

Marr College



Senior Phase (S6)

Learning Options

2018/19

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1. Introduction

At Marr College we have produced a detailed pack of all the opportunities available for students in the senior phase to help guide and advise the best possible routes for each individual. All students must choose a total of six Learning Options - ideally five of these should be subject National Qualification options (National 3/4/5 or Higher level) and one Personal Development Award option (see section 3 for more detail on Personal Development Awards).

Choosing options in the senior phase is a very exciting time for you as students and your parents/carers. Over the next few weeks, in consultation with your parents/carers, teachers, guidance teacher and partner agencies you will be asked to make your final choices. The deadline for submission of your learning option form is **Wednesday 28th February 2018**.

We cannot guarantee that every course will run however we will do our very best to ensure that every young person is on the most appropriate pathway for their desired career.

As of 1st February 2017, SQA has altered the structure of National 5 courses for examinations in 2018. For each National 5 course, the changes have resulted in one or more of the following:

- extension of the existing question paper
- extension/modification of the existing item of coursework
- a new question paper
- a new item of coursework

In addition, please note, there is no final written examination for the following National 5 courses: Physical Education and Travel & Tourism.

Similar changes to **Higher** courses will take effect during the 2019 examination diet.

We have reflected these changes in our options booklets and you can find out more at www.sqa.org.uk/nqchanges.

If you have any questions regarding your options, please see your guidance teacher. Further information for all parents and students is available at:

South Ayrshire Senior Phase curriculum website

<https://blogs.glowscotland.org.uk/sa/salc/>

For more information, please come along to our Careers and Options Evening on **Wednesday 7th February 2018** in the Marr College foyer, from 6.00 – 8.00pm.

2. Options Available – School Learning Options

Please consider carefully the options listed below – full details of course structure and content are available later in the booklet. Key: ✓ Option available at indicated level. N/A Option not available.

| Marr College: School Learning Options | | | | | |
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| Subject | Nat 3 | Nat 4 | Nat 5 | Higher | Advanced Higher |
| Accounting | N/A | N/A | ✓ | ✓ | N/A |
| Administration and IT | ✓ | ✓ | ✓ | ✓ | N/A |
| Art & Design | ✓ | ✓ | ✓ | ✓ | ✓(consortia) |
| Biology | ✓ | ✓ | ✓ | ✓ | ✓(consortia) |
| Human Biology | N/A | N/A | N/A | ✓ | N/A |
| Business | ✓ | ✓ | N/A | N/A | N/A |
| Business Management | N/A | N/A | ✓ | ✓ | N/A |
| Chemistry | ✓ | ✓ | ✓ | ✓ | ✓(consortia) |
| Computing Science | ✓ | ✓ | ✓ | ✓ | ✓(consortia) |
| Computer Games Development | N/A | NPA | NPA | NPA | N/A |
| Engineering Science | ✓ | ✓ | ✓ | ✓ | N/A |
| English | ✓ | ✓ | ✓ | ✓ | ✓(consortia) |
| Environmental Science | N/A | ✓ | ✓ | ✓ | N/A |
| French | ✓ | ✓ | ✓ | ✓ | ✓(consortia) |
| Geography | ✓ | ✓ | ✓ | ✓ | ✓(consortia) |
| Graphic Communication | ✓ | ✓ | ✓ | ✓ | N/A |
| History | ✓ | ✓ | ✓ | ✓ | ✓(consortia) |
| Hospitality: Practical Cookery | ✓ | ✓ | ✓ | N/A | N/A |
| Mathematics | ✓ | ✓ | ✓ | ✓ | ✓(consortia) |
| Mathematics of Mechanics | N/A | N/A | N/A | N/A | ✓(consortia) |
| Modern Studies | ✓ | ✓ | ✓ | ✓ | ✓(consortia) |
| Music Performing | ✓ | ✓ | ✓ | ✓ | ✓(consortia) |
| People and Society | ✓ | ✓ | N/A | N/A | N/A |
| Philosophy | N/A | N/A | ✓ | ✓ | N/A |
| Physical Education | ✓ | ✓ | ✓ | ✓ | N/A |
| Physics | ✓ | ✓ | ✓ | ✓ | ✓(consortia) |
| Practical Metalworking | ✓ | ✓ | ✓ | N/A | N/A |
| Practical Woodworking | ✓ | ✓ | ✓ | N/A | N/A |
| Religious, Moral & Philosophical Studies | ✓ | ✓ | ✓ | ✓ | N/A |
| Spanish | N/A | ✓ | ✓ | ✓ | N/A |
| Travel & Tourism | N/A | N/A | ✓ | ✓ | N/A |

Subject Learning Option Descriptors

| Course Title & Level | Description |
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| <p>Accounting</p> <p>National 5 Higher</p> | <p>Students who have an interest in the financial aspects of running a business will benefit from this course. This is a practical as well as theoretical course on all aspects of financial competency in business. Students will also have the opportunity to compete in industry competitions such as the BASE Challenge run by the ICAEW and also the Student Investor Challenge run by the London Institute of Banking and Finance. This gives context to learning and develops commercial awareness. The two core units are:</p> <p>Preparing Financial Accounting Information Students will gain experience of producing financial statements suitable for a sole trader business, including Statements of Financial Position and Income Statements. They will also learn the key principles of a double entry book keeping system. At Higher level, students will study Limited Companies, Manufacturing Companies and Partnerships.</p> <p>Preparing Management Accounting Information Students develop an understanding of the role and responsibilities of a Management Accountant. They will create cash budgets, inventory record cards, overhead analysis and sales and production budgets. At Higher they will also learn about process costing, service costing and investment appraisals. Students will enhance their analytical thinking skills by examining financial information to enable them to draw conclusions and offer financial advice. This includes the use of ratio analysis, limiting factor and break even analysis.</p> |
| <p>Administration & IT</p> <p>National 3, National 4, National 5, Higher</p> | <p>Information Technology is a growing sector which cuts across the entire economy and offers wide-ranging employment opportunities. This course begins to develop a range of essential skills in employability, digital literacy, organisational skills and introduce knowledge about administration in the workplace all of which will support learners to develop essential life skills. Throughout the course you will learn:</p> <p>Administrative Theory and Practice</p> <p>Students will develop an understanding of:</p> <ul style="list-style-type: none"> • good customer care and its benefits to organisations. • key responsibilities of the employer and employee with regards to health and safety legislation. • methods of electronic communication including social media. <p>At Higher level students will cover key areas such as; Target Setting, Teamwork, Time Management and the Impact of IT in an organisation.</p> <p>IT Solutions for Administrators</p> <p>This unit aims to develop knowledge of administrative duties and enables students to develop essential IT skills in word processing, spreadsheets, databases, outlook and desktop publishing in familiar and some unfamiliar contexts.</p> <p>Communication in Administration</p> <p>The main focus of this is to enable students to develop communication skills using a variety of software including E-mail, E-diary, PowerPoint and the use of internet research. They will also gain awareness of barriers to communication within an organisation.</p> <p>Progression This course or its components may provide progression to other SQA qualifications, including Higher Administration and IT, in school or to continue their studies at college or university. Alternatively learners would have acquired relevant skills to enter the life of work.</p> |

