

PUBLIC

2026-2027

St. Benedict's

- HIGH SCHOOL -



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S5/6 Options
Booklet
2026-2027

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Introduction

Choosing subjects in the senior phase is an important and exciting time for our young people. It can also be an anxious time as the decisions they make will help to shape their future beyond school. The information contained within this booklet will support our pupils by outlining the range of educational choices available to them. It will also offer information on progression, careers and opportunities for wider achievement within and out with St Benedict's High School. It goes without saying that this information is not exhaustive and we would encourage our learners to engage with a range of staff, partners and their families to help support them in making the best choices.

Learner pathways

It is important that young people see the senior phase (S5-S6) as a 2-year plan. Regardless of when they intend to leave school, pupils should be looking ahead to allow for progression and career planning. For pupils who are clear on their chosen career path, subjects should be chosen in a way that helps them to develop skills and gain knowledge that will prepare them for college, university or employment in their chosen field. It is also beneficial to consider some wider achievement options and/or work experience that will help to supplement their Qualifications Scotland qualifications. For pupils who are unsure of what the future holds, we would encourage them to consider a selection of subjects that will develop a range of skills for life and work.

Factors to consider

When choosing subjects there are plenty of 'dos and don'ts' to consider. For example, you should not choose subjects simply because you like the teacher; or your friends will be in the class; or you think it will be an easy option. Also, subject choice does not have to be a family tradition i.e. just because you brother, sister or parents enjoyed something at school, does not mean it is the right choice for you! You should also speak to teachers about what you will learn in their subject as it may be different to what you have experienced in the BGE. The key questions below will allow you to reflect on your own learning preferences and help you to make the right choices.

How do you like to learn?

Do you like English and drama because you get to talk and listen? Or metalworking because you are good with your hands? Working out how you like to learn can help you choose your subjects.

Where could they take you?

Know what you want to do when you leave school? Picking the right subjects could help you get there, or keep your options open if you have not decided yet.

What subjects do you enjoy?

You are more likely to get better marks in subjects that you find interesting. Does time fly by in some subjects and go at a snail's pace in others?

What subjects are you good at?

What do you get your best marks in? There may be some you have never studied before but would do well in. Use your [My World of Work Account](#) and try their [tools and quizzes](#) for ideas.

What do others think you are good at?

Talk to your parents/carers, friends, family, teachers and careers adviser. What do they think would suit you and why? Ask for their opinions, and see how they weigh up with your own thoughts.

Who can help?

We recommend that pupils to speak to a range of school staff, family members and careers staff when making their choices, however they should be mindful that not everyone will give the same advice!

In St Benedict's High School we have highly experienced staff who will help pupils think about their individual learner pathway and support them in making the right choices. A list of relevant staff and partners have been outlined below:

Guidance

Mrs Kearns

Mrs Glen

Mrs Doyle

Mrs McLaughlin

Year Heads

Miss McFadden (S4 into S5)

Mr McGeough (S5 into S6)

Skills Development Scotland (SDS)

Audrey McNab (Careers Adviser)

Useful Websites

www.myworldofwork.co.uk

www.planitplus.net

S4 into S5

Pupils moving from S4 into S5 will narrow their choices from 7 subjects in S4 to 5 subjects in S5. These subjects will range from National 5, Higher, Skills for Work and National Progression Awards.

In most instances, students should be aiming to achieve 5 Higher in S5. However, for some this may not be possible and so you must find the balance of subjects and levels to ensure you meet your full potential.

In addition to their choices, pupil will receive additional periods of core RE, PE and SE.

Advice on suggested progression routes has been outlined below:

National 4 → National 5 **OR** National 4 in another subject to create a greater breadth a learning **OR** Level 4 course from schools-college partnership.

National 5 (Grade C) → National 5 (repeat to improve grade) **OR** National 5 in another subject to create a greater breadth a learning.

National 5 (Grade A or B) → Higher **OR** National 5 in another subject to create a greater breadth a learning **OR** Level 5 course from schools-college partnership

S5 into S6

By the time pupils move into S6, they should have a clearer idea of their chosen leaver destination and what they need to achieve this. For pupils who have secured an A or B at Higher level, they may wish to consider continuing their studies at Advanced Higher level. Please note that not all AH options are available within St Benedict's High School but most can be accommodated through consortium arrangements (i.e. pupils will study the subject at another Renfrewshire secondary school).

So much of the modern 'S6 experience' extends beyond the classroom and we would encourage pupils to consider some of our wider achievement, volunteering or college options to help develop a range of skills for life and work. It is also an opportunity for pupils to 'give something back' by organising fund-raising events; joining committees; or taking leadership roles such as prefect or buddy. This also gives our pupils more to talk about when it comes to applications for university, college or employment.

SCQF Framework

The Scottish Credit and Qualifications Framework (SCQF) is Scotland's national qualifications framework. The SCQF supports lifelong learning and can help:

- people of all ages and circumstances to access appropriate education and training over their lifetime, so as to fulfil their personal, social and economic potential
- employers, learners and the general public to understand the full range of Scottish qualifications, how qualifications relate to each other and to other forms of learning, and how different types of qualification can contribute to improving the skills of the workforce.

The SCQF helps describe both programmes of learning and qualifications, support the development of progression routes and maximise the opportunities to transfer credit points between qualifications.

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

Use the QR code below to link to the full SCQF Framework



QR code for Guide to Qualifications Scotland booklet



Senior Phase Progression – National Qualifications					
Subject	SCQF Level 3	SCQF Level 4	SCQF Level 5	SCQF Level 6 (Higher)	SCQF Level 7 (Ad. Higher)
Applications of Maths	-	✓	-	-	-
Applied Science	-	-	✓	-	-
Art and Design	✓	✓	✓	✓	✓
Biology	✓	✓	✓	-	✓
Business and Information Technology (BIT)	-	-	✓	-	-
Business Management	-	-	✓	✓	-
Chemistry	✓	✓	✓	✓	✓
Communication and Literature	-	-	-	✓	-
Computing Science	✓	✓	✓	✓	-
English	✓	✓	✓	✓	✓
Financial Services and numeracy	-	✓	✓	-	-
Geography	✓	✓	✓	✓	-
Graphic Communication	-	✓	✓	✓	-
Health and Food Technology	-	✓	✓	✓	-
History	✓	✓	✓	✓	-
Maths	-	✓	✓	✓	✓
Modern Studies	✓	✓	✓	✓	-
Music	✓	✓	✓	✓	✓
Physical Education	✓	✓	✓	✓	✓
Physics	✓	✓	✓	✓	✓
Photography	-	-	✓	-	-
Politics	-	-	-	✓	-
Practical Cookery	-	-	✓	-	-
Practical Electronics	-	-	✓	-	-
Practical Metalworking	-	✓	✓	-	-
Psychology	-	-	-	✓	-
RMPS	-	-	✓	✓	-
Spanish	✓	✓	✓	✓	✓
Travel and Tourism*	-	✓	✓	✓	-

Senior Phase Progression – Wider Achievement					
Subject	Level				
	4	5	6	7	N/A
Sports Development	-	-	✓	-	-
Refereeing	-	-	-	✓	-
Leadership Award	-	-	✓	-	-
Caritas Award	-	-	✓	-	-
Open University (YASS)	-	-	-	✓	-
Powering Futures	-	-	✓	-	-

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Subject: Applied Science**Level(s): SCQF Level 5 NPA****Course Overview:**

This is an internally assessed course which provides a practical, hands-on introduction to biology, chemistry, physics, and laboratory skills. It bridges school-level science with workplace application. Ideal for beginners, this course prepares students for careers or further study in STEM.

