics

SUBJECT INFORMATION:

Mathematics is the study of numbers, structures and change. We use it in our everyday lives and a wide range of academic subjects to understand the world around us. By discovering patterns Mathematicians can use logic and conjecture to solve a multitude of problems and make new discoveries.

Mathematics is offered at National 3, 4 & 5 and Higher. Applications of Mathematics will also be offered at National 4 & 5.

HIGHER MATHEMATICS

Recommended entry: 'A' pass at National 5 or entry at discretion of the Principal Teacher of Mathematics.

The course aims to develop knowledge and skills that involve the manipulation of expressions, the use of vectors, the study of mathematical functions, solving equations, introduce both differential calculus and integral calculus, then study the applications of geometry, functions, sequences and calculus.

NATIONAL LEVEL COURSES

Mathematics

The courses aim to:

- ◆ motivate and challenge candidates by enabling them to select and apply mathematical techniques in a variety of mathematical and real-life situations
- ◆ 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

New - Applications of Mathematics

The Applications of Mathematics courses explores the applications of mathematical techniques and skills in everyday situations, including financial matters, statistics, and measurement.

The courses aim to:

- ◆ develop the ability to analyse real-life problems or situations with some complex features involving mathematics
- ◆ develop the ability to select, apply, combine and adapt mathematical operational skills to new and unfamiliar situations in life and work to an appropriate degree of accuracy

Course Content:

Managing Finance - including Income, Tax, Spending, Borrowing and Saving.

Statistics - including Decision Making, Comparing Data Sets and Graphs & Charts.

Geometry and Measure - including Pythagoras, Perimeter, Area & Volume, Precedence and Packing.

SUBJECT LINKS

<http://www.sqa.org.uk/sqa/45750.html>

Physics
Computing Science
Technical Studies
Biology
Chemistry

CAREER LINKS

Engineering
Data Analysis
Sciences
Accountancy
Computer Programming
Banking and Investment
Insurance
Cartography

SUBJECT INFORMATION:

The purpose of the course is to develop learners' understanding of the ways which businesses operate in the current dynamic, changing, competitive and economic environments and to encourage entrepreneurial attitudes.

Business Management is available at National 4, 5 & Higher level.

HIGHER LEVEL

RECOMMENDED ENTRY:

A pass at National 5 Business Management is highly recommended.

Understanding Business

Learners will extend their understanding of the ways in which organisations in the private, public and third sectors operate.

Management of People and Finance

Learners will develop skills and knowledge that will deepen their understanding and critical awareness of the issues facing organisations in the management of people and finance.

Management of Marketing and Operations

Learners will extend their knowledge that will deepen their understanding of the importance to organisations of having effective marketing and operating systems.

NATIONAL LEVEL COURSE

Understanding Business

Pupils will study the role of business organisations and entrepreneurship in society, using real-life contexts.

Management of People and Finance

Pupils will study the internal issues facing organisations in the management of people and financial aspects of business.

Management of Marketing and Operations

Pupils will study the importance to organisations of having effective marketing systems and explore the processes and procedures required to produce high quality goods and services.

SUBJECT LINKS

<http://www.sqa.org.uk/sqa/45693.html>

Social Sciences
Technology
Mathematics
Administration and IT
Computing Science
Hospitality

CAREER LINKS

Self-employment
Small Business
Hospitality
Public Relations
Accountancy
Management

SUBJECT INFORMATION:

Biology is the study of living organisms how they grow, reproduce, and interact among themselves and with their environment. It is highly relevant to everyday life: research in plant breeding and genetic modification can be used to increase the world's food supply and approximately 70 percent of new medicines are derived from the chemicals produced naturally by plants. The study of human biological systems helps understand how the human body works. Thus, by studying biology, you'll be at the forefront of cutting edge research and crucial medical findings and able to make informed decisions about your own body and health.

Biology is offered at National 3, 4 & 5 and Human Biology at Higher. Advanced Higher will be offered if there is suitable uptake and if staffing allows.

HIGHER Human Biology**RECOMMENDED ENTRY:**

Ideally an A or B pass at National 5 Biology and passes in N5 English and N5 maths.

COURSE DETAILS - Due to the limited breadth of human biology this course focusses on depth and detailed knowledge of the human body.

The course consists of **three** mandatory units and the course assessment unit.

Human Cells - Stem cells; DNA; health and disease; metabolic pathways; mutations; genetic disorders; forensics.

Physiology and Health Structure and function of reproductive organs; hormonal control of reproduction; fertility issues; the structure and function of arteries, capillaries and veins; the heart; cardiovascular disease; obesity; diabetes.

Neurobiology and Immunology - the brain and nervous system; memory and behavior.

Cellular defences against disease; immunisation, vaccination and the how pathogens evade the body's defence mechanisms.

Course assessment - an investigation into an aspect of biology which links detailed theory with practical work in an independently written report.

NATIONAL 4/5**COURSE DETAILS:**

The course has **three** compulsory units plus an investigative **added value/assessment** unit.

- **Cell Biology** – develops skills of scientific inquiry, investigation and analytical thinking by studying; cells; microorganisms; DNA; proteins; enzymes; genetic engineering and respiration.
- **Multicellular Organisms** – Cell division; sexual and asexual reproduction; maintenance of stable body conditions; genetic inheritance and growth and development.
- **Life on Earth** – Ecosystems; food chains and webs; biodiversity; photosynthesis; the nitrogen cycle; fertilisers; pesticide use; species adaptations for survival and evolution
- **Assessment/Added Value Unit:** An investigation into an area of biology, both in theory and using experimentation, to produce a written report.