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| <p>Art & Design</p> <p>National 3 National 4 National 5 Higher Advanced Higher</p> | <p>The National 3, 4 and 5 courses cover two projects: Graphic Design and Expressive Techniques each lasting a term. All written work is based on the practical work undertaken.</p> <p>The National 3 and 4 courses focus on new skills and techniques to enable students to become more confident about drawing and designing and communicating their own opinions and idea. The students make their own decisions about their projects including which Artists and Designers they wish to study, and find out more about art and design from the past as well as looking at art work from the present day. Students develop their ideas and form their own opinions on their own work and present their ideas clearly to other people. All work is marked internally, there is no exam.</p> <p>At National 5 and Higher students continue with the Expressive Activity and Graphic Design and in addition have a critical element to undertake. The Expressive Activity involves developing the skills needed to produce high quality drawings and a final A2 size painting. The students can be creative and choose landscape, still life or portrait painting. The Graphic Design element involves developing drawing skills and ICT skills needed to produce high quality Photoshop developments and a final A3 graphic poster. Personal choice is very important and the focus is on the students own ideas and creativity.</p> <p>Advanced Higher is a natural progression from Higher Art and Design. Students enjoy the freedom to manage and set their own projects and link their practical work to a written essay. Students choose a personal investigation on either design or expressive art.</p> <p>Students who take Advanced Higher Art and Design, after they have successfully completed the course can then choose to apply for Art School, University, Colleges, other Further Education Centres.</p> |
| <p>Biology</p> <p>National 3, National 4, National 5 Higher Advanced Higher</p> | <p>The National 3, 4 and 5 Biology courses cover major areas of biology including cellular, whole organism and ecosystems. The courses will enable learners to develop their knowledge of biodiversity, interdependence, body systems and cells and inheritance as well as helping enhance key problem solving and analytical skills.</p> <p>These courses are made up of three units: Cell Biology; Multicellular Organisms; Life on Earth.</p> <p>In National 3 and 4 Biology, students will complete course work and school assessments to achieve their award. National 4 Biology has a research task which makes up an Added Value Unit in which learners are encouraged to research a current biological topic such as stem cells or cardiovascular diseases.. Students in National 3 and 4 will also develop their practical and research skills through investigations.</p> <p>In National 5 Biology students will study similar course content to National 3 and 4 but in more detail. Learners will also develop their practical and research skills through investigations, and complete an assignment as part of their National 5 award. The assignment makes up 20% of their final grade and a final exam will make up the remaining 80%. The National 5 course provides an excellent platform from which learners can then go onto enhance their knowledge further through the Higher or Higher Human biology courses.</p> <p>Higher Biology develops a learners understanding of the world around us and the interactions within it. It builds on from a successful A or B pass at National 5 Biology and is made up of three Units: DNA & The Genome; Metabolism & Survival; Sustainability & Interdependence. Higher Biology is externally assessed through a written SQA paper worth 100 marks at the end of the course. Students will develop their practical and research skills through investigations, and also complete an assignment as part of their Higher award. The assignment makes up one sixth of their final grade and the rest is achieved via the external exam.</p> |

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| <p>Higher Human</p> | <p>The Higher Human Biology course is an interesting course which looks at the complex nature of the human body. It too builds on a successful A or B pass in National 5 Biology. The course is made up of two full Units and two half Units: Human Cells; Physiology & Health; Neurobiology & Communication; Immunology & Public Health. Higher Human Biology is externally assessed through a written SQA paper at the end of the course. Students will develop their practical and research skills through investigations, and also complete an assignment as part of their Higher Human award. The assignment makes up one sixth of the final grade.</p> <p>Both of the higher courses also help to develop problem solving skills such as graph analysis, experimental evaluation and design and scientific enquiry. They use and understand scientific literacy when communicating ideas and issues which enables learners to make scientifically informed choices. Success at Higher level will enable learners to deepen their knowledge by opting to student the Advanced Higher Biology course.</p> <p>The Advanced Higher Biology course builds upon the knowledge gained in both Higher and Higher Human Biology. The course is composed of three units which look at a variety of different aspects of biology; Cells and Proteins, Organisms and Evolution and Investigative Biology. Learners are encouraged to develop key practical skills by undertaking a plethora of laboratory techniques throughout the year. The course also develops key analytical and problem solving skills.</p> <p>Advanced Higher Biology is externally assessed through a written SQA paper at the end of the course, worth 90 marks. Learners will also undertake a Pilot Study where they are encouraged to work through the process of experimental design followed by lab work, right through to the evaluation of experimental validity and techniques. These skills will then lead onto the Project, an assessed experimental research project which contributes to a further 30 marks, 20% of their final grade.</p> |
| <p>Business Management</p> <p>National 3, National 4, National 5, Higher</p> | <p>In Business Management, students will learn how the 21st century business world works. This will encompass how business decisions can impact on society. Students will learn how to develop their own skills in decision-making as well as finding out how businesses acquire and manage necessary resources to make them successful. This course will cover such areas as Marketing, Finance, Human Resources, Operations and Business Enterprise.</p> <p>The three core units are: Understanding Business; Management of People and Finance; Management of Marketing and Operations. The Business Management course encourages enterprising attitudes and develops understanding of the way in which businesses operate in dynamic and competitive environment.</p> <p>Students will:</p> <ul style="list-style-type: none"> • develop knowledge and understanding of entrepreneurial attributes for starting a new business. • have the opportunity to participate in exciting and relevant activities relating to branding, advertising, production and financial analysis. • gain key skills for life, work and learning such as the recruitment and selection process. • produce their own CV and attend a mock interview for their desired post. |
| <p>Chemistry</p> <p>National 4, National 5, Higher Advanced Higher</p> | <p>The National 3 & 4 Chemistry Course enables learners to develop and apply knowledge and understanding of chemistry. Learners also develop an understanding of chemistry's role in scientific issues and relevant applications of chemistry in society and the environment.</p> <p>Learners will draw on and apply the skills and knowledge they have learned during the Course. They will carry out an in-depth investigation on an unfamiliar and/or integrated context as part of their assignment.</p> |

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| | <p>The National 5 Chemistry Course enables learners to develop and apply knowledge and understanding of Chemistry. Learners also develop an understanding of chemistry's role in scientific issues and relevant applications of Chemistry, including the impact these could make in society and the environment.</p> <p>To achieve the National 5 Award students must successfully complete an SQA examination at the end of the course worth 80% and an assignment worth 20% of the overall grade. Learners will draw on, extend and apply the skills they have learned during the Course.</p> <p>The Higher qualification in Chemistry extends learners' knowledge and understanding of the physical and natural environments, through a wide range of studies including chemical reaction rates, enthalpy and patterns in the Periodic Table.</p> <p>The Course develops greater knowledge of bonding, structure and properties, and of the mole, and enables learners to acquire enhanced understanding of carbon compound reactions, nomenclature and structural formulae, and of polymers and natural products. They will also study Hess's Law, equilibrium, acids and bases, redox reactions, and nuclear chemistry. All Units are internally assessed.</p> <p>Course assessment consists of:</p> <ul style="list-style-type: none"> • a question paper, which requires learners to demonstrate aspects of breadth, challenge and application; learners will apply breadth and depth of skills, knowledge and understanding from across the Course to answer questions in chemistry • an assignment, which requires learners to demonstrate aspects of challenge and application; learners will apply skills of scientific inquiry, using related knowledge, to carry out a meaningful and appropriately challenging task in chemistry and communicate findings. <p>The Advanced Higher Chemistry Course develops learners' knowledge and understanding of the physical and natural environments beyond Higher level.</p> <p>The Course builds on Higher Chemistry, continuing to develop the underlying theories of chemistry and the practical skills used in the chemistry laboratory. Learners develop the skills of independent study and thought that are essential in a wide range of occupations. All Units are internally assessed.</p> <p>Course assessment consists of</p> <ul style="list-style-type: none"> • a question paper, which requires learners to demonstrate aspects of challenge and application; learners will apply breadth and depth of skills, knowledge and understanding from across the Course to answer questions in chemistry • a project, which requires learners to demonstrate aspects of challenge and application; learners will apply skills of scientific inquiry, using related knowledge, to carry out a meaningful and appropriately challenging task in chemistry and communicate findings. |
| <p>Computing Science</p> <p>National 3, National 4, National 5, Higher Advanced Higher</p> | <p>Computing Science is vital to everyday life and is embedded in the world in which we live and its future. In addition to providing an understanding of the technologies that underpin our modern digital world, learners at National 3 will: develop their knowledge of the technological world; acquire skills in developing computer-based solutions to problems; implement simple digital solutions including simple computer programs and begin to develop skills in computational thinking.</p> <p>The National 3 course consists of two main areas: Building Digital Solutions; Information Solutions. The Building Digital Solutions unit enables learners to become familiar with the features of development software to build digital solutions such as computer games, animation and other applications. The Information Solutions unit provides the opportunity for learners to become familiar with a range of applications, such as databases and web page creation software, or a range of web-based tools, such as blogs, wikis and online documents, to create, share and locate information.</p> |