Course content:

- Cell Biology: Covers cell structure, respiration, and DNA.
- Chemical Changes and Structure: Focuses on reactions, bonding, and rates of change.
- Waves and Radiation: Explores key areas of physics.
- Practical Skills OR Forensics: Develops hands-on lab skills which cover the key techniques and equipment used by the three main sciences in the laboratory, potentially including forensics techniques to solve crimes.

Career pathways:

- Further study: NQ Applied Sciences (Level 6) or Higher Science courses at college.
- Vocational: Skills for Work (Laboratory Science), Foundation Apprenticeship in Scientific Technologies.
- Employment: Trainee or apprentice roles in a wide variety of STEM sectors.

Subject: Art & Design**Level(s): National 5/Higher****(SCQF Level 5/6)**Course Overview:

Candidates will develop knowledge of Art and Design practice by studying artists and designers and their work. They also develop an understanding of expressive and design processes and accumulate and use a selection of related skills and media. The course provides opportunities for candidates to be inspired and creatively challenged through their work. The study of Art and Design develops creative thinking – beneficial in all areas of industry. Throughout the course candidates develop creativity, perseverance, independence and resilience. The course will improve pupils' fine motor skills and develop problem solving through hands on experience.

Course content:

Expressive Portfolio – drawing, painting, mixed media – still life or portraiture.

Design Portfolio – graphic design, textiles or architecture.

Expressive Art/Design Studies.

Career pathways:

The National 4/5/Higher Art and Design course allows candidates to improve their skills base and broaden their horizons regarding the range of careers available to them.

Some examples include: Architecture, Fashion/Textiles, Product Design, Art Therapy, Game design, Web Design, Interior Design, Jewellery design, Printmaking, Graphic Design, Illustration, Photography, Painting, Pottery, Costume Design, Set Design, Model maker/ prop maker for Film & TV, Special effects makeup, Community Arts Worker, Multimedia / Animation, Tattoo Design, Industrial Design.

'We also offer different courses to suit individual needs. This is done on an individual basis.

The other courses offered are;

Creative Arts level 2.

Art and Design National 3.

NPA in Art and Design at SCQF level 4 &5

National 4 Art and Design

Some courses can also be offered with a Scottish Context to contribute towards the Scottish Studies award.

Subject: Art & Design**Level(s): Advanced Higher (SCQF Level 7)**Course Overview:

Candidates will choose to produce a Design **or** Expressive Folio. The Course will provide candidates with the opportunity to extend and apply the design/expressive skills they may have developed during the Higher Art and Design Course.

Candidates will also demonstrate personal and creative decision making when negotiating the design/expressive area and stimuli for their work, and when developing and realising their design/expressive ideas and solutions. This course prepares candidates for further study/employment in the creative sector, it embeds a culture of working independently to strict deadlines.

Course content:

Design **or** Expressive Studies

Design **or** Expressive Enquiry

Career pathways:

The Advanced Higher Art and Design course allows candidates to improve their skills base and broaden their horizons regarding the range of careers available to them.

Some examples include: Architecture, Fashion/Textiles, Product Design, Art Therapy, Game design, Web Design, Interior Design, Jewellery design, Printmaking, Graphic Design, Illustration, Photography, Painting, Pottery, Costume Design, Set Design, Model maker/ prop maker for Film & TV, Special effects makeup, Community Arts Worker, Multimedia / Animation, Tattoo Design, Industrial Design.

Subject: Biology	Level(s): National 5 (SCQF Level 5)
<u>Course Overview:</u> National 4/5 Biology pupils will develop an understanding of three themes, looking at our environment and our role in it, the inner workings of living cells and the systems and cells that allow large organisms to function. Within this they will develop skills of analytical thinking, knowledge and understanding through research and practical work. An assignment will be carried out where all of these skills will be applied. <u>Course content:</u> Life on Earth – study of Planet Earth and the factors affecting all organisms and growth Cell Biology – ultra-structure of a cell, cell processes, genetic engineering Multi-cellular organisms – producing new cells, control and communication, reproduction, transport systems in plants & animals <u>Career pathways:</u> Biochemistry, Zoology, Medicine, Dentistry, Radiology, Science technician, Health Studies, Genetics, Microbiology, Conservation, Pharmacist, Forensics, Marine Biology, Tree surgeon.	
Subject: Biology	Level(s): Higher (SCQF Level 6)
<u>Course Overview:</u> The Higher Biology course gives candidates the opportunity to understand and investigate the living world in an engaging and enjoyable way. It develops candidates' abilities to think analytically, creatively and independently, and to make reasoned evaluations. The course provides opportunities for candidates to acquire and apply knowledge to evaluate biological issues, assess risk, make informed decisions and develop an ethical view of complex issues. Candidates are able to develop their communication, collaborative working and leadership skills, and are able to apply critical thinking in new and unfamiliar contexts to solve problems. <u>Course content:</u> DNA and the genome Metabolism and survival Sustainability and interdependence <u>Career pathways:</u> Biochemistry, Zoology, Medicine, Dentistry, Radiology, Science technician, Health Studies, Genetics, Microbiology, Conservation, Pharmacist, Forensics, Marine Biology, Tree surgeon.	

Subject: Business Management**Level: National 5 (SCQF Level 5)**Course Overview:

See the ways in which society relies on businesses and other organisations to satisfy its needs, and an understanding of how to use business information to interpret and report on overall business performance. Also look at the impact that external influences can have on organisations.

Course content:

Understanding business – Look at enterprise and the role of different types of organisations. Also learn about the internal and external environments in which organisations operate, and the role of stakeholders in business.

Marketing – Develop skills in processes and procedures used to maintain competitiveness, and in how marketing can be used to communicate effectively with consumers.

Operations – Learn about the effective management of suppliers, inventory, and methods of production in an ethical manner.

People – Examine the issues facing organisations when managing people.

Finance – Study concepts and processes relating to financial aspects of business.

Assessment – 75% of the marks come from the exam and 25% an investigation into a real business.

Career pathways:

Gaining a general background in Business subjects opens up such futures as accounting, finance, marketing, human resources management, international business, and management.

Subject: Business Management**Level: Higher (SCQF Level 6)**Course Overview:

Business plays an important role in society, as it creates wealth, prosperity, jobs and choices. It is therefore essential to have effective businesses and business managers to sustain this role.

Course content:

Understanding business – Study how large organisations in the private, public and third sectors operate, make decisions and pursue their goals.

Marketing – Learn about effective marketing systems of large organisations, including procedures used to improve competitiveness and customer satisfaction.