SUBJECT LINKS

<http://www.sqa.org.uk/sqa/45723.html>

<http://www.sqa.org.uk/sqa/46448.html>

CAREER LINKS

Nurse
 Doctor
 Paramedic
 Agriculture
 Pharmacist
 Beauty Therapist
 Dietician

SUBJECT INFORMATION:**National 3 Environmental Science**

The purpose of the Course is to develop learners' interest and enthusiasm for environmental science in a range of contexts, as well as their investigative and experimental skills. Environmental science takes a problem solving approach to attempt to develop solutions that prevent or reverse environmental deterioration and aim for sustainable practices.

National 4 Environmental Science

The Course develops skills in an environmental science context. Learners will gain an understanding of environmental science, and develop this through a variety of approaches, including practical activities. The Course has four mandatory Units including the Added Value Unit. The first three Units listed below are designed to provide progression to the corresponding Units at National 5.

NATIONAL LEVEL

The National 4 Course has four mandatory Units including the Added Value Unit (AVU) Assignment. The National 3 course does not include the AVU assignment. In each Unit, learners will develop skills of scientific inquiry, investigation and analytical thinking, along with knowledge and understanding in the context of the living environment. Learners will research issues and communicate information related to their findings, which will develop skills of scientific literacy. *The three mandatory units for each course are:*

- 1. Living Environments:** Studies include interdependence; adaptation for survival; the impact of population growth and natural hazards on biodiversity; and the nitrogen cycle and the environmental impact of fertilisers.
- 2. Earth's Resources:** Includes the responsible use and conservation of non-renewable and renewable resources; the formation and use of fossil fuels; the derivation and uses of materials derived from crude oil; the risks and benefits of different energy sources, including those produced from plants; the carbon cycle and processes involved in maintaining the balance of gases in the air, and the causes and implications of changes in the balance
- 3. Sustainability:** Studies include the sustainability of key natural resources and possible implications for human activity; the interaction between humans and the environment and the impact of human activity on an area; the role of agriculture in the production of food and raw material and its environmental impacts and sustainability; society's energy needs and the impact of developments in transport infrastructure in a selected area; and development of sustainable systems.

National 3 Assessments

To gain National 3 learners must pass the three Course Units. Learners must pass all Units assessed as pass or fail by the school/centre.

National 4 Assessments

To gain National 4 learners must pass the Course Units and the AVU Assignment. Learners must pass all Units assessed as pass or fail by the school/centre. The Assignment will require learners to research a topic of their choice, in consultation with their teacher. The investigation will be undertaken in up to 8 hours of class time.

SUBJECT LINKS

<https://www.sqa.org.uk/sqa/45726.html>

CAREER LINKS

Environmental Protection Office/ Geophysicist
Radiation Protection Officer/ National Park
Ranger/ Recycling Officer/ Land management/
Environmental Scientist/ Game Keeper/ Crofter/
Fish farming/ Town Planner/ Meteorologist/
Journalist/ Writer/ Nature Conservationist/ Energy
Engineer/.

SUBJECT INFORMATION:

Chemistry, the study of matter and its interactions, contributes essential knowledge and understanding across all aspects of our lives. No matter what you look at, a chemist has probably been involved in manufacturing or developing it. The Course provides opportunities for learners to recognise the impact chemistry makes on developing sustainability and its effects on the environment, on society and on the lives of themselves and others. Chemistry is a very practical subject and provides many opportunities to carry out experiments and practical investigations.

Chemistry is offered at National 3, 4 & 5 and Higher. Advanced Higher will be offered if there is suitable uptake and if staffing allows.

HIGHER

RECOMMENDED ENTRY: National 5 Chemistry

COURSE DETAILS:

The Course has four mandatory Units, designed to provide progression to the corresponding Units at Higher and an Added Value assignment.

- **Chemical Changes and Structure** - periodic trends, collision theory, the use of catalysts in reactions, electro-negativity, intra-molecular, intermolecular forces, oxidising and reducing agents.
- **Nature's Chemistry** – systematic carbon chemistry, the structure of organic compounds, their physical and chemical properties and their uses, functional groups and different types of organic chemical reactions.
- **Chemistry in Society** – the principles of physical chemistry which allow a chemical process to be taken from the researcher's bench through to industrial production, safe and economical.
- **Researching Chemistry:** - investigating a relevant topic in Chemistry, focusing on the key skills associated with collecting and synthesising information from a number of different sources; planning and undertaking a practical investigation related to the topical issue.

NATIONAL LEVEL**COURSE DETAILS:**

The Course has four mandatory Units including plus an investigative Added Value Unit. The first three Units listed below are designed to provide progression to the corresponding Units for Higher Chemistry and its Added Value Unit.

- **Chemical Changes and Structure** - studying chemical reactions, chemical & physical properties, chemical equations, atomic structure and bonding
- **Nature's Chemistry** - studying Earth's rich supply of natural resources; fossil fuels, renewable energy sources, plants as a source of fuels, carbohydrates and consumer products.
- **Chemistry in Society** – studying the chemical reactions, properties and applications of metals and alloys, plastics the use of fertilisers, the formation of elements, and the presence of background radiation.
- **Added Value Unit** – research an application of chemistry and produce a written summary of the research findings.

SUBJECT LINKS

<http://www.sqa.org.uk/sqa/45720.html>

CAREER LINKS

Doctor
Dentist
Pharmacist
Forensic Scientist
Police Officer
Analytical Chemist
Chemical Engineer
Research Chemist

SUBJECT INFORMATION:

Physics gives learners an insight into the underlying nature of our world and its place in the universe. From the sources of the power we use, to the exploration of space, it covers a range of applications of the relationships that have been discovered through experiment and calculation, including those used in modern technology. Advances in physics mean that our view of what is possible is continually being updated. Physics is a very practical subject and provides many opportunities to carry out experiments and practical investigations.

Physics is offered at National 3, 4 & 5 and Higher. Advanced Higher will be offered if there is suitable uptake and if staffing allows.

HIGHER**COURSE DETAILS:**

The course consists of **four** mandatory units. The first three will all play a part in developing investigation and analytical thinking skills and the applications effects on society/the environment.