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| | <p>The National 4 and 5 courses provide opportunities to learn about fundamental computing science concepts. Learners will: develop their computational thinking; become equipped with a wide range of skills in interface design; be able to program computer code in more than one language; design and build Microsoft software 'apps'; create interactive web-based information systems; develop transferable skills.</p> <p>The National 4 and 5 courses consist of two main areas, known as units, of study: Software Design and Development and Information Systems Design and Development. The Software Design and Development unit content encompasses the development of knowledge, understanding and skills in the process of designing and developing software in conjunction with programming computer code and knowledge of hardware platforms. The Information Systems Design and Development unit examines the systems analysis and design process in conjunction with the development of database structures that are both standalone and web-based. Technical requirements, security precautions, legal implications and environmental impact are also considered.</p> <p>The Higher course consists of two main units of study: Software Design and Development; Information Systems Design and Development.</p> <p>The Software Design and Development unit enables learners to further develop their knowledge and understanding of advanced software design and development concepts and gain more advanced practical problem-solving skills. This includes programming computer code in a range of development environments, being able to explain how the code works and being able to fully test and evaluate their practical solutions. 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.</p> <p>The Information Systems Design and Development unit examines the systems analysis and design process in conjunction with the development of database structures that are both standalone and web-based. Learners will apply their computational thinking skills to implement practical solutions using a range of development tools and to develop a deeper understanding of the technical, legal, environmental, economic and social issues related to one or more information systems.</p> <p>The Advanced Higher Computing Science Course builds on the knowledge, understanding and practical skills developed by learners in the Higher Computing Science course. It provides progression to further and higher education courses and careers in computing and information technology. The Advanced Higher course consists of two main units of study: Software Design and Development and Information Systems Design and Development.</p> |
| <p>Computer Games Development</p> <p>National Progression Award (NPA)</p> <p>SCQF Levels 4, 5 & 6</p> | <p>Computer games are being used increasingly for leisure, in education and work-based training with players interacting via personal computers, tablets, mobile devices and web browsers. Computer gaming is now a growing industry, with Scotland one of the global leaders. Scotland's computer games industry has been subject to major investment with the aim to support existing companies and create many new ones. The NPA course consists of three main units of study: Computer Games: Design; Computer Media Assets; Computer Games: Development.</p> <p>This award enables students to:</p> <ul style="list-style-type: none"> • investigate the computing gaming industry/genres/hardware/trends and emerging technologies. • gain an understanding of underlying concepts and the fundamental principles involved in digital gaming planning and design. • gain the knowledge and skills required in the creation of media assets and games development • work with others to test a game and give constructive feedback. • collaborate with others in an enterprise activity to promote/market a game. <p>Learners will produce a portfolio of their work which covers each of the three units (internally assessed - pass or fail) and may be paper or electronic format.</p> |

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| <p>Engineering Science</p> <p>National 4, National 5, Higher</p> | <p>The aims of the National 4 & 5 Courses are to enable learners to:</p> <ul style="list-style-type: none"> • apply knowledge and understanding of key engineering facts and ideas • understand the relationships between engineering, mathematics and science • apply skills in analysis, design, construction and evaluation to a range of engineering problems • communicate engineering concepts clearly and concisely, using appropriate terminology • develop an understanding of the role and impact of engineering in changing and influencing our environment and society <p>The Course develops a number of pervasive and integrative themes, including information, control, the systems approach, energy and sustainability. These are used to explore varied engineering systems through simulation, practical projects and investigative tasks in a range of contexts.</p> <p>The aims of the Higher Course are to enable students to:</p> <ul style="list-style-type: none"> • extend and apply knowledge and understanding of key engineering concepts, principles and practice • understand the relationships between engineering, mathematics and science • apply analysis, design, construction and evaluation to a range of engineering problems with some complex features • communicate engineering concepts clearly and concisely, using appropriate terminology • develop a greater understanding of the role and impact of engineering in changing and influencing our environment and society <p>Courses in Engineering Science and in Physics (and other pure sciences) are designed to be complementary; a combination of this Course and a pure science Course will provide very strong foundation for further study in engineering or the sciences.</p> |
| <p>English</p> <p>National 4 National 5 Higher Advanced Higher</p> | <p>National 4 Listening, talking, reading and writing skills developed using straightforward texts as appropriate to purpose and audience. National 5 literacy can be undertaken along with the National 4 English course.</p> <p>National 5 Listening, talking, reading and writing skills developed using detailed texts as appropriate to purpose and audience. National 5 literacy can be undertaken along with the National 5 English course.</p> <p>Higher Listening, talking, reading and writing skills developed using detailed and complex texts as appropriate to purpose and audience. Can be offered as a formalised two-year option with units only in year one (<i>still with opportunity to sit prelim</i>) Can be offered as an Ungraded Higher along with units only of the Higher course.</p> <p>Advanced Higher Listening, talking, reading and writing skills developed using complex and sophisticated texts as appropriate to purpose and audience.</p> |
| <p>ESOL</p> <p>National 5 Higher</p> | <p>The main purpose of the course is for candidates whose first language is not English to develop the skills of reading, writing, listening, and speaking in order to better understand and use English in everyday life, work-related and study-related contexts.</p> <p>As candidates develop their language skills, they will be able to process information more easily, apply knowledge of language in practical and relevant contexts, and gain confidence to undertake new and more challenging tasks in a variety of situations.</p> <p>The course offers candidates opportunities to develop and extend a wide range of skills. In particular, the course aims to enable candidates to:</p> |