Operations – Develop an understanding how to improve quality, and the importance of satisfying both internal and external customers' needs.

People – Learn about organisations when dealing with staff, including retention, training, leadership and motivation.

Finance – Examine issues that large organisations face when managing finance.

Assessment – 75% of the marks come from the exam and 25% an investigation into a real business.

Career pathways:

Move onto accounting, finance, marketing, human resources management, international business, and management; Advanced Higher Business Management, college, workplace or university degree.

Subject: Business Information Technology (BIT)	Level: 5
<u>Course overview:</u> Business Information Technology (Level 5) is a practical and future-focused subject that develops students' digital, organisational, and problem-solving skills for the modern workplace. The course equips students with the knowledge and tools needed to manage information effectively, use business technologies confidently, and understand how digital systems support decision-making in organisations. <u>Course content:</u> Students in this course will explore a combination of both Business Management and Administration & IT units including: • Advanced use of business software applications (e.g. word processing, spreadsheets, databases, and presentation tools) • Communication tools (email and e-diary) • Understanding business (types of businesses, sectors of the industry/economy, stakeholders, external and internal factors) • Marketing & Operations (market research, the marketing mix, technology, inventory management, methods of production, quality assurance and ethical and environmental production) <u>Career pathways:</u> Business Information Technology provides a strong foundation for further study, training, or employment in a wide range of fields, including: • Business administration • Information technology support • Data entry and data management • Office management • Accounting and finance support roles • Marketing and digital communications	

Subject: Caritas**Level(s): Level 6 Award**Course Overview:

The Caritas Award is an S6 Volunteering Award that challenges students to become active in deeds, while asking them to reflect meaningfully on their time volunteering.

“Speak about Christ only when you are asked. But live so that people ask about Christ” Paul Claudel

The award is designed to be inclusive and is open to young people of all faiths, denominations and backgrounds.

The Pope Benedict XVI Caritas Award encourages and promotes the ongoing faith journey of young people. It recognises that some are already active and committed within their homes, schools, parishes and dioceses and it invites others to respond to God’s call of love. It supports and celebrates the faith witness which young people give within their communities.

Course content:

20 Hours of Service in School e.g. buddying, Nativity performance

20 hours of service in parish/community e.g. soup kitchen visits, reading at mass

Journal assessment tasks

Final report

Subject: Chemistry	Level(s): National 5 (SCQF Level 5)
<u>Course Overview:</u> To develop learners' curiosity, interest & enthusiasm for chemistry in a range of contexts with skills of scientific inquiry & investigation integrated & developed throughout the course through practical work. The relevance & application of chemistry in everyday contexts is also studied & enables learners to become scientifically literate citizens. Opportunities are provided for learners to develop the ability to think analytically, creatively & make reasoned evaluations. <u>Course Content:</u> Chemical changes and structure - rates of reaction; atomic structure and bonding related to properties of materials; formulae and reacting quantities; acids and bases. Nature's chemistry - homologous series; everyday consumer products; energy from fuels. Chemistry in society - metals; plastics; fertilisers; nuclear chemistry; chemical analysis <u>Career pathways:</u> Chemical sciences, healthcare, paramedic, engineering, biochemistry, pharmacy, aromatherapy, agriculture, pathology, food and drink, manufacturing.	
Subject: Chemistry	Level(s): Higher (SCQF Level 6)
<u>Course Overview:</u> Learners acquire a deeper understanding of the central concepts of chemistry & the importance of chemists in the production of everyday commodities & new products through research & development. The experimental & investigative approaches used develop knowledge & understanding of chemical concepts, with knowledge of chemical apparatus & techniques being a key course component. <u>Course content:</u> Chemical changes and structure – periodicity; structure and bonding; oxidising and reducing agents. Nature's chemistry – systematic carbon chemistry; alcohols; carboxylic acids; esters; fats and oils; soaps; detergents and emulsions; proteins; oxidation of food; fragrances; skin care. Chemistry in society – getting the most from reactants; controlling the rate; chemical energy; equilibria; chemical analysis. Researching chemistry – common chemical apparatus; general practical techniques; reporting experimental work. <u>Career pathways:</u> Chemical sciences, healthcare, paramedic, engineering, biochemistry, pharmacy, aromatherapy, agriculture, pathology, food and drink, manufacturing.	

Subject: Communication and Literature**Level(s): SCQF Level 6**Course Overview:

Level 6 Communication and Literature is an alternative course designed to help pupils bridge the gap between National 5 and Higher English through more in-depth study of literature that is assessed continuously rather than in the strict time limits attached to the examinable element of Higher English.

The SQA/QS documentation acknowledges that successful completion of the two units comprising the course is accepted as the equivalent of a Grade C pass at Higher English at many colleges and universities, thus providing a meaningful exit point for any pupils wanting to progress to tertiary education after S5.

We strongly recommend any candidates predicted to gain - or actually gaining - a Grade C at National 5 progress to Communication and Literature with a view to then completing Higher English a year later if they so desire. However, there is also the option to exit after Communication and Literature at the end of S5 as pupils will have the equivalent of a Higher pass.

Course content:

- 2 critical essays on texts from different genres
- 1 Talking assessment
- 1 Textual Analysis of an unseen text
- 1 Listening assessment
- 1 Reading assessment

Career pathways:

Exact same as for Higher English

Subject: Computing Science	Level(s): National 5 (SCQF Level 5)
<u>Course Overview:</u> Computing Science is central to our way of life and there is increasing demand for people with skills to develop systems we use on a daily basis. Creating systems that can be accessed on countless devices, such as phones, games consoles and computers, is not only both a creative and technical pursuit, but also a very rewarding one. <u>Course content:</u> Databases – central to all our daily systems, such as shopping, videos and social media. This topic develops your skills towards creating state-of-the-art systems at the heart of I.T. Programming – a journey towards creating apps, games and programs for all computers. Computer Systems – learn about the important world cyber security and other issues surrounding computers. Web sites – we may venture into this topic, expand your creative and technical skills to developing cutting-edge websites. Assessment – around 30% of the course marks are from practical skills in developing the above systems, the rest come from a written exam. <u>Career pathways:</u> Many branches of Computing Science can be followed academically and as a career such as cyber security, games developer, web designer or database analyst; CS skills also play an important role in many other professions such as design, marketing, engineering or science.	
Subject: Computing Science	Level(s): Higher (SCQF Level 6)
<u>Course Overview:</u> This course builds on the skills and knowledge from the N5 course in the key areas of Computing Science to equip you with thorough, relevant and up-to-date technical skills in the key areas required to progress onto further education or a career using Computing Science. <u>Course content:</u> Databases – look at more complex systems and develop a better understanding of the language behind databases. Programming – move beyond basics & look at complex algorithms that are useful in the real world. Computer Systems – examine computer security and further issues around IT. Web sites – we may venture into this topic, develop these skills further towards becoming a professional developer. Assessment – around 30% from practical skills, the rest come from a written exam. <u>Career pathways:</u> There are not only many branches of Computing Science that can be followed academically and as a career such as cyber security, games developer, web designer or database analyst; but CS skills play an important role in many other professions such as design, marketing, engineering or science. Progress onto Advanced Higher Computing Science, college, workplace or university degree.	