- **Our Dynamic Universe** - kinematics, dynamics and space time motion; focusing on forces- energy and power; collisions, explosions and impulse; gravitation; special relativity and the expanding universe
- **Physics: Waves and Radiation** - focusing on charged particles; nuclear reactions; wave particle duality; interference and diffraction; refraction of light and light spectra.
- **Physics: Dynamics and Space** - the applications and implications of dynamics and space on society and the environment; focusing on kinematics, forces and space.
- **Electricity**: - focusing on the various aspects of electricity, electrical storage and transfer.

NATIONAL LEVEL**COURSE DETAILS:**

The Course has three mandatory Units, designed to provide progression to the corresponding Units at Higher and an Added Value assignment.

- **Physics: Electricity and Energy** - the applications and the effects of electricity and energy, on society and the environment; focusing on energy transfer, heat and the gas laws.
- **Physics: Waves and Radiation** - the applications and implications of waves and radiation for society and the environment; focusing on waves and nuclear radiation.
- **Physics: Dynamics and Space** - the applications and implications of dynamics and space on society and the environment; focusing on kinematics, forces and space.
- **Added Value Assignment**: - investigating a relevant topic in Physics, focusing on its application and its impact on society/the environment, and producing a report on the findings.

SUBJECT LINKS

<http://www.sqa.org.uk/sqa/45729.html>

CAREER LINKS

Construction
Pilot
Engineer
Astronomy
Biotechnologist
Meteorologist
Medical Physics
Geophysicist

Printmaking & Illustration NPA

SUBJECT INFORMATION:

This course will allow candidates to gain practical and theoretical knowledge and understanding of a range of printmaking, illustration skills and mixed media techniques for art and design applications. Candidates will acquire and develop knowledge and understanding of printmaking skills for Art and Design applications through practical experimentation.

NPA in Art and Design at SCQF level 5

This is an exciting new course that we are offering at Wick High School. The National Progression Awards (NPAs) assess a defined set of skills and knowledge in specialist vocational areas, linked to National Occupational Standards.

Content

On completion you will achieve a National Progression Award in Art and Design at SCQF Level 5, comprising the following 3 units:

Design Studies; Art and Design: Printmaking; Art and Design: Introduction to Illustration, Introduction to Mixed Media

Printmaking is essentially the process of creating an original 'print', by transferring an impression from one surface to another. It is not a direct process such as drawing or painting but any method that allows an artist to create an image in one place that is then transferred to another.

This Introduction to Illustration course teaches you the basics principles of 2D illustration required to produce illustrations for books, cards, posters and concept art. You will explore different methods and materials to produce small illustrated artworks. Suitable for beginners, or those with an interest in painting and drawing

Entry Requirements

No formal entry requirements.

Progression Routes

This course provides good progression routes for further study in art and design sectors as well as the development of a portfolio for application to higher FE level / HE level study.

SUBJECT LINKS

<https://www.sqa.org.uk/sqa/78736.html> |

<https://www.planitplus.net/Courses/View/21426/3/20>

CAREER LINKS

Below are just a few different jobs available through a career in Art and Design:

Printmaking, Illustration, Graphic Design, Textile Design, Fashion Design, Painting, Photography, Creative Writing

SUBJECT INFORMATION:

Art and Design promotes creative problem solving skills, critical and creative thinking skills and confidence in verbal, written and visual communication to allow successful progression to the world of work and further or higher education within creative industries.

Art & Design is offered at National 4 & 5 and Higher. Advanced Higher will be offered if there is suitable uptake, and dependent on talent and potential of pupils.

HIGHER LEVEL

RECOMMENDED ENTRY:

EXPRESSIVE UNIT:

This folio helps learners to develop their personal thoughts and ideas in visual form. They will select personal Stimuli and produce analytical drawings and studies. They will develop and refine their expressive ideas and artwork, experimenting with and using a range of materials, techniques and/or technology in 2D and/or 3D formats when responding to stimuli, producing a final piece of art work.

DESIGN UNIT:

In this folio learners will plan, research and develop creative design work in response to a personal design brief. They will develop their creativity, problem solving and critical thinking skills as they consider design opportunities, and work to resolve design issues and constraints. They will experiment with, develop and refine their design ideas, using a range of materials, techniques and/or technology in 2D and/or 3D formats. They will produce a final piece of design work that meets the requirements of the brief.

ASSESSMENT EVIDENCE:

The full course award is gained through a combination of the two foils 200 marks (80%) and Question paper 60 marks (20%).

NATIONAL LEVEL COURSE

EXPRESSIVE UNIT:

This folio helps learners to develop their personal thoughts and ideas in visual form. They will select personal Stimuli and produce analytical drawings and studies. They will develop and refine their expressive ideas and artwork, experimenting with and using a range of materials, techniques and/or technology in 2D and/or 3D formats when responding to stimuli, producing a final piece of art work.

DESIGN UNIT:

In this folio learners will plan, research and develop creative design work in response to a personal design brief. They will develop their creativity, problem solving and critical thinking skills as they consider design opportunities, and work to resolve design issues and constraints. They will experiment with, develop and refine their design ideas, using a range of materials, techniques and/or technology in 2D and/or 3D formats. They will produce a final piece of design work that meets the requirements of the brief.

ASSESSMENT EVIDENCE:

The full course award is gained through a combination of the two foils 200 marks (80%) and Question paper 60 marks (20%).

SUBJECT LINKS

<http://www.sqa.org.uk/sqa/45707.html>

- Design and Manufacture
- Graphic Communication
- English
- Social Subjects

CAREER LINKS

Below are just a few different jobs available through a career in Art and Design:

- | | |
|------------------|--------------------|
| Animator | Interior Design |
| Architect | Jewellery Designer |
| Costume Designer | Photographer |
| Fashion Design | Product Design |
| Games Designer | Set Designer |
| Graphic Design | Tattooist |
| Illustrator | Web Designer |

SUBJECT INFORMATION:

Design is very important in the world we live in. We use a variety of products on a daily basis to make our lives easier and more enjoyable. Learners have the opportunity to be creative and inventive in providing solutions to a design brief, whilst learning about design, materials and manufacturing processes. The course allows learners to develop their manufacturing skills through making their final design ideas in the workshop, and then evaluate their success against specific design factors. They will learn about the impact that design and manufacturing technologies have on our environment and society.