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| | <ul style="list-style-type: none"> • develop reading, writing, listening, and speaking skills in English • understand detailed written and spoken texts in English in the context of everyday life and familiar contexts of work and study • produce detailed written English in the context of everyday life and familiar contexts of work and study • interact with others showing understanding of and using detailed spoken English in the context of everyday life and familiar contexts of work and study • apply knowledge and understanding of language in spoken and written English <p>This course is being offered by Ayrshire College and will take place on a Tuesday & Thursday afternoon.</p> |
| <p>Environmental Science</p> <p>National 5, Higher</p> | <p>Environmental Science is a course which combines Geography and Biology. Two units of the course will be taught within the Geography Department, and One Unit will be taught within the Biology Department as follows:</p> <ul style="list-style-type: none"> • Earth's Resources (Geography) • Sustainability (Geography) • Living Environment (Biology) |
| <p>Geography</p> <p>National 3 National 4 National 5 Higher Advanced Higher</p> | <p>The National 3, 4 and 5 Geography Courses develop a range of geographical skills and techniques. Learners gain an understanding of the ways in which people and the environment interact in response to physical and human processes at local, national, international and global scales. Students will be provided with opportunities to develop their understanding of the subject through fieldwork, including a visit to Arran and collaborative approaches. Relevance will be given to the learning through use of current affairs and events to exemplify themes being explored in the course.</p> <p>Through the study of Higher Geography and the acquisition of techniques of geographical analysis, learners develop an understanding of aspects of the contemporary world of concern to all citizens.</p> <p>The investigative and critical thinking activities in this Course give learners important experience in contributing to group work and also working on their own. Learners will acquire attributes which will be important for their life and work. Through the skills and content of the Geography Course, learners will develop an increased understanding of the environment, sustainability and the impact of global issues. They will be encouraged to develop a sense of responsible citizenship and to reflect upon the impact of the environment on the health and wellbeing of themselves and others. The emphasis on the evaluation of sources, including maps, will develop thinking skills. Learners will progressively develop skills in literacy and numeracy.</p> <p>The Advanced Higher Geography Course further develops learners understanding of our changing world and its human and physical processes in local, national, international and global study contexts. Opportunities for practical activities including fieldwork are essential parts of this Course, so that learners can interact with their environment. This course is an outstanding preparation for the type of independent learning which is required at University level as the folio represents one third of the award and allows for flexibility and choice in developing geographical interests.</p> |
| <p>Graphic Communication</p> <p>National 4 National 5 Higher</p> | <p>The aims of the Higher Course are to enable students to:</p> <ul style="list-style-type: none"> • replicate familiar and some new graphic forms with some complex features in 2D, 3D and pictorial representations • apply recognised graphic communication standards, protocols and conventions in straightforward but unfamiliar contexts • initiate, plan and produce preliminary, production, promotional, and informational graphics in both familiar and new contexts, with some complex features • apply graphic design skills, including creativity, when developing solutions to |

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| | <p>graphics tasks with some complex features</p> <ul style="list-style-type: none"> • understand the application of colour, illustration and presentation techniques in a broad range of graphics contexts • critically review graphics work as it progresses and evaluating completed task work suggesting strategies for improvement • extend visual literacy by interpreting unfamiliar graphic communications — some with complex features or combinations of views • extend graphic spatial awareness in unfamiliar 2D, 3D and pictorial graphic situations including those with complex features • select, manage, and use graphic communication equipment, software and materials effectively across tasks • understand a broad range of computer-aided graphics techniques including commercial/industrial practice • an informed understanding of the impact of graphic communication technologies on the environment and society <p>Content of the Higher Graphic Communication course includes:</p> <ul style="list-style-type: none"> • Research and development of marketing material for a music festival or international sport tournament. Students design and produce branding for the event, and prepare a creative solution for a folding 'ticket holder' for commercial printing. • Students develop advanced 3D CAD skills, designing and testing a complex 'mechanical toy' using CAD software. Students laser cut and assemble their finished mechanical product to keep. • Students produce graphics for a futuristic shopping mall, including architectural preliminary designs, 3D CAD drawings showing designs for a portable sales kiosk, and digital media and promotional advertising for the shopping centre opening event. |
| <p>Health & Food Technology</p> <p>National 3, National 4, National 5</p> | <p>The National 4 Course aims to:</p> <ul style="list-style-type: none"> • develop knowledge of the relationships between health, food and nutrition • develop knowledge of the functional properties of food • make informed food and consumer choices • develop the skills to apply their knowledge in practical contexts • develop organisational and technological skills to make food products • develop safe and hygienic practices in practical food preparation <p>The National 5 Course aims to :</p> <ul style="list-style-type: none"> • develop knowledge and understanding of the relationships between health, food and nutrition • develop knowledge and understanding of the functional properties of food • make informed food and consumer choices • develop the skills to apply their knowledge in practical contexts • develop organisational and technological skills to make food products • develop and apply safe and hygienic practices in practical food preparation <p>The Course uses an experiential, practical and problem solving approach to learning and to develop knowledge and understanding and practical skills. The Course uses real-life situation taking account of local, cultural and media influences and technological innovations.</p> |

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| <p>Hospitality: Practical Cookery</p> <p>National 4 National 5</p> | <p>The National 3 and 4 courses aim to enable students to:</p> <ul style="list-style-type: none"> • use a range of cookery skills, food preparation techniques and cookery processes • when following recipes select and use ingredients to produce and garnish or decorate dishes • develop an understanding of ingredients and their uses and an awareness of responsible sourcing • develop an awareness of current dietary advice relating to the use of ingredients • work safely and hygienically <p>The National 5 course aims to enable students to:</p> <ul style="list-style-type: none"> • proficiently use a range of cookery skills, food preparation techniques and cookery processes when following recipes • select and use ingredients to produce and garnish or decorate dishes • develop an understanding of the characteristics of ingredients and an awareness of their sustainability • develop an understanding of current dietary advice relating to the use of ingredients • plan and produce meals and present them appropriately • work safely and hygienically |
| <p>History</p> <p>National 3, National 4, National 5, Higher Advanced Higher</p> | <p>The Advanced Higher History Course allows learners to acquire depth in their knowledge and understanding of historical themes, and to develop further the skills of analysing complex historical issues, evaluating sources and drawing conclusions.</p> <p>The Course makes a distinctive contribution to the curriculum by engaging in the issues which arise from significant historical events and developments. The depth of study enables learners to engage fully in historical debate and thereby develop a deeper appreciation of the forces which have shaped historical developments.</p> <p>Advanced Higher students choose from the following topics though others can be pursued in discussion with the class teacher:</p> <ul style="list-style-type: none"> • Northern Britain: From the Iron Age to 1034 • Germany: From Democracy to Dictatorship, 1918–1939 • Russia: From Tsarism to Stalinism, 1914–1945 <p>The Higher History Course allows learners to acquire breadth and depth in their knowledge and understanding of the past through the study of Scottish, British, European and world contexts in a variety of time periods. The course covers the Medieval period, and includes elements of political, social, economic and cultural history.</p> <p>Topics are as follows:</p> <ul style="list-style-type: none"> • Scottish - The Wars of Independence, 1249–1328 • British - Britain 1851-1951 • European and World - The Crusades, 1071–1204 <p>The three National courses offer the development of a range of subject specific and transferable skills along with topic specific knowledge and understanding.</p> <p>National 3 develops skills including the ability to apply a basic historical perspective and to comment on historical sources. Learners gain a basic knowledge and understanding of the factors contributing to, and the impact of, historical events.</p> <p>At National 4 the History Course develops a range of skills including the ability to apply a straightforward historical perspective and to comment on historical sources in a range of contexts. Learners gain a straightforward knowledge and understanding of the factors contributing to, and the impact of, historical events. They also develop the skills of investigating historical events and forming views, and of explaining historical events and drawing straightforward conclusions.</p> |