Subject: English**Level(s): National 5 and Higher
(SCQF Levels 5 and 6)**Course Overview:

Language is at the heart of the English courses, and both National 5 and Higher equip candidates with a set of language skills vital for any career pathway.

Increased confidence in dealing with and creating complex texts develops candidates' abilities to communicate effectively and to think critically.

Literature, both from Scotland and elsewhere in the world, is at the centre of both courses, providing opportunities for personal, social, emotional and cultural growth and development.

Course content:

Reading for Understanding, Analysis and Evaluation (External exam)

Critical Reading (External exam)

Writing Portfolio (Produced in school/at home and submitted for external marking)

Spoken Language (Assessed in school)

Career pathways:

English supports a huge variety of career pathways, including: performing arts and media; legal services; marketing and advertising; journalism; library services; publishing; administrative services.

Subject: Geography	Level(s): National 5 (SCQF Level 5)
<u>Course Overview:</u> National 4/5 geography explores how the physical and human environments interact in our changing world. Candidates will develop a range of geographical skills and techniques including fieldwork, working with maps and research methods. The study of geography develops positive, life-long attitudes towards environmental sustainability and global citizenship. <u>Course content:</u> Physical Environments – glaciation, coasts, land-use conflicts, weather Human Environments – urban, rural, population, international development Global Issues – health, global climate change Assignment – urban studies (Ayr) or land-use conflicts (Loch Lomond and the Trossachs) <u>Career pathways:</u> Some examples include: Geoscience (e.g. renewable energy); cartography; meteorology; archaeology; tourism; town-planning; construction, land surveying; forestry; teaching; outdoor pursuits (e.g. mountaineering).	
Subject: Geography	Level(s): Higher (SCQF Level 6)
<u>Course Overview:</u> The course develops candidates' understanding of our changing world, its human interactions and physical processes. Practical activities, including fieldwork, provide opportunities for Candidates to continue their learning beyond the classroom. The study of geography encourages positive lifelong attitudes of sustainability and global citizenship. The course provides candidates with the skills, knowledge and understanding to contribute effectively to their local communities and wider society. <u>Course content:</u> Physical Environments – Atmosphere, Lithosphere, Hydrosphere, Biosphere Human Environments – Population, Urban, Rural Global Issues – Development & Health, Global Climate Change Assignment – urban land-use (Glasgow) or river studies <u>Career pathways:</u> Some examples include: Geoscience (e.g. renewable energy); cartography; meteorology; archaeology; tourism; town-planning; construction, land surveying; forestry; teaching; outdoor pursuits (e.g. mountaineering).	

Subject: Graphic Communication	Level(s): National 5 (SCQF Level 5)
<u>Course Overview:</u> Learners develop their creativity and skills within a 2D/3D graphic communication context. It will allow learners to initiate, develop and communicate ideas using graphic techniques in straight forward and familiar contexts. In addition learners develop their skills in some less familiar or new contexts and will develop 2D graphic spatial awareness. <u>Course content:</u> Produce and interpret simple 2D sketches and drawings. Produce preliminary 2D/3D colour designs and illustrations for Desk Top Publishing promotional displays. Produce pictorial sketches/drawings and 3D models. Produce pictorial and 3D colour illustrations. Knowledge and understanding of Building drawings and symbols. <u>Career pathways:</u> Architecture, Interior Design, Engineering, Computer Game Design, App Design, Graphic Design, Product Design, Advertising, Marketing, Animation, Construction and web design	
Subject: Graphic Communication	Level(s): Higher (SCQF Level 6)
<u>Course Overview:</u> Learners develop their creativity and skills within a 2D/3D graphic communication context. It will allow learners to initiate, develop and communicate ideas using graphic techniques in straight forward and familiar contexts. In addition learners develop their skills in some less familiar or new contexts and will develop 2D graphic spatial awareness. <u>Course content:</u> Produce and interpret complex 2D sketches and analyse drawings. Produce preliminary 2D colour designs and illustrations for Desk Top Publishing promotional displays. Produce pictorial sketches/drawings and advanced 3D models. Produce pictorial and 3D colour illustrations. Knowledge and understanding of Building drawings and symbols. <u>Career pathways:</u> Architecture, Interior Design, Engineering, Computer Game Design, App Design, Graphic Design, Product Design, Advertising, Marketing, Animation, Construction and web design.	

Subject: Health and Food technology**Level(s): National 5 (SCQF Level 5)**Course Overview:

The course focuses on health, nutrition and food, and on safe, hygienic and informed food preparation and consumer choices. It aims to develop learners' knowledge of the relationships between health, food and nutrition, understanding of functional properties of food, ability to make informed food choices, and practical, organisational and technological skills in food production.

Course content:

- Relationships between health, food and nutrition (diet, nutrients, dietary needs).
- Functional properties of ingredients and stages in food product development.
- Food preparation techniques, safe and hygienic practice, and kitchen management.
- Consumer issues: labelling, budgeting, advertising, dietary needs, allergies.
- Environmental and ethical issues: food miles, sustainability, Fair Trade, organics, packaging and recycling.

Career pathways:

- Question paper: 60 marks, 1 hour 50 minutes, externally set and marked, assesses knowledge and understanding of health, food, nutrition, product development and consumer issues.
- Assignment: 60 marks, based on an SQA brief; learners research a health or consumer issue, develop and make one food product, carry out sensory testing, and evaluate the product and decisions made, with evidence submitted in a candidate workbook for external marking.
- Career Pathway
- Successful completion can lead to Higher Health and Food Technology or related SQA qualifications, as well as further study, training or employment in food, health or consumer-related areas.

Subject: Health and Food technology	Level(s): Higher (SCQF Level 6)
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Course Overview:

The **Higher Health and Food Technology** course in Scotland is designed to deepen learners' understanding of how **health, nutrition, food science, and consumer issues** interact, while developing advanced practical and analytical skills. It builds on National 5 but moves into greater depth, independence, and critical thinking.