Design and Manufacture is offered at National 4 and 5 and Higher .

HIGHER LEVEL

Recommended entry: an A or B pass in National 5 Design and Manufacture.

COURSE DETAILS:

Pupils will develop their creative skills whilst learning about design, materials and commercial manufacture. They will analyse problems, carry out research, generate design ideas, build models, and justify the choice of materials and processes for the commercial manufacture of different products, through working on a variety of design based tasks.

NOTE: At Higher level, pupils do not manufacture their design solutions in the workshop as they do at National 5 level as they are to design products for commercial manufacture.

ASSESSMENT EVIDENCE:

Pupils will be assessed in two ways: a course assignment and an exam which both require integration of knowledge and understanding from across the course.

NATIONAL LEVEL COURSE

COURSE DETAILS:

At National 4 and 5 level, pupils will learn about design, materials and manufacture (both workshop and in industry). Pupils will develop a range of basic design skills including sketching, generating ideas and model making, as well as developing their practical skills in the workshop.

ASSESSMENT EVIDENCE:

At National 4 level there is an Added Value Assignment which contributes to 100% of the award, where pupils design and manufacturing skills will be assessed.

At National 5 level there are 2 assignments: one will assess pupils design skills, and the other will assess their ability to manufacture their design solution in the workshop. There will also be an exam to assess their knowledge and understanding of the course.

SUBJECT LINKS

<http://www.sqa.org.uk/sqa/45645.html>

Art and Design
Graph Communication
Practical Woodworking

CAREER LINKS

Product Design
Research
Architecture
Industrial Design
Manufacturing
Furniture/Set Design
Computer Aided Design/Manufacture
Construction Crafts

SUBJECT INFORMATION:

Our National Qualifications in Graphic Communication develop skills in graphic communication techniques, including the use of equipment, graphics materials and software, and build challenging, coherent and enjoyable journeys for learners through all levels. Combining elements of recognised professional standards for graphic communication with graphic design creativity and visual impact, the Courses also provide flexibility and choice in the use of manual and computer-aided graphics. The ability to communicate effectively is essential. We learn to communicate through the use drawings; sketches and illustrations, interpreting and reading drawings and using a variety of software. In an ever-changing world of communication this course will make you aware of a variety of different graphic methods that can be used to convey information and ideas.

HIGHER LEVEL

COURSE DETAILS:

Recommended entry an A or B pass in National 5 Graphic Communication.

2D Graphic Communication: This area helps learners develop their creativity and skills within a 2D graphic communication context. It will allow learners to initiate, develop and communicate ideas using graphic techniques in straightforward and familiar contexts. Learners develop 2D graphic spatial awareness.

3D & Pictorial Graphic Communication: Learners 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.

ASSESSMENT EVIDENCE:

Course award gained through a combination of Course Assignment 50 marks (36%) and Question paper 90 marks (64%).

NATIONAL LEVEL COURSES

COURSE DETAILS:

The course consists of three mandatory Units including 2D Graphic Communication, 3D & Pictorial Communication and the Course Assessment.

2D Graphic Communications and 3D & Pictorial Graphic Communication: These Units will help learners develop their creativity and skills within a 2D and 3D graphic communication context. It will allow learners to initiate, develop and communicate ideas using graphic techniques in straightforward and familiar contexts. Learners develop 2D and 3D graphic spatial awareness.

ASSESSMENT EVIDENCE:

Course award gained through a combination of Course Assignment 50 marks (36%) and Question paper 90 marks (64%).

SUBJECT LINKS

<http://www.sqa.org.uk/sqa/45651.html>

Graphic Communication
Art and Design
Design and Manufacture

CAREER LINKS

| | |
|----------------|-------------------|
| Graphic Design | Illustration |
| Product Design | CAD |
| Engineering | Marketing |
| Architecture | Construction |
| Animation | Multimedia Design |
| Advertising | Computer Gaming |
| Web Design | |

SUBJECT INFORMATION:

The Course provides opportunities for learners 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. Learners will develop skills in woodworking techniques, measuring and marking out timber sections and sheet materials, safe working practices in workshop environments, practical creativity and problem-solving skills, and an understanding of sustainability issues in a practical woodworking context.

Practical Woodworking is offered at 4 and 5. Design and technology is offered at National 3

NATIONAL LEVEL COURSES

COURSE DETAILS:

- 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
- skills in how to apply a high quality finish to a piece of work

ASSESSMENT EVIDENCE:

All Units are internally assessed against the requirements within *Unit Specifications*. They can be assessed on a Unit-by-Unit basis or by combined assessment. They will be assessed on a pass/fail basis. SQA will provide rigorous external quality assurance, including external verification, to ensure assessment judgments are consistent and meet national standards.

In the National 5 Practical Woodworking Course, added value will focus on:

- Challenge
- Application
- Increased accuracy

The learner will draw on, extend and apply the skills and knowledge they have developed during the Course. This will be assessed through a practical activity, which involves producing a finished product in wood to a given standard.

SUBJECT LINKS

<http://www.sqa.org.uk/sqa/45660.html>

Design and Manufacture
Graphic Communication

CAREER LINKS

Apprentice – Joiner, Brickwork
Furniture Designer
Kitchen Fitter
Tradesman
Plumber
Product Designer
Shop fitter
And many more

SUBJECT INFORMATION:

We study Geography because it helps us to become active and informed citizens who are able to critically compare in which different societies and cultures interact with, manage, and sometimes misuse the environment within which they live. A variety of themes and case studies will be used to illustrate Scottish, European and worldwide environments and the range of human interactions.