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| | <p>National 5 develops a range of skills including the ability to apply a detailed historical perspective and evaluate sources in a range of contexts. Learners gain a detailed understanding of the factors contributing to, and the impact of, historical events. They also develop the skills of investigating historical events and forming views on the basis of evidence, and of explaining and analysing historical events and drawing reasoned conclusions.</p> <p>National Topics are as follows:</p> <ul style="list-style-type: none"> • The Crusades, 1071–1204 • The Atlantic Slave Trade, 1770–1807 • The Scottish Wars of Independence, 1286–1328 |
| <p>Mathematics</p> <p>National 4 National 5 Higher Advanced Higher</p> | <p>The National 4 course is delivered in three units as follows: Expressions and Formulae, Relationships, Numeracy. The course is internally assessed. This Course provides progression to National 5 Mathematics. Students who study this course will also complete the standalone unit: National 5 Numeracy.</p> <p>The National 5 course is delivered in three units as follows: Expressions and Formulae, Relationships, Applications. Learners will also complete National 5 Numeracy. The course will be assessed with an externally assessed final exam consisting of two papers: Paper 1 – Non Calculator, Paper 2 – Calculator.</p> <p>The National 5 Course provides progression to Higher Mathematics.</p> <p>The Higher Mathematics courses uses the combined approach to assessment, allowing our students to make links in their learning across the 3 different units:</p> <ul style="list-style-type: none"> • Expressions & Functions Factorising Polynomials; Laws of Logarithmic and Exponential Functions; Functions and Graphs; Trigonometric Formulae; Wave Functions; Vectors • Relationships & Calculus Polynomials and Quadratic Theory; Further Differentiation; Further Integration; Trigonometric Equations; Logarithmic and Exponential Functions • Applications Straight Line; Basic Differentiation; Basic Integration; Recurrence Relations; The Circle <p>We will assess the knowledge and understanding of skills using three assessment tasks. Successful completion of all three tasks is required to achieve an overall award at the end of the session. One re-assessment opportunity will be provided for each task if necessary.</p> <p>As well as being assessed on the key skills above, each task will also assess your ability to</p> <ul style="list-style-type: none"> • Interpret a situation where mathematics can be used and identify a valid strategy • Explain a solution and, where appropriate, relate it to the context of the problem. <p>There will be an external examination at the end of the course. The overall course award is based solely on performance in this examination.</p> <p>The Advanced Higher Course extends learners' mathematical knowledge in algebra, geometry and calculus. It includes matrix algebra, complex numbers and vectors and formalises the concept of mathematical proof. It emphasises the need for candidates to undertake extended thinking and decision making, to solve problems and integrate mathematical knowledge. The course offers candidates, in an interesting and enjoyable manner, an enhanced awareness of the range and power of mathematics.</p> <p>The course is delivered in three units as follows:</p> <ul style="list-style-type: none"> ➤ Methods in Algebra and Calculus ➤ Applications of Algebra and Calculus ➤ Geometry, Proof and Systems of Equations |

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| | <p>To gain the award of the Course, the learner must pass all of the Units as well as the Course assessment, the final SQA examination.</p> |
| <p>Modern Studies</p> <p>National 3 National 4 National 5 Higher</p> <p>Advanced Higher</p> | <p>Modern Studies qualifications develop knowledge and understanding of contemporary political and social issues in local, Scottish, United Kingdom and international contexts.</p> <p>The Courses offer challenging, coherent and enjoyable journeys for learners who progress through levels. Learners also engage with discussions about the changing nature of political systems through studying democracy in Scotland and the United Kingdom.</p> <p>The Advanced Higher Modern Studies Course further develops learners' knowledge and understanding of contemporary political and social issues in local, Scottish, United Kingdom and international contexts. In these contexts, learners further develop an awareness of the political, social and economic issues they will encounter in their lives. The two units covered are Comparative Politics and Research Methods.</p> <p>The National 3 Modern Studies Course offers learners a basic understanding of the main features of democracy and of social issues at local, Scottish, national and international levels.</p> <p>The National 4 Modern Studies Course gives learners a straightforward understanding of the democratic process and of social and economic issues at local, Scottish, national and international levels.</p> <p>The National 5 Modern Studies Course gives learners a detailed understanding of the democratic process and of social and economic issues at local, Scottish, national and international levels. Topics are as follows: Social Issues: Social Inequality OR Crime and the Law; World Issues - Poverty; Democracy in Scotland and the UK</p> <p>The Higher Modern Studies Course develops learners' knowledge and understanding of contemporary political and social issues in local, Scottish, United Kingdom and international contexts. In these contexts, learners develop an awareness of the social and political issues they will meet in their lives</p> <p>Higher topics are as follows:</p> <ul style="list-style-type: none"> • Democracy in Scotland and the United Kingdom • Social Issues in the United Kingdom: Social Inequality • International Issues: World Issues –Poverty |
| <p>Modern Languages:</p> <p>French, Spanish</p> <p>National 3, National 4, National 5 Higher Advanced Higher – possible alternative YASS (French)</p> | <p>National 3 and 4 Modern Languages courses develop literacy skills by giving learners opportunities to read, listen, talk and write in a modern language and to reflect on how this relates to English. This course will enable learners to understand and use a modern language, to apply their knowledge of a modern language, and to develop planning, research and language skills. Students will also learn about the culture of the country.</p> <p>National 5 Modern Languages Courses develop literacy skills by giving learners opportunities to read, listen, talk and write in a modern language and to reflect on how this relates to English. This course will enable learners to understand and use a modern language, to apply their knowledge of a modern language, and to develop planning, research and language skills. Students will also learn about the culture of the country.</p> <p>Higher Modern Languages Courses enable learners to read, listen, talk and write in a modern language, and to understand and use a modern language. Learners also develop language skills of translation, and apply knowledge and understanding of a modern language. Topics studied are: Society, Learning, Employability and Culture.</p> <p>The Scottish Baccalaureate in Languages has been designed to provide a challenging and rewarding experience for candidates in fifth and sixth year of secondary school. The Scottish Languages Baccalaureate requires two, different eligible modern or classical Language Courses, at least one of which must be at Advanced Higher level.</p> |