Course content:**1. Question Paper (50%)**

- Knowledge of nutrition, health, food science, and consumer issues
- Ability to analyse and apply concepts to scenarios

2. Practical Assignment (50%)

- Research a brief
- Develop and trial a food product

Career pathways:

- **Advanced Higher Health and Food Technology**
- Courses in **nutrition, food science, hospitality, health sciences, and consumer studies**
- Careers in food development, dietetics, health promotion, hospitality, and education

Subject: History	Level(s): National 5 (SCQF Level 5)
<u>Course Overview:</u> The course involves pupils in studying the causes and consequences of change in history. Their study makes pupils aware of their own national and international heritage. The course develops the skills of selecting and evaluating evidence and making judgements – skills which are useful in work and society. Evidence may take the form of books, pictures, diagrams, computer databases, etc.; it may be found in the school and in libraries, museums or historical sites. <u>Course content:</u> <i>Scottish History:</i> Migration and Empire, 1830-1939 – experience of Irish, Jewish, Italian and Lithuanian immigrants in Scotland, Highland Clearances, emigration of Scots, contribution of Scots to British Empire and countries abroad. <i>British History:</i> Atlantic Slave Trade, 1770-1807 – the trade triangle, experience of slaves in Africa and the Caribbean, abolition of the slave trade. <i>European and World History:</i> Germany, 1918-1939 – Germany after WWI, the Weimar Republic, the rise of Hitler and the Nazi Party, life in Nazi Germany. Assignment – choice of any topic from the three units above. <u>Career pathways:</u> Some examples include: archive work, civil service, retail, law and legal professionals, museum work, heraldry, trade union work, teaching, clerical and secretarial work, broadcasting and journalism, business and finance, marketing/sales and advertising, armed forces/public profession services.	
Subject: History	Level(s): Higher (SCQF Level 6)
<u>Course Overview:</u> The course involves pupils in studying the causes and consequences of change in history. Their study makes pupils aware of their own national and international heritage. The course develops the skills of selecting and evaluating evidence and making judgements – skills which are useful in work and society. Evidence may take the form of books, pictures, diagrams, computer databases, etc.; it may be found in the school and in libraries, museums or historical sites. <u>Course content:</u> <i>Scottish History:</i> Scottish Wars of Independence, 1248-1328 – the fight for Scottish independence under William Wallace and Robert the Bruce. <i>British History:</i> Britain, 1851-1951 – The development of the welfare state, the growth of democracy. <i>European and World History:</i> Germany, 1815-1939 – The formation of Germany, Bismarck and German unification, rise of the Nazis. Assignment – choice of any topic from the three units above. <u>Career pathways:</u> Some examples include: archive work, civil service, retail, law and legal professionals, museum work, heraldry, trade union work, teaching, clerical and secretarial work, broadcasting and journalism, business and finance, marketing/sales and advertising, armed forces/public profession services.	

Subject: Leadership**Level(s): 6**Course Overview:

Pupils will undertake three qualifications.

This National Progression Award (NPA) in Enterprise and Employability equips candidates with relevant and transferable skills which can be used in any employment setting, including self-employment. It develops practical, technical and transferable skills such as creativity, oral, written and evaluation abilities, resource management and organisational skills. Pupils will be required to complete a work placement as part of this award.

The Leadership Award develops knowledge of leadership skills, styles and qualities. It is designed for learners who take, or plan to take, a leading role for an activity. This Award allows individuals to build self-confidence and self-esteem and encourages learners to work creatively and collaboratively. It is aimed primarily at S6 pupils to develop a range of inter-personal skills through the design and delivery of a series of practical activities.

The UWS Foundation Academy is delivered in conjunction with the University of the West of Scotland. This exciting initiative gives school pupils the opportunity to experience studying at university level, develop academic skills in a specific subject area, and improve the quality of their university/college or work place application. Successful completion of this course lowers the entry requirement to a host of courses at UWS.

Course content:**Level 6 Leadership**

- Leadership: An Introduction
- Leadership In Practice

Career pathways:

The Leadership Award is a QUALIFICATIONS SCOTLAND Wider Achievement qualification. These qualifications are designed to recognise the skills needed to get ahead successfully in today's world.

Subject: Mathematics	Level(s): National 5 (SCQF Level 5)
<u>Course overview:</u> Mathematics is rich and stimulating and develops logical reasoning, analysis, problem solving skills, creativity and the ability to think in abstract ways. National 5 Mathematics develops understanding and use of mathematical concepts and relationships. Candidates will develop a range of mathematical skills including algebra. Geometry, trigonometry, statistics and numerical skills. Candidates will use mathematical reasoning skills to interpret information, to select a strategy to solve a problem, and to communicate solutions. <u>Course content:</u> Expressions & Formulae Relationships Applications Numeracy <u>Career pathways:</u> Career opportunities are unlimited for mathematics. Candidates may follow career paths in business, science or technical fields or disciplines such as social services, education and government. Some examples include: accountant, actuary, computer programmer, doctor, engineer, lawyer, statistician, teacher, systems analyst, banking, government, space/aircraft industry.	
Subject: Applications of Mathematics	Level(s): Higher (SCQF Level 6)
<u>Course overview:</u> Higher Applications of Mathematics equips learners with the skills needed to interpret, analyse, and critically appraise statistical and mathematical information; simplify and solve problems; assess risk and make informed decisions by enhancing critical and logical thinking. <u>Course content:</u> Mathematical Modelling Statistics and Probability Finance Planning and Decision Making <u>Career pathways:</u> Mathematics is fundamental to our society and economy. Advances in technology are changing the way we work, communicate and access information, and there is an increasing need for learners to acquire more mathematical skills in preparation for modern citizenship, further study and employment. The new Higher Applications of Mathematics will enable learners to develop mathematical, statistical and financial skills for everyday life. These transferable skills are sought after by employers and universities, and are relevant to a wide range of subjects and sectors. Candidates may follow career paths in Business, Computing and ICT, Engineering, Data Science.	

Subject: Mathematics	Level(s): Higher (SCQF Level 6)
<u>Course overview:</u> The course enables candidates to understand and use a range of complex mathematical concepts and relationships. Candidates will be able to select and apply operational skills in algebra, geometry, trigonometry, calculus and statistics within mathematical contexts. Also, candidates will be able to use mathematical reasoning skills to think logically, solve problems and communicate effectively. <u>Course content:</u> Expressions & Functions Relationships & Calculus Applications <u>Career pathways:</u> Career opportunities are unlimited for mathematics. Candidates may follow career paths in business, science or technical fields or disciplines such as social services, education and government. Some examples include: accountant, actuary, computer programmer, doctor, engineer, lawyer, statistician, teacher, systems analyst, banking, government, space/aircraft industry.	
Subject: Mathematics	Level(s): Advanced Higher (SCQF Level 7)
<u>Course overview:</u> The course enables candidates to understand and use a range of complex mathematical concepts and relationships. Candidates will be able to select and apply operational skills in algebra, geometry, trigonometry, calculus and statistics within mathematical contexts. Also, candidates will be able to use mathematical reasoning skills to think logically, solve problems and communicate effectively. <u>Course content:</u> Expressions & Functions Relationships & Calculus Applications <u>Career pathways:</u> Career opportunities are unlimited for mathematics. Candidates may follow career paths in business, science or technical fields or disciplines such as social services, education and government. Some examples include: accountant, actuary, computer programmer, doctor, engineer, lawyer, statistician, teacher, systems analyst, banking, government, space/aircraft industry.	