Geography is offered at National 3, 4 & 5 and Higher.

HIGHER LEVEL –

Recommended entry: National 5 pass or N5 in English or in a Social Subject.

Higher Geography is considered both an arts and science subject when applying for most university courses.

Physical Environments

Pupils will cover work on the atmosphere, lithosphere (landscape), biosphere (soils and vegetation), hydrosphere (river basins) with a focus on mapping skills.

Human Environments

This unit will involve population, rural land use change and management, urban change and management (in both developed and developing countries).

Global Issues

Global Climate Change and Development and Health.

NATIONAL LEVEL COURSES

Physical Environments

This topic encompasses Glaciation and Coastal landscapes. Each of these study areas will include a study of weather and land use issues.

Human Environments

This will cover the theme of developed and developing countries and will consider population issues, land use issues and land use change in rural and urban areas.

Global Issues

In this topic you will study Environmental Hazards and Development and Health.

SUBJECT LINKS

<http://www.sqa.org.uk/sqa/45627.html>

Environmental Science
 Countryside Management
 Geology
 International Development
 Economics/Politics
 Hydrology
 Earth Science

CAREER LINKS

| | |
|-------------------|------------------------|
| Cartography | Landscape Architecture |
| Climatology | Leisure and Recreation |
| Demography | Meteorology |
| Ecology | Conservation |
| Rural Development | Surveying |
| Teaching | Planning |
| Geology | Transport |
| Tourism | Renewable Energy |

SUBJECT INFORMATION:

History provides learners with insights into their own lives and into the society and wider world in which they live. The study of history develops important skills including evaluation and analysis, essay writing and the ability to express and sustain a logical and coherent argument on a wide variety of issues. History is vital in the development of citizenship, internationalism and anti-racism.

History is offered at National 3,4 & 5 and Higher. Advanced Higher will be offered through the Highland Virtual Academy.

HIGHER LEVEL

Recommended entry: National 5 pass or N5 in English or in a Social Subject.

Scottish Unit: Migration and Empire: 1830 -1939

A study of population movement and social and economic change in Scotland and abroad between 1830 and 1939, illustrating the themes of empire, migration and identity.

British Unit: Britain 1850 – 1951

A study of the development of the UK into a modern democracy and the development of the role of the state in the welfare of its citizens, illustrating the themes of authority, ideology and rights.

European and World Unit: USA 1918-1968

A study of civil rights in the United States and the issues that affected the progress of reform between 1918 and 1968.

NATIONAL LEVEL COURSES

Scottish Unit: The Era of the Great War, 1910 – 1928

Learn about themes and events within Scottish History, looking at the experiences of Scots both at home and on the Western Front during World War One.

British Unit: The Atlantic Slave Trade, 1770 – 1807

Develop techniques that allow you to comment on the impact of the slave trade on Britain, Africa and the Caribbean.

European Unit: Hitler and Nazi Germany, 1919 – 1939

The study of the factors which contributed to the rise of the Nazi party in Germany along with historical developments between 1919 and 1939.

SUBJECT LINKS

<http://www.sqa.org.uk/sqa/45628.html>

Archaeology
Anthropology
Classics
Economics
Ethnology
Heritage

CAREER LINKS

Journalism and Broadcasting
Law and Legal affairs
Local Government
Civil Service
Public Relations
Police, Armed Forces
Banking

SUBJECT INFORMATION:

Modern Studies helps you to understand the most important issues in the world today. It helps you gather information about these issues, evaluate the information you have and, most importantly, it helps you make your own mind up come to your own conclusions about these issues.

Modern Studies is offered at National 3, 4 & 5 and Higher.

HIGHER LEVEL

Recommended entry: National 5 pass or N5 in English or in a Social Subject.

International Issues

Within this unit pupils will engage in the study of significant contemporary world issue. Pupils will examine terrorism in the modern world. They will evaluate the different causes of terrorism, its impact on individuals, countries and wider regions; and the effectiveness of different responses to this problem.

Social Issues in the United Kingdom

Pupils will examine the evidence of social inequality in the UK and analyse the theories and causes of inequality. Learners will then assess both the impact of social inequality on specific groups and attempts to tackle these inequalities.

Democracy in Scotland and the United Kingdom

Pupils will explore the role of political representatives at various levels and the relationships between them. You will study influences on voting behaviour as well as the role of pressure groups and the media on the political system.

NATIONAL LEVEL COURSES

Democracy in Scotland and the UK

Pupils will study the structure of democracy in the UK and in particular Scotland including rights and responsibilities within a democratic country. They will be aware of the different methods by which people can participate in a democracy.

Social Issues in the UK

Pupils will explore the causes of crime and consequences of this through the legal and justice system.

International Issues

Within this unit pupils will engage in the study of significant contemporary world issue. Pupils will examine migration crises. They will evaluate the different causes of migration crises, their impact on individuals, countries and wider regions; and the effectiveness of different responses to these problems.

SUBJECT LINKS

<http://www.sqa.org.uk/sqa/45629.html>

Politics/International Relations

Geography

Economics

Social History

Sociology

Social Policy

CAREER LINKS

Police

Union work

Community work

Broadcasting and media

Law and economics

Social work

Charity work

Politics trade

Banking

Marketing

Teaching

Journalism

Administration

Civil Service

SUBJECT INFORMATION:

The Skills for Work: Travel and Tourism Course is an introductory qualification in travel and tourism. It develops the skills, knowledge and attitudes, needed for work in the travel and tourism industry whilst also helping students to develop customer service and employability skills through a range of practical and classroom based activities. The subject is awarded on a pass or fail basis with pupil's classwork being used to assess each of the individual outcomes. As part of the course pupils complete their World Host training and meet with various representatives from the tourism industry in Caithness, allowing them to develop a better understanding of the complex nature of this sector.