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| | <p>The mandatory components of the Language Baccalaureate are:</p> <table border="1" data-bbox="323 145 1501 400"> <tr> <td data-bbox="323 145 729 241">Interdisciplinary Project Unit</td> <td data-bbox="729 145 1002 241">Advanced Higher</td> <td data-bbox="1002 145 1230 241">SCQF level 7</td> <td data-bbox="1230 145 1501 241">(16 SCQF points)</td> </tr> <tr> <td data-bbox="323 241 729 338">2 eligible Courses</td> <td data-bbox="729 241 1002 338">Advanced Higher</td> <td data-bbox="1002 241 1230 338">SCQF level 7</td> <td data-bbox="1230 241 1501 338">(64 SCQF points)</td> </tr> <tr> <td data-bbox="323 338 729 400">1 eligible Course</td> <td data-bbox="729 338 1002 400">Higher</td> <td data-bbox="1002 338 1230 400">SCQF level 6</td> <td data-bbox="1230 338 1501 400">(24 SCQF points)</td> </tr> </table> <p>One of the above Courses must be English (or ESOL or Gàidhlig*) and this may be at Higher or Advanced Higher level.</p> | Interdisciplinary Project Unit | Advanced Higher | SCQF level 7 | (16 SCQF points) | 2 eligible Courses | Advanced Higher | SCQF level 7 | (64 SCQF points) | 1 eligible Course | Higher | SCQF level 6 | (24 SCQF points) |
| Interdisciplinary Project Unit | Advanced Higher | SCQF level 7 | (16 SCQF points) | | | | | | | | | | |
| 2 eligible Courses | Advanced Higher | SCQF level 7 | (64 SCQF points) | | | | | | | | | | |
| 1 eligible Course | Higher | SCQF level 6 | (24 SCQF points) | | | | | | | | | | |
| <p>Music Performing</p> <p>National 3, National 4, National 5 Higher Advanced Higher</p> | <p>You will perform on two instruments (or voice instead of one) to a high standard, and you will also learn how to understand music in its social context. That will involve learning about some basics of musical styles, and writing some music of your own.</p> <p>At Higher and Advanced Higher, you will perform on two instruments (or voice instead of one), and you will also learn how to understand music in its social context. That will involve learning some sophisticated concepts about musical styles in their social context, and writing music of your own.</p> <p>Practice at home is necessary for all of these courses.</p> | | | | | | | | | | | | |
| <p>People & Society</p> <p>National 3 National 4</p> | <p>This Course is flexible and is designed to be appropriate and relevant to learners' needs. It offers significant opportunities for personalisation and choice. The approach taken and themes chosen for study in this Course can be drawn from a range of social subject/social science disciplines.</p> <p>The main aims of this Course are to enable learners to develop:</p> <ul style="list-style-type: none"> • a range of skills which will enhance opportunities to engage positively in society • knowledge and understanding of society and their place in it • straightforward knowledge of key ideas from across social studies and social science disciplines • an understanding of significant influences on society and individuals <p>By undertaking this Course, learners will develop a range of important and transferable skills, including investigating skills; using information to compare and contrast; and using information to make decisions or form judgements. Throughout this Course they will use the perspective of different subject disciplines to acquire a knowledge and understanding of people and society.</p> <p>Both levels offered within the one class.</p> <p>Suitable only for students who would find being in a Nat 4/5 social subject specific course too challenging.</p> | | | | | | | | | | | | |
| <p>Philosophy</p> <p>National 5, Higher</p> | <p>The main purpose of this Course is to challenge learners to think clearly about problems by asking them questions about the world we live in. Learners will explore philosophical ideas and arguments relating to general and fundamental philosophical issues of relevance in the world today. Learners will develop the ability to use philosophical thinking skills and terminology to analyse and evaluate arguments and to develop their own reasoning skills.</p> <p>The broad aims of the National 5 Course are to:</p> | | | | | | | | | | | | |

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| | <ul style="list-style-type: none"> • develop basic knowledge and understanding of philosophy and philosophers • develop basic thinking, analytical and evaluative skills appropriate to philosophy • encourage learners' ability to use abstract thought • offer learners insight into the ideas of others which might be different from their own • develop communication skills appropriate to philosophy <p>In the Higher course In this Course learners will be encouraged to challenge assumptions and to apply their knowledge and understanding of different positions and theories in philosophy. Thinking, analytical and evaluative skills, which are important in education and employment, are developed throughout the Course.</p> <p>The broad aims of this Course are to:</p> <ul style="list-style-type: none"> • develop knowledge and understanding of some key philosophical concepts and questions concerning arguments in action, moral philosophy and epistemology • develop critical thinking, analytical and evaluative skills appropriate to philosophy • develop the ability to engage with abstract ideas • develop the ability to develop and express reasoned arguments and conclusions • develop skills of analysis, evaluation and expressing a coherent line of argument, by investigating a philosophical question <p>National 5 pass in Philosophy or RMPS is a pre-requisite for Higher.</p> |
| <p>Physical Education</p> <p>National 3 National 4 National 5 Higher</p> | <p>When studying National 3/4/5 Physical Education students will learn about their own performance and how it can be improved. Students will learn about the factors that impact on their performance and they will implement and evaluate approaches to develop performance further.</p> <p>All students must complete the following units:</p> <p>Performance Skills (Students will be required to demonstrate a comprehensive range of movement and performance skills in two physical activities) Factors Impacting Performance (Written assessment based on various outcomes)</p> <p>The course assessment is based on the following: Two Single Performances: These are "one off" performances in an activity of the pupil's choice. Students are required to plan for and evaluate this performance. Portfolio: A written piece of work based around performance improvement in a particular activity.</p> <p>Students studying National 4/5 will get the opportunity to participate in a range of physical activities. They will have the opportunity to choose their activity for the single performance assessment. For example, this could be an activity they compete in out with school.</p> <p>When studying Higher Physical Education students will learn about their own performance and how it can be improved. Students will learn about the factors that impact on their performance and they will implement and evaluate approaches to develop performance further.</p> <p>All students must pass the following <u>internal unit</u> assessments:</p> <ul style="list-style-type: none"> ➤ Performance Skills (Students will be required to demonstrate a broad and comprehensive range of complex movement and performance skills in two physical activities) ➤ Factors Impacting Performance (Written assessment based on various outcomes) <p>The <u>course assessment</u> is based on the following:</p> <ul style="list-style-type: none"> ➤ Single Performance: This is a "one off" performance in an activity of the pupil's choice. Students are required to plan for and evaluate this performance. The single performance is internally assessed by PE staff at Marr College. 60% of overall mark. ➤ Written Exam: 1.5 hrs made up of 2 sections. 40% of overall mark. |

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| | <p>Studying Higher PE is excellent preparation for students aspiring to college/university as well as students who will be heading into employment. It is based around the development of critical thinking skills such as analysis, reflection and evaluation. At the same time the course is founded on the fundamental principles of PE - skill acquisition, physical conditioning and working effectively with others.</p> <p>When studying Higher PE students will participate in the following activities:</p> <ul style="list-style-type: none"> ➤ Badminton ➤ Volleyball ➤ Hockey <p>However, students will have the opportunity to choose their activity for the single performance assessment. For example, this could be an activity they compete in out with school.</p> |
| <p>Physics</p> <p>National 3 National 4 National 5 Higher Advanced Higher</p> | <p>The Physics curriculum as a whole aims to develop key skills and attributes vital to modern society:</p> <ul style="list-style-type: none"> • The ability to apply knowledge and understanding of physics • Working effectively both independently and as part of a group • Collaborating with others within an assigned role • Communicating effectively and learning from each other • Develop an understanding of the role of physics in scientific issues and relevant applications of physics, including the impact these could make in society and the environment • Scientific inquiry and investigative skills • Scientific analytical thinking skills in a physics context • The use of technology, equipment and materials, safely, in practical scientific activities • Planning skills • Problem solving skills in a physics context • Use and understand scientific literacy, in everyday contexts, to communicate ideas and issues and to make scientifically informed choices • Develop the knowledge and skills for more advanced learning in physics • Develop skills of independent working <p>National 3 Students study three main units: Electricity & Energy, Dynamics & Space and Waves & Radiation. National 3 is an ideal course for students requiring more time in S4 to consolidate their learning and skills in more depth following the Broad General Education S1-S3. All assessment is internal and continuous throughout the session. The knowledge and skills gained provides a solid platform for progression to National 4 and beyond.</p> <p>National 4 Students study three main units: Electricity & Energy, Dynamics & Space and Waves & Radiation. In addition, they conduct research into a specific topic in the Added Value Unit. All assessment is internal and continuous throughout the session. National 4 is an ideal course for students requiring more time in S4 to consolidate their learning and skills in more depth in an environment that removes the pressure brought about by external examination. National 4 builds a solid platform for progression to National 5 in S5 and Higher in S6 if desired.</p> <p>National 5 Students study Waves, Nuclear Radiation, Dynamics, Space, Electricity and Properties of Matter at a depth greater than National 4. In addition, they conduct research into a specific topic in the Assignment, which is externally assessed by SQA and contributes 20 % of the external grade. The course exam is externally assessed by SQA and contributes 80 % of the external grade. The grading is A-D. National 5 provides an excellent platform for progress to Higher.</p> |