Subject: Modern Studies	Level(s): National 5 (SCQF Level 5)
<u>Course Overview:</u> Modern Studies is the study of the social, economic, political, environmental and technological contexts in which we live and how these may be changed within a democratic society. It encourages people to work towards a more just and sustainable world. The course aims to help pupils develop of political awareness and help inform their decision making. <u>Course content:</u> <i>Politics:</i> Scottish politics, the British constitution, the Scottish Parliament, the Scottish Government, pressure groups, trade unions, the media. <i>Sociology:</i> Crime and the law, the Scottish legal system, Scottish courts, the penal system. <i>International Issues:</i> The USA as a world power, the US political system, the influence of the US abroad, social and economic issues in the US. Assignment – choice of any topic from the three units above. <u>Career pathways:</u> Some examples include: Lawyer, Doctor, Journalist, Accountant, Politician, Broadcasting, Nursing, Armed forces, Social work, Teaching, Insurance, Solicitor, Town & Country Planning, International Relations, Finance & banking, Trade Union Work, Local Government, Personnel Work, Administration, Clerical Worker, Management, Advertising Marketing, Civil Service, the Media.	
Subject: Modern Studies	Level(s): Higher (SCQF Level 6)
<u>Course Overview:</u> Modern Studies is the study of the social, economic, political, environmental and technological contexts in which we live and how these may be changed within a democratic society. It encourages people to work towards a more just and sustainable world. The course aims to help pupils develop of political awareness and help inform their decision making. <u>Course content:</u> <i>Politics:</i> British politics, the British constitution, the electoral systems in Scotland, voting behaviour, the influence of the media, the work of the British parliament, the British government and the Prime Minister, pressure groups. <i>Sociology:</i> Health and wealth inequalities in the UK, the NHS, the benefits system, government attempts to deal with social and economic inequalities in the UK. <i>International Issues:</i> Development in Africa, causes of development issues, action by governments to tackle, the work of the EU and UN in Africa, contribution of charities to promote development in Africa. Assignment – choice of any topic from the three units above. <u>Career pathways:</u> Some examples include: Lawyer, Doctor, Journalist, Accountant, Politician, Broadcasting, Nursing, Armed forces, Social work, Teaching, Insurance, Solicitor, Town & Country Planning, International Relations, Finance & banking, Trade Union Work, Local Government, Personnel Work, Administration, Clerical Worker, Management, Advertising Marketing, Civil Service, the Media.	

Subject: Music	Level(s): National 5/Higher/Advanced Higher (SCQF Levels 5-7)
<u>Course Overview:</u> Music courses allows candidates to develop and consolidate practical skills in music and knowledge and understanding of music styles and concepts. It encourages them to self-reflect and explore their creative ideas. Understanding music through listening enables candidates to build on and extend their knowledge and understanding of music and influences on music <u>Course content:</u> Question paper – 40 marks Composition/Assignment – 30 marks (20 marks for Advanced Higher) Performing on two instruments/voice – 30 marks for each instrument <u>Career pathways:</u> Some examples include: Musician, singer/songwriter, music therapist, teacher, studio sound engineer/technician, instrument maker/repairer, events manager	

Subject: Photography	Level(s): National Progression Award Level 5 (SCQF Level 5)
<u>Course Overview:</u> The National Progression Awards in Photography at SCQF level 4 and 5 will develop knowledge and understanding in practical photography. The Awards are aimed at those who want to explore their interest in photography and take it to a more advanced level. The level 4 course will provide a foundation level of study - the units are aimed at promoting self-confidence, self-development, and learner interests. The level 5 course will build on the foundation skills at level 4 and prepare learners to understand more advanced skills and techniques. It will promote a progression route into Higher Photography. <u>Course content:</u> Understanding Photography Photographing Places Photographing People Working with Photographs <u>Career pathways:</u> Candidates will have the opportunity to become involved in practical photography which will encourage the development of skills through a range of practical activities and team working. The development of a quality portfolio and participation in exhibition work will provide a good basis to consider further learning and/or employment opportunities, eg progression to other courses or employment such as Freelance Photographer, Community Arts Worker, Advertising, Film and TV work, Creative Director, Cinematographer, Photojournalist, Blogger, Instagram Lifestyle Influencer.	

Subject: Physics**Level(s): National 5 (SCQF Level 5)**Course overview:

Physics is the study of the entire universe from the extremely small quantum level to the astronomically large scale of the universe. It is the study of energy and matter and the interaction between them. It allows candidates to ask the fundamental questions and try to answer them by observing and experimenting. The answer to such questions can lead to advances in the understanding of the worlds around us and result in technological improvement to enhance all our lives. Physics gives candidates an insight into the underlying nature of our world and its place in the universe. The purpose of the course is to develop candidates' interest and enthusiasm for physics through investigating the applications of physics.

Course content:

Dynamics, Space, Waves, Radiation, Energy, Matter and Electricity.

Career pathways:

Career paths in physics are endless, including many different fields of Engineering such as Aeronautical, electrical, electronic, design, civil and software engineering. Also, in the field of medical physics such as radiology, medical imaging and radiotherapy. Physicists also pursue careers in education to teach at schools, colleges and universities. Many also pursue careers as consultants, management roles in businesses and are involved in financial fields as their problem solving and analytical skills prepare them well. Physicists conduct scientific research in many areas including astrophysics, atomic nanoscience & nanotechnology, optics & lasers, particle physics and renewable energy to name a few.

Subject: Physics	Level(s): Higher (SCQF Level 6)
<u>Course overview:</u> The relevance of physics is highlighted by the study of the applications of physics in everyday contexts. Candidates gain a deeper insight into the structure of the subject and reinforce and extend their knowledge and understanding of the concepts of physics. It allows candidates to ask the fundamental questions and try to answer them by observing and experimenting. Physics studies energy and matter and the interaction between them from the extremely small quantum level to the astronomical scale of the universe. Physics gives candidates an insight into the underlying nature of our world and its place in the universe and allows candidates to contribute to leading technological improvements that could enhance all our lives. <u>Course content:</u> Our Dynamic Universe Particles and Waves Electricity Researching Physics/Assignment <u>Career pathways:</u> Career paths in physics are endless, including many different fields of Engineering such Aeronautical, electrical, electronic, design, civil and software engineering. Also, in the field of medical physics such as radiology, medical imaging and radiotherapy. Physicists also pursue careers in education to teach at schools, colleges and universities. Many also pursue careers as consultants, management roles in businesses and are involved in financial fields as their problem solving and analytical skills prepare them well. Physicists conduct scientific research in many areas including astrophysics, atomic nanoscience & nanotechnology, optics & lasers, particle physics and renewable energy to name a few.	