NATIONAL LEVEL COURSES

Travel & Tourism is offered at National 4 with pupils looking at:

1. Scottish Travel & Tourism trends such as the North Coast 500, Eco-holidays and Staycations and the reasons for their increasing popularity.
2. Worldwide Travel & Tourism trends where tourism is affecting environments and how they can be overcome.
3. Customer Service Skills including World Host Training and reception skills.
4. Employability Skills where CV development and interview skills can be developed for entry into the world of work.

Coursework is ongoing and pupils are expected to complete work in class which is marked against success criteria which is built up to create a portfolio of evidence. This evidence can then be used to award them with relevant Skills for Work award.

SUBJECT LINKS

Geography
Hospitality
Administration
PSE

CAREER LINKS

Travel Agents
Customer Service
Hospitality
Front of House
Hotel Manager
Waitressing
Flight Attendants

SUBJECT INFORMATION:

Healthy, tasty food is crucial to our wellbeing. The course will suit you if you love food and cooking and want to develop your skills in this area. Being able to cook for yourself and others is a valuable life skill and can lead to a range of careers, including working in hotels and restaurants, the health sector and the food industry.

Hospitality is offered at National 4 and 5.

NATIONAL LEVEL

COURSE DETAILS:

Entry to this course is at the discretion of the centre. However, learners would normally be expected to have attained skills, knowledge and understanding required by the following or equivalent qualifications and / or experience:

A genuine interest in pursuing a career in the food industry.

COURSE DETAILS:

The course consists of 3 units plus a practical assessment:

- Cookery skills, techniques and processes
- Understanding and using ingredients
- Organisational skills for cooking

The course is designed primarily as a practical course and aims to provide the development of techniques and skills required for food production appropriate to today's home and hospitality situations.

ASSESSMENT EVIDENCE:

To gain the award of the course the student must pass all the unit assessments as well as the external assessment. These are both written & practical.

External Assessment is a practical activity to plan, produce & present a three course meal. The course assessment is graded A-D

SUBJECT LINKS

<http://www.sqa.org.uk/sqa/45681.html>

CAREER LINKS

Hospitality
Catering
Life skills

SUBJECT INFORMATION:

Health and Food Technology qualifications provide opportunities to study the relationships between health, nutrition, the functional properties of food, lifestyle choices and consumer issues. These Courses develop an awareness of informed food and dietary choices that can have a positive effect on the health of learners and enable them to advise others. Learners also develop a range of skills and applications of food preparation techniques.

Health and Food Technology is offered at National 5 and Higher level.

HIGHER LEVEL

Recommended entry: National 5 Health and Food Technology

COURSE DETAILS:

The Course has five broad and inter-related aims that enable learners to:

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

NATIONAL LEVEL

Health and food technology is a subject that develops your knowledge of food and cooking skills. You will learn about food, nutrition and dietary needs. You will learn the skills involved in storing, preparing and cooking food safely and hygienically. These skills will help you to make good food choices to have a healthy lifestyle.

The course has three compulsory units plus an added value unit that assesses your practical skills:

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

SUBJECT LINKS

<http://www.sqa.org.uk/sqa/45738.html>

CAREER LINKS

Food Industry
Nutritionist
Dietician
Sports Science and Health care
professions

SUBJECT INFORMATION:

This course makes a valuable contribution to your general education and personal development by providing you with a broad practical experience of performing and creating music. It also allows you to develop and extend your interest in music and acquire more specialist skills in an area which may be of particular interest to you.

Music is offered at National 5 and Higher level.

NATIONAL 5/HIGHER

ENTRY REQUIREMENTS: An ability to perform on two instruments (including the option of voice) - on your own as well as in a group. For Higher pupils a pass at National 5 is required.

Music: Composing Skills - You will create original music, reflect on and evaluate the effectiveness of your creative and musical choices and decisions, analyse how musicians and composers create music in different ways and how music styles are shaped by social and cultural influences.

Understanding Music - You will develop detailed knowledge and understanding of a range of music concepts and music literacy.

Music: Performing Skills - You will develop your technical and musical performing skills on two instruments or one instrument and voice.

You will be assessed at both levels as follows;

- Performance on two instruments OR one instrument and voice
 - 50% of overall grade
- A question paper
 - 35% of overall grade
- A coursework – completed in class and submitted to SQA for marking
 - 15% of overall grade

SUBJECT LINKS

<http://www.sqa.org.uk/sqa/45715.html>

CAREER LINKS

Musician
Film/TV Music
Music Therapist
Music Producer
Music Engineer
Teaching

SUBJECT INFORMATION:

Physical Education gives you the opportunity to develop your personal fitness and increase your enjoyment and skills in physical activities. You will have the opportunity to improve your sports performance skills in a range of competitive activities. It will help you to develop confidence, resilience, initiative, decision making and team working skills. It is particularly suitable for those who love physical activity and enjoy learning in practical ways.

HIGHER

ENTRY REQUIREMENT: National 5 PE

COURSE DETAILS:

Physical Education is a practical subject that develops your physical movement and performance skills. You will have the opportunity to participate in a range of competitive activities e.g. football, hockey, basketball, badminton, volleyball and learn how to reflect on and improve your performance.

The course assesses your practical skills in two activities as well as your understanding of 5 key areas of knowledge in an exam. The assessment is structured as follows;

- Two separate performances in challenging contexts (50% of overall grade)
- A question paper (50% of overall grade)

NATIONAL LEVEL COURSES

COURSE DETAILS:

At National level you will have the opportunity to develop physical movement and performance skills in a range of activities e.g. Football, Basketball, Badminton. You will also learn how to reflect on and improve your performance.