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| <p>Mathematics of Mechanics – Advanced Higher</p> | <p>Higher Students study three main units: Our Dynamic Universe, Particles & Waves and Electricity at a depth greater than National 5. In addition, they conduct research into a specific topic in the Assignment, which is externally assessed by SQA and contributes 20 % of the external grade. The course exam is externally assessed by SQA and contributes 80 % of the external grade. The grading is A-D. Higher is the “Gold Standard” and represents the level required for University.</p> <p>Advanced Higher Students study three main units: Rotational Motion & Astrophysics, Quanta & Waves and Electromagnetism at a depth greater than Higher and roughly equivalent to a typical 1st year University course in Physics. In addition, they conduct research into a specific topic in their Project, which is externally assessed by SQA and contributes 20 % of the external grade. Students have the option of conducting their research at university. The course exam is externally assessed by SQA and contributes 80 % of the external grade. The grading is A-D.</p> <p>The Physics department offers a specialist course in partnership with the Mathematics Department, led by subject specialist Mr Robertson. It is an excellent choice for candidates planning to study maths, engineering or physics at University. In combination with Advanced Higher Maths, a Course Award can be obtained via external examination.</p> |
| <p>Practical Metalworking</p> <p>National 4 National 5</p> | <p>The Course allows students to gain a range of practical metalworking 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 metal. The Course will also give students the opportunity to develop thinking, numeracy, and employability, enterprise and citizenship skills.</p> <p>The aims of the Course are to enable students to develop: skills in metalworking techniques; skills in measuring out and marking metal sections and sheet materials; safe working practices in workshop environments; practical creativity and problem-solving skills; an understanding of sustainability issues in a practical; metalworking context. National 5 will now consist of an assignment worth 70% and a final written examination question paper worth 30%.</p> |
| <p>Practical Woodworking</p> <p>National 4 National 5</p> | <p>The Course allows students 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. Students will become familiar with: using a range of woodworking tools, equipment and materials safely and correctly for woodworking tasks with some complex features; reading and interpreting drawings and diagrams in familiar and some unfamiliar contexts; measuring and marking out timber sections and sheet materials in preparation for cutting and shaping tasks with some complex features; applying knowledge and understanding of safe working practices in a workshop environment.</p> <p>National 5 will now consist of an assignment worth 70% and a final written examination question paper worth 30%.</p> |
| <p>RMPS</p> <p>National 4 National 5 Higher</p> | <p>The National 4/5 course will require learners to study aspects of a world religion, understand contemporary moral issues and responses, and study key aspects of religious and philosophical questions. It will help learners develop an understanding of religious, moral and philosophical issues of relevance in the world today. Learners will develop skills which are transferable to other areas of study and which they will use in everyday life.</p> <p>The main aims of the Course are to enable learners to develop: the ability to understand and reflect on, religious, moral and philosophical questions and their impact; a range of skills including investigating and describing religious, moral and philosophical questions and responses, making comparisons, and the ability to express reasoned views; knowledge and understanding of beliefs, practices and sources related to world religions; knowledge and understanding of religious, moral and philosophical questions and responses to them.</p> |

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| | <p>The Higher Course will require learners to study a world religion in detail, understand contemporary moral issues and responses, and study key aspects of religious and philosophical questions. The Course will help learners develop an understanding of religious, moral and philosophical issues of relevance in the world today. Learners will develop skills which are transferable to other areas of study and which they will use in everyday life.</p> <p>The main aims of the Course are to enable learners to develop: the ability to critically analyse, reflect on and express reasoned views about religious, moral and philosophical questions and their impact a range of skills including investigating religious, moral and philosophical questions and responses, critical analysis, evaluation, and the ability to express detailed, reasoned and well-structured views in-depth factual and abstract knowledge and understanding of beliefs, practices and sources related to world religions in-depth factual and theoretical knowledge and understanding of religious, moral and philosophical questions and responses to them</p> <p>National 5 English or RMPS pass is a pre-requisite for Higher.</p> |
| <p>Travel & Tourism</p> <p>National 4, National 5</p> | <p>The National 4/5 Skills for Work: Travel and Tourism Course is an introductory qualification in travel and tourism. It develops the skills, knowledge and attitudes, needed for work in the travel and tourism industry.</p> <p>Learners will develop:</p> <ul style="list-style-type: none"> • skills to become effective job-seekers and employees, including the option for work experience where appropriate. • skills to deal effectively with all aspects of customer care and customer service in travel and tourism. • the product knowledge and skills to deal effectively with customer enquiries in relation to travel and tourism in Scotland, the rest of the United Kingdom and worldwide. <p>Both National 4 and 5 courses are 100% internally assessed with no final examinations.</p> |

3. Personal Development Awards – Wider Achievement

The Personal Development option will be subject to choice and may include the following themes:

- Leadership
- Sports
- Health and Wellbeing
- Numeracy and Statistics
- Languages and Literacy
- Ayrshire College School Link courses
- Work Experience
- YASS – please see Mrs Cooper and visit

<http://www.open.ac.uk/scotland/study/young-applicants-schools> for more details

| Personal Development Awards | |
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| Leadership | <p>The Higher Leadership Award – involves completing two units of work including a leading a project across the whole school.</p> <p>You may also be involved in Peer Support in junior classes, in a subject of your choice.</p> |
| Sports | <p>The SCQF Level 5 Award in Community Sports Leadership (CSLA) enables successful learners to lead groups of people in sport/activity, under indirect supervision. You will develop generic leadership skills such as organisation, planning, communication and teamwork through the medium of sport. It is a fun and practical qualification with no entrance requirements or final examinations to sit.</p> <p>Students will be required to teach/coach small groups of children within S1-3 classes at Marr College, cluster Primary Schools and local sports clubs. Students undertaking this course must have a genuine interest in working with others and a passion for physical activity.</p> <p>Students will also be given the opportunity to pass the following stand-alone units as part of the course: National 5/Higher performance skills & Heartstart.</p> |
| Health & Wellbeing | <p>Through the Health and Wellbeing option, students will undertake a variety of short courses including: Healthy Basic Cooking; First Aid; Heartstart; and an introduction to Basic Sign Language.</p> |
| Numeracy & Statistics | <p>Students will have the opportunity to study:</p> <p>Level 6 Statistics Unit - develop knowledge, skills and understanding in statistical methods and techniques that can be applied to a variety of real-life contexts which may be new to the learner. This includes skills in interpreting and analysing graphs and statistical diagrams, applying skills to the normal distribution and determining the equation of linear regression and using it for prediction.</p> <p>Students will also have the opportunity to develop their Numeracy skills alongside this statistics unit using real life contexts. Learners who complete this unit will be able to:</p> <ul style="list-style-type: none"> • Use numerical skills to solve real-life problems involving money/time/measurement • Interpret graphical data and situations involving probability to solve real-life problems involving money/time/measurement <p>In addition, learners will have the opportunity to develop generic and transferable skills for learning, skills for life and skills for work.</p> <p>You may also be involved in Peer Support in junior mathematics classes.</p> |