Subject: Physical Education	Level(s): National 5 (SCQF Level 5)
<u>Course overview:</u> The National 4&5 courses aim to develop a knowledge and understanding of the factors that impact performance in physical activities. Pupils will consider the effects of mental, emotional, social and physical factors on performance, and acquire an understanding of how to plan, monitor, record and evaluate the process of performance development. These courses are a mixture of practical and theoretical sessions, with theory sessions in line with the work which is done practically. <u>Course content:</u> National 4: Performance - pass in two performance activities (internally assessed) Factors Impacting on Performance (FIP) - pass a FIP booklet (internally assessed) National 5: Performance – complete two one-off performances which are internally marked out of 30 (a total of 60) which accounts for 50% of the total course award. Factors Impacting on Performance (FIP) - a portfolio is completed internally throughout the academic year and sent to QUALIFICATIONS SCOTLAND to be externally marked. This is marked out of 60 and accounts for the other 50% of this award. <u>Career pathways:</u> Future professions include P.E. teaching, Sports Coaching, Sports Development, Active Schools Co-ordinator, Sports Science, Leisure Management.	
Subject: Physical Education	Level(s): Higher (SCQF Level 6)
<u>Course overview:</u> The Higher PE course gives pupils the chance to develop their performance and understanding of a variety of factors impacting on their performance (physical, mental, emotional and social). Pupils will use a variety of methods to gather and interpret data, design and carry out approaches to develop their performance, monitor & evaluate their performance and understand the impact physical, mental, emotional and social factors have on this. The course is a mixture of practical and theoretical sessions, with theory sessions in line with the work which is done practically. <u>Course content:</u> Factors Impacting on Performance – exam paper of 2.5 hours is out of 50 marks and is worth 50% of the overall mark. Performance – pupils must perform in 2 significantly different activities of their choice in a one-off, challenging environment. Each performance is marked out of 30 (60 in total) and is worth 50% of the overall mark. <u>Career pathways:</u> PE Teacher (primary or secondary), Active Schools Co-ordinator/Assistant, Sports Development Manager, Leisure Management, Army/Royal Marines, Sports Coach, Physiotherapist, Fitness Instructor/Personal Trainer, Police Officer and Firefighter.	

Subject: Politics**Level(s): Higher (SCQF Level 6)**Course overview:

Higher Politics focuses on understanding how political systems work and how political ideas influence decision-making. Students study key political concepts, compare political systems, and analyse factors affecting elections and political parties. The course develops skills in analysis, evaluation, and forming evidence-based political arguments, helping learners interpret political issues and develop their own viewpoints. It also encourages discussion, debate, and critical thinking about real political issues and events.

Course content:

The course is made up of three main areas of study:

Political Theory – studying key political concepts such as power, democracy, rights, and authority and major political ideologies (Socialism and Conservatism)

Political Systems – comparing the UK and US political systems with regards to the roles of each institution including the study of the different branches of government.

Political Parties and Elections – studying the different ideas of political parties, the campaign strategies used during elections and factors that influence how people vote.

Career pathways:

Studying Higher Politics can lead to further study or careers in areas such as: Politics and Government (e.g., political adviser, civil servant), Law, Journalism and Media, international relations or diplomacy, public policy and research, education. The analytical, research, and communication skills developed in the course are also useful in many other careers including business, public services, and the voluntary sector.

Subject: Powering Futures**Level(s): Level 6 Award**

POWERING FUTURES

Powering Futures is an SCQF level 6 accredited school programme which allows learners to develop their critical meta-skills that employers are looking for at the same time as gaining an understanding of sustainability and how it can positively impact their future, whatever they do next. The programme also equates to 7 UCAS Tariff Points. You can find out more using this QR Code



Subject: Practical Electronics	Level(s): National 5 (SCQF Level 5)
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Course Overview:

Electronics brings together elements of technology, science and mathematics. It applies these to real world challenges and provides an opportunity for making links across learning. The course provides progression from experiences and outcomes in craft, design, engineering, graphics and in science. It provides a solid foundation for those considering further study or a career in electronics, electrical engineering and related disciplines. The course also provides a valuable complementary practical experience for those studying engineering science, physics and other science courses.

Course content:**Circuit design**

Candidates develop an understanding of key electrical concepts and electronic components. Candidates will analyse electronic problems, design solutions and explore issues related to electronics.

Circuit simulation

Candidates use simulation software to assist the design, construction and testing of circuits and systems and to investigate their behavior.

Circuit construction

Candidates gain experience in assembling a range of electronic circuits, using permanent and non-permanent methods. They will develop skills in practical wiring and assembly techniques, carry out testing and evaluate functionality.

Assessment consists of a practical assignment worth 70% of the final grade and a written assessment worth 30% of the final grade.

Career pathways:

The electronics industry is vital to everyday life in our society and plays a major role in economy. It contributes not only to manufacturing, but to other sectors such as finance, telecommunications, material processing, oil extraction, weather forecasting and renewable energy. Within all these sectors, a wide range of job opportunities are available for people with skills in electronics.

Electrical and electronic engineers work at the forefront of practical technology, improving the devices and systems we use every day. From solar-energy systems to mobile phones, they innovate to meet society's communication, tech and energy needs.

Scotland has a global reputation for excellence in the electronics industry with over 50 years of electronics manufacturing experience. Scottish companies produce high-end electronics, specialising in a number of emerging industries such as CleanTech, Microelectronics, Nanotechnology, Optoelectronics, and Wellness tech amongst others.

Subject: Practical Metalwork**Level(s): National 5 (SCQF Level 5)****Course Overview:**

Learners develop safe working practices in a workshop environment and understanding of sustainability issues and good practice in recycling in a practical metalworking context.

The structure of the Course allows learners to cover fundamental metalworking skills in a progressive fashion in measuring, marking out, cutting and jointing techniques.

Course content:

Bench skills

Candidates develop skills, knowledge and understanding in the use of metalworking hand tools, bench-fitting work, routine sheet-metal work, measuring and marking out, involving complex features. Candidates develop their ability to read and use drawings and diagrams depicting both familiar and unfamiliar metalwork tasks.

Machine processes

Candidates develop skills, knowledge and understanding in the use of metalworking machines, equipment, related processes, materials, measuring and marking out, involving complex features.

Fabrication and thermal joining

Candidates develop skills, knowledge and understanding in fabrication, forming and joining of metalwork components with some complex features. Candidates develop skills in thermal joining techniques and in measuring and marking out.

Log book

As part of the ongoing assessment within the course learners are required to complete a log book containing information on how they developed their skills. This contains information on how they constructed joints, material properties, material uses, tool identification and material identification.

Final Assignment

This Unit allows learners to display the skills in Bench Skills, Machine Processes and Fabrication and Thermal Joining together in a final project.

Career pathways:

Joinery, Plumbing, Engineering, welding, fabrication, Motor Vehicle Mechanics, construction, pipe fitting, machining, shop fitting and formwork.

Subject: Practical Cookery	Level(s): National 5 (SCQF Level 5)
<u>Course Overview:</u> This course aims to further develop candidates' life skills and enhance their personal effectiveness in terms of cookery and to provide a set of skills for those who wish to progress to further study in the hospitality context. In preparing candidates for life, the course anticipates their future needs and enables them to learn how to plan, prepare and cook food for themselves and others. It also develops organisational skills, which have an application in a wide variety of contexts. <u>Question paper:</u> The purpose of the question paper is to assess breadth of knowledge from across the course, depth of understanding, and application of this knowledge and understanding to answer appropriately challenging questions. The question paper requires candidates to draw on and apply knowledge and understanding of a sample of all the areas listed in the table below. <u>Assignment and practical activity:</u> The purpose of the assignment and practical activity is to assess practical application of knowledge and skills from across the course to plan, prepare and present a three-course meal to a given specification. It will assess candidates' skills in planning and implementing. <u>Career pathways:</u> Career opportunities are very diverse in the hospitality sector.	