At all levels, your practical skills in two activities as well as your underpinning course knowledge are assessed. The assessments are structured as follows;

Nat 5

- Two separate performances in challenging contexts (50% of overall grade)
- A portfolio – completed in class and submitted to SQA - (50% of overall grade)

Nat 3/4 (all units must be passed to achieve full course award)

- Two 'in class' performances developed over time
- One performance in a challenging context (Nat 4 only)
- A portfolio – completed in class and marked internally

SUBJECT LINKS

<http://www.sqa.org.uk/sqa/45741.html>

CAREER LINKS

Personal Trainer
 Physiotherapist
 PE Teacher
 Sports Coach
 Armed Forces
 Sports Development Officer

SUBJECT INFORMATION:

Sport & Recreation is offered at National 4 and 5 Level. This is a Skill for Work Course designed to provide opportunities for pupils to develop and enhance their skills and attitudes ready for employability.

This course is aimed at pupils who have an interest in sport/fitness and those looking to boost their employability skills generally. It is particularly geared towards pupils who want to further their leadership and organisation skills with a view to entering the sport and leisure industry.

NATIONAL 5

COURSE DETAILS:

At National 4, the course will be divided into 5 units:

- Skills for Employment
- Assist with Activity Sessions
- Dealing with Facilities and Equipment
- Dealing with Accidents and Emergencies
- Personal Fitness/Fitness Programming

At National 5, the course will be divided into 4 units:

- Employment Opportunities in Sport and Recreation
- Assist with Activity Sessions
- Assist with Daily Centre Duties
- Personal Fitness/Fitness Programming

All units at N4 or 5 must be passed to achieve the course award.

- The National 4/5 courses result in a Pass/Fail course award and therefore no A-D grade will be given.
- All assessments are completed internally in school.
- Pupils will keep an assessment log of their progress and learning.
- The majority of outcomes will be achieved through scenario style assessments.

A key feature of this course is the emphasis on experiential learning.

It may also be possible for pupils to gain some of this experience in a real workplace setting if appropriate placements can be arranged.

Some classroom work will be essential and pupils will be required to show some independence in ensuring assessment records/unit evidence is up to date.

SUBJECT LINKS

<https://www.sqa.org.uk/sqa/25145.html>

CAREER LINKS

Personal Trainer
 Physiotherapist
 PE Teacher
 Sports Coach
 Armed Forces
 Sports Development Officer

SUBJECT INFORMATION:

Our Personal Achievement Awards are designed to enable learners to develop their confidence, independence, and their ability to communicate and respond to others in their own way.

Learners will also have the opportunity to participate in a range of new and familiar activities, and to experience and contribute to their community across a range of social contexts.

NATIONAL 1/2

Personal Achievement Awards

The Awards are available at SCQF Level 1 (SCQF level 1) and SCQF Level 2 (SCQF level 2) and have three different stages of achievement: Bronze, Silver and Gold. Learners can progress through the Bronze, Silver and Gold stages, building on their achievements at each stage. The qualification is suitable for a wide range of learners.

This NPA provides opportunities to develop:

- Core Skills (signposted)
- transferable skills
- employability skills

SUBJECT LINKS

CAREER LINKS

SUBJECT INFORMATION:

The National 2 Food, Health and Wellbeing Course enables learners to prepare healthy, basic dishes and to make informed food and lifestyle choices. Learners develop safe and hygienic practices in the storage, preparation and cooking of food.

National 2 Food, Health and Wellbeing

The Course consists of three mandatory Units.

Food, Health and Wellbeing: Food Preparation (National 2)

The general aim of this Unit is to enable learners to develop skills and knowledge in food preparation. It is also intended to provide a context for the development of knowledge about health and nutrition, and safe and hygienic practices.

Food, Health and Wellbeing: Food for Health (National 2)

The general aim of this Unit is to enable learners to develop an understanding of the relationship between food, health and wellbeing. It also provides a context for the development of knowledge about safe and hygienic practices in the storage, preparation and cooking of food.

Food, Health and Wellbeing: Independent Living Skills (National 2)

The general aim of this Unit is to support learners to develop a range of practical skills to support independent living in the home or in a supported environment. Examples of practical activities may include shopping, using a washing machine, using a dishwasher, general cleaning, setting a table, or organising the storage of foods in a fridge within a school/centre.

Delivered with Practical PE.

National 2 Physical Education

The National 2 Physical Education Course provides learners with opportunities to take part in a wide range of physical activities. Learners improve their own personal performance and develop understanding of the links between physical activity, physical performance and physical health.

SUBJECT LINKS

CAREER LINKS

SUBJECT INFORMATION:

This course will be taught along with the Health, Food and Wellbeing course at National 2 level.

Practical PE**Physical Education: Taking Part in Physical Activities (National 2)**

The general aim of this Unit is to provide learners with opportunities to focus on enhancing their participation and performance in at least two physical activities. The emphasis will be on learners taking part in physical activities and by so doing improve their own physical health and sense of wellbeing. The choice of physical activities will provide learners with personalisation and choice. Activities may include: swimming, water aerobics, walking, cycling, fitness training, horse riding, indoor and outdoor team games.

Physical Education: Factors Affecting Performance (National 2)

The general aim of this Unit is to enable learners to develop knowledge of the body and how it works. Through a physical activity, learners will be provided with opportunities to improve their knowledge about exercise and its effects on the body. Activities may include: swimming, water aerobics, walking, cycling, fitness training, horse riding, indoor and outdoor team games.

Physical Education: Improving Performance (National 2)

The general aim of this Unit is to enable learners to improve their own performance in one physical activity. Learners will be provided with opportunities to consider their own personal performance and to work to improve their own performance. Activities may include: swimming, water aerobics, walking, cycling, fitness training, horse riding, indoor and outdoor team games.

SUBJECT LINKS**CAREER LINKS**

SUBJECT INFORMATION:

The course will be delivered in Class 3 at National 2 level. Pupils will follow a course that is designed to meet their needs.