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| Languages for Life, Learning and Work | <p>This option offers learners opportunities to develop and extend a wide range of skills and attributes, including communication, self-awareness and confidence and independent learning. Learners will develop the ability to interact and collaborate with others in vocational and cultural contexts.</p> <p>You may also be involved in Peer Support in junior classes, in a subject of your choice.</p> |
| NPA Musical Theatre | <p>The SCQF Level 6 National Progression Award in Musical Theatre develops the practical skills and enhances the understanding of the triple discipline where performers are equally skilled in acting, singing and dance. You will learn the essential skills and knowledge appropriate to the Musical industry: performing, rehearsing, planning, evaluating and working collaboratively. As part of the programme you will receive vocal coaching, stage direction and choreography sessions.</p> <p>The framework of this programme promotes diversity in terms of genres and styles in text and song, acting, music and dance in the context of Musical Theatre. This offers further scope for personalisation and choice.</p> <p>You will be given performance opportunities in the school community, work with professional artists and experience working theatres.</p> <p>The NPA has the potential to improve progression to further study, provide you 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 and maintaining a successful future in any industry. Students will also be given the opportunity to pass the Music Performance stand-alone unit.</p> |
| Ayrshire College School Link Courses | <p>Please ask your Guidance Teacher for the Leaflet</p> |
| Work Experience | <p>Please ask your Mr McNeill for more information</p> |



Marr College S6 Learning Option Choices for 2018/19

In S6 our students will be given the opportunity to experience further personalisation and choice in their learning by specialising in a range of subjects. All students will continue with a Core Curriculum consisting of: PSE; RMPS and Personal Support. In addition, students will choose 5 Options (ideally one Personal Development Award and four Learning Options) which will each be studied for 5 periods. All S6 students will be expected to take on responsibilities within the wider school – these will be agreed with your Guidance Teacher and Head of House when the new timetable starts.

All students should discuss options with their parents, guidance teachers and subject teachers before making their final choices.

We will do our very best to ensure that all young people are able to study their preferred options, however, on occasion some courses may not run and choices therefore may not be guaranteed. It is therefore essential that forms are returned by the deadline. This is a very exciting time for the young people as they are beginning to shape their future. It is extremely important that all choices are carefully considered.

There are many levels studied in S6: National 3, National 4, National 5, Higher and Advanced Higher. National 3 and 4 are all internally assessed with no final examinations. This is also the case for National 5 Physical Education and National 5 Travel & Tourism. All other National 5 courses have a final examination as well as a strong element of internal assessment.

Here are some useful web links where you can find out more about the National courses in the Senior Phase as well as our options descriptor pack:

www.myworldofwork.co.uk/my-career-options/choosing-my-subjects

<http://www.sqa.org.uk/sqa/45625.html>

Marr College S6 Learning Option Choices for 2018/19

Name: _____

Register Class: _____

| S6 | Choice A | Choice B | Choice C | Choice D | Choice E | Choice F (optional) |
|-------------------------|----------|----------|----------|----------|----------|---------------------|
| Choice | | | | | | |
| Level | | | | | | |
| PT Subject Signature | | | | | | |
| | | | | | | |
| Parent/Carer signature: | | | | | | |
| Student signature: | | | | | | |
| PTG Signature: | | | | | | |
| Date: | | | | | | |

Please return to your Guidance Teacher by 28th February 2018

National 5 Assessment Framework (fully updated for SQA Examination Diet 2018)

| Course | Performance | | Assignment/Coursework | | Final Assessment | |
|---|-------------|------|-----------------------|--------|------------------|--------|
| | Mark | % | Mark | % | Mark | % |
| Accounting | | | 50/180 | 28% | 130/180 | 72% |
| Administration and IT | | | 70/120 | 58% | 50/120 | 42% |
| Art and Design | | | 200/250 | 80% | 50/250 | 20% |
| Biology | | | 20/120 | 20% * | 100/120 | 80% * |
| Business Management | | | 30/120 | 25% | 90/120 | 75% |
| Chemistry | | | 20/120 | 20%* | 100/120 | 80%* |
| Computing Science | | | 50/160 | 31% | 110/160 | 69% |
| Engineering Science | | | 50/160 | 31% | 110/160 | 69% |
| English | | | 30/100 | 30% | 70/100 | 70% |
| Environmental Science | | | 20/120 | 20%* | 100/120 | 80%* |
| French | 30/120 | 25%* | 20/120 | 12.5%* | 70/120 | 62.5%* |
| Geography | | | 20/100 | 20% | 80/100 | 80% |
| Graphic Communication | | | 40/120 | 33% | 80/120 | 67% |
| Health & Food Technology | | | 60/120 | 50% | 60/120 | 50% |
| History | | | 20/100 | 20% | 80/100 | 80% |
| Hospitality: Practical Cookery | | | 100/130 | 75%* | 30/130 ** | 25%* |
| Mathematics | | | | | 110/110 | 100% |
| Modern Studies | | | 20/100 | 20% | 80/100 | 80% |
| Music (Externally assessed performances) | 60/130 | 50%* | 30/130 | 15%* | 40/130 | 35%* |
| Philosophy | | | 20/100 | 20% | 80/100 | 80% |
| Physical Education (Internally assessed performances) | 60/120 | 50% | 60/120 | 50% | | |
| Physics | | | 20/155 | 20%* | 135/155 | 80%* |
| Practical Metalwork | | | 70/130 | 70%* | 60/130 | 30%* |
| Practical Woodwork | | | 70/130 | 70%* | 60/130 | 30%* |
| RMPS | | | 20/100 | 20% | 80/100 | 80% |
| Spanish | 30/120 | 25%* | 20/120 | 12.5%* | 70/120 | 62.5%* |
| Travel and Tourism | | | 100/100 | 100% | | |

*Scaling will be used to indicate the weightings indicated

** Marks for question paper will be confirmed April 2017 by SQA

Higher Assessment Framework

| Course | Assignment/Coursework | | Final Exam | |
|-----------------------|-----------------------|--------|------------|--------|
| | Mark | % | Mark | % |
| Accounting | 50/150 | 33.3% | 100/150 | 66.7% |
| Administration and IT | 70/100 | 70% | 30/100 | 30% |
| Art and Design | 160/220 | 73% | 60/220 | 27% |
| Biology/Human Biology | 20/120 | 16.67% | 100/120 | 83.33% |
| Business Management | 30/100 | 30% | 70/100 | 70% |
| Chemistry | 20/120 | 16.67% | 100/120 | 83.33% |
| Computing Science | 60/150 | 40% | 90/150 | 60% |
| Engineering Science | 60/150 | 40% | 90/150 | 60% |
| English | 30/100 | 30% | 70/100 | 70% |
| Environmental Science | 20/120 | 16.67% | 100/120 | 83.33% |
| French | 30/100 | 30% | 70/100 | 70% |
| Geography | 30/90 | 33.33% | 60/90 | 67.67% |
| Graphic Communication | 70/140 | 50% | 70/140 | 50% |
| History | 30/90 | 33.33% | 60/90 | 67.67% |
| Mathematics | | | 130/130 | 100% |
| Modern Studies | 30/90 | 33.33% | 60/90 | 67.67% |
| Music | 60/100 | 60% | 40/100 | 40% |
| Philosophy | 30/90 | 33.33% | 60/90 | 67.67% |
| Physical Education | 60/100 | 60% | 40/100 | 40% |
| Physics | 20/120 | 16.67% | 100/120 | 83.33% |
| RMPS | 30/90 | 33.33% | 60/90 | 67.67% |
| Spanish | 30/100 | 30% | 70/100 | 70% |