Learner Journey 1:

This Learner Journey shows the possibility of delivering the two mandatory Units: 'Number and Number Processes' and 'Lifeskills Mathematics: Shape, Space and Data' sequentially, followed by at least two of the Optional Units. The Optional Units can be delivered in any order. Completion of all three Optional Units would increase the breadth and depth of experience for the learner.

This sequence may be particularly suitable for learners who would benefit from a reinforcement of their numerical skills at the beginning of the Course or for those learners who have limited experience of using mathematics in context. This order of delivery may provide opportunities for the gradual development of mathematical skills which can then be applied and reinforced within the optional Units.

Learner Journey 2:

This Learner Journey shows the possibility of delivering the 'Lifeskills Mathematics: Shape, Space and Data' Unit and the Optional Units sequentially; with the 'Number and Number Processes' Unit being delivered throughout the duration of the Course. This sequence may improve the relevance and coherence of learning and provide the opportunity to reinforce and consolidate numerical skills throughout the Course. The Optional Units can be delivered in any order.

Learner Journey 3:

This Learner Journey shows the possibility of delivering the two mandatory Units and the Optional Units, concurrently. This approach would be particularly suitable if a thematic or topic based approach to learning and teaching is used. For example, learners could evidence their Lifeskills Mathematics Outcomes and Assessment Standards through the study of a social studies topic, preparation for Sports Day or whole school events such as Trade Fairs or concerts.

SUBJECT LINKS**CAREER LINKS**

SUBJECT INFORMATION:

The Wider Achievement Awards are designed to develop self-confidence and self-belief in what they can achieve, improve the ‘soft skills’ involved in communication and team working and gain transferable employability skills.

Subject Information

Three Playback Ice Units – SCQF Level 4.

- ***Preparing for Employment (5 credits)*** this allows pupils to recognise what they need, to be employable, it helps them identify their skills and qualities and also allows them to tailor their own CV.
- ***Developing Confidence for Employment (2 Credits)*** this looks at how to build on confidence levels and the impact confidence has on our health and wellbeing.
- ***Health and Wellbeing (2 credits)*** They learn how to reduce negative emotions, we also look at case studies of risky actions and behaviours.

After the completion of the Playback Ice Awards, pupils will work on a ***Dynamic Youth Award*** – there are many different levels but most will be a National 4 equivalent.

They choose a topic (any interest that they have) and build a portfolio based on that interest – we have a variety of themes from Anime, Farming and Harry Potter.

College Link Courses

S4/5/6 pupils all have the opportunity to study subjects that may not be offered within the school curriculum at North Highland College UHI. This allows pupils enhance their learning opportunities by making them part of the school curriculum. These courses can often give pupils an insight into what a future career would involve.

North Highland College UHI works closely with employers to ensure the courses provide relevant pathways to employment, training or further and higher education (whether that is with NHC or another university).

North Highland College UHI has the right to withdraw courses should there be insufficient applications to meet the number of students required to make it viable.

Application Process

Pupils should read the course information, look at entry requirements and also where students can progress from studying this course.

Once pupils have decided on the course they should apply on the North Highland College website using the following link:

<https://www.northhighland.uhi.ac.uk/senior-phase/>

Pupils are asked to complete the form carefully, paying particular attention to their personal statement. The personal statement will tell NHC a lot about them and will be used to help NHC decide whether a pupil should be offered a place. Remember, each course has a maximum number of places available.

Applications must be submitted by Wednesday 17th March 2021.

The Guidance team will then submit the application forms with the required reference. Pupils will be informed by the Guidance team if their application has been successful.

Online Courses

S5 and S6 pupils have the opportunity to study subjects that may not be offered within the school curriculum online. This allows pupils enhance their learning opportunities by making them part of the school curriculum.

The majority of University courses are now delivered on line and offering school pupils an opportunity to develop this way of learning will be advantageous to them in the future. Teaching staff delivering on-line courses will have additional training in on-line learning delivery

Pupils will work independently through the courses and with timetabled sessions where they will meet with their tutors online. Pupils should note that these courses are mostly independent study.

| | |
|-------------------------|---|
| Delivery Model | <ul style="list-style-type: none"> • Courses will be delivered using a real time approach backed up by a range of materials accessible to students at all times. • All the courses offered would be using G Suite (with Google Hangouts as the face to face part of the delivery). |
| Pupil Support | <ul style="list-style-type: none"> • The feedback from almost all pupils undertaking courses this year has been positive. However, a key aspect of feedback has been the requirement for pupils to be self-motivated to succeed through an on-line course • The school will have a person identified as the point of contact for any issues arising with an on-line learning course, though the pupil's guidance teacher in the pupils own school will also, as per any subject delivery, be a point of contact. |
| SQA requirements | <ul style="list-style-type: none"> • Practical aspects of courses will be delivered using colleges and schools • Unit assessments and other assessments will be carried out as normal |
| Infrastructure | <ul style="list-style-type: none"> • Pupils undertaking on line courses will have their own Chromebook allowing them to access both lessons and resources in school and at home. • Google Classroom and Google Hangouts will be the means of delivering on line provision within Highland • Schools have agreed a common approach involving the 33 period week and 4.5 day week. This will allow students to access on-line provision at designated periods of the week through the normal school column structure |
| Key Partnerships | <p>There are a number of key partners who will contribute to the delivery of on-line provision in Highland</p> <ul style="list-style-type: none"> • Highland schools • 3 Highland Colleges • Heriot Watt University Scholar programme |

Application Process

Pupils interested in studying these courses should discuss their choice with parents and then their Guidance teachers. If more information is required please see Mrs S Laybourne, Depute Rector.

For courses delivered by Highland Council pupils should speak to their Guidance teacher and Mrs S Laybourne.

The following courses are being offered but are dependent on uptake:

| Level | Subject | Provider |
|------------------------|----------------|--|
| Higher | Psychology | North Highland College (apply online) |
| Advanced Higher | Chemistry | Highland Council |
| | Physics | |
| | Maths | |
| | Music | |
| | History | |
| | Computing | West Highland College |