Subject: Psychology	Level(s): Higher
<u>Course Overview:</u> Psychology is the scientific study of human behaviour. Students will be introduced to different ways of understanding why humans behave the way they do. The course is assessed 67% exam and 33% assignment. For the assignment, students will plan and carry out a research study then write up the study as a scientific report.	
<u>Course content:</u> • Sleep – What happens in the brain during sleep? Why do humans dream? What is the effect of light and drugs on sleep? • Conformity & obedience –How are we influenced by people around us? How can we resist peer pressure? • Optional topic: Memory, depression, prejudice, aggression or relationships	
<u>Career pathways:</u> • Provides a foundation for studying Psychology or Social Sciences at university of further education college • Equips students with transferable skills for careers in health and social care, education, HR, marketing, or, with further training, professional psychology roles.	

Subject: Refereeing**Level(s): 7**Course Overview:

The qualification is designed to develop **knowledge, understanding, and practical competence in football refereeing**. It prepares learners to interpret and apply the *Laws of the Game*, manage match situations, and meet the expectations of the Scottish FA. Successful candidates can join their local Referees' Association and begin officiating competitive matches.

Course content:

Demonstrate detailed knowledge of the **17 Laws of the Game** and their application.

- Apply decision-making skills in realistic match scenarios.
- Manage player behaviour, misconduct, and disciplinary procedures.
- Produce accurate **match reports** and understand formal reporting requirements.
- Meet basic **fitness standards** required for refereeing.
- Officiate a football match safely, confidently, and in line with SFA expectations

Career pathways:

Refereeing

Use the qualification as part of a PE pathway, sports leadership programme, or wider senior-phase vocational curriculum

Subject: RMPS**Level(s): National 5/Higher (SCQF Levels 5/6)**Course Overview:

In RMPS students learn not only how religion is intertwined into the fabric of our society, but also how moral issues shape our culture, and philosophical questions give answers to these moral issues. Students will be able to: investigate and express detailed, reasoned and well-structured views about religious, moral and philosophical topics or issues; interpret and explain sources related to world religions; enquire into and evaluate contemporary moral questions and responses; critically analyse religious and philosophical questions and responses.

We focus on embedding the literacy skills of research and presenting, evaluation, discussion, listening and talking.

National 5 progresses onto Higher RMPS, progression Higher courses can stand alone or follow on from National 5 qualifications and may lead to Advanced Highers

Course content:

The course is delivered in three units and a course assignment

1. World Religion: Christianity
2. Morality and Belief: Morality, medicine and the human body
3. Religious and Philosophical Questions: Origins

Assignment: Space for personalisation and choice as students choose their assignment topic.

Career pathways:

In the world of work employers look for someone with an enquiring mind, an appreciation of different viewpoints and an ability to come to clear, balanced decisions. These skills are developed through studying religious and non-religious philosophical viewpoints.

Students progress to a whole range of jobs and careers from RMPS. In previous years students have gone on to university to study subjects as varied as Art, Law, Journalism, Medicine, Nursing, Social Work, Teaching, Physiology, Criminology, Drama and Science

Subject: Spanish	Level(s): National 5 (SCQF Level 5)
<u>Course Overview:</u> This course provides candidates with opportunities to continue to acquire and develop their language skills as well as skills for learning, skills for life and skills for work. Learning a new language enables candidates to make connections with different people and their cultures and to play a fuller part as global citizens. The ability to use language effectively lies at the centre of thinking and learning. <u>Course content:</u> Reading, listening, talking, and writing skills in a modern language in the contexts of society, learning, employability, and culture. Knowledge and understanding of detailed language required to understand and use a modern language. Applying grammatical knowledge and understanding. <u>Career pathways:</u> Some examples include: foreign civil service, airline services, advertising, editing & publishing, translator, interpreter, subtitles & voice-overs, teacher, event management, tour manager, detective, nursing, sommelier, import/export specialist, hotel management	
Subject: Spanish	Level(s): Higher (SCQF Level 6)
<u>Course Overview:</u> This course provides candidates with the opportunity to develop their language skills, which are essential for learning, for work and for life. Pupils develop a deeper understanding of how language works and how to use language to communicate ideas and information. The study of a modern language has a unique contribution to make to the development of cultural awareness, providing candidates with opportunities to enhance their understanding and enjoyment of other cultures and of their own. <u>Course content:</u> Reading, listening, talking and writing skills in a modern language in the contexts of society, learning, employability, and culture. Application of knowledge and understanding of a modern language. The skill of translation. Literacy skills. <u>Career pathways:</u> Some examples include: armed forces, business, finance, law, charity, education & childcare, engineering & construction, government, health & wellbeing, heritage & culture, hospitality & tourism, IT & technology, marketing, advertising & sales, media, science, environment & conservation, sport, leisure & entertainment, translating & interpreting.	

Subject: Travel and Tourism**Level: SfW Level 5 (SCQF Level 5)****Course overview:**

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

Learners will develop:

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

Course content:

The course consists of 4 internally assessed units:

Travel and Tourism: Employability
 Travel and Tourism: Customer Service
 Travel and Tourism: Scotland
 Travel and Tourism: UK and Worldwide

Career pathways:

This course or its components may provide progression to:

- NPA Level 6 Travel and Tourism
- further study, employment and/or training beyond school

Subject: Travel and Tourism**Level: NPA Level 6 (SCQF Level 6)**Course overview:

This course develops candidates understanding of the tourism industry. It covers employability skills necessary to work in this sector (and beyond) as well as investigating the various components that make up the industry in Scotland, the UK and worldwide. It also explores the problems and benefits resultant from tourist activity. Furthermore, it develops a deep understanding of the concept of sustainability and 'sustainable tourism' from socio-economic and environmental viewpoints.

Course content:

Travel and Tourism in the UK – Key terminology, organisations, government involvement, and the socio-economic and environmental benefits of tourism

Sustainable Tourism: Introduction / Sustainable Practices – The concept of sustainability in the tourism industry, impacts of tourist activity, examples of good practise (locally and globally)

Enhancing Skills for Employment – development of personal skills, attitudes and behaviours, participation in an interview selection event, develop self-reflection skills

The Scottish Tourism Product – Key geographical and physical features, tourist areas and centres in Scotland, discuss and explain the nature and appeal of the Scottish tourist product, advise on activities and special interest pursuits for visitors to Scotland

Career pathways:

A variety of roles within the travel and tourism sector. Employability skills are directly transferrable to applying for *any* job. Also, civil service, retail, law and legal professionals, museum work, teaching, clerical and secretarial work, broadcasting and journalism, business and finance, marketing/sales and advertising, geoscience (e.g. renewable energy); archaeology; land surveying; forestry; teaching; outdoor pursuits (e.g. mountaineering)

**Young Applicants in Schools
Scheme (YASS) – Open University**
SCQF Level 7

The Open University's 'Young Applicants in Schools Scheme' (YASS) gives S6 students in Scotland the opportunity to study a range of university level modules in school alongside their other studies. YASS is designed to bridge the gap between school and university, college or employment and is suited to pupils who have secured **3 or more Highers in S5**.

Registration for YASS modules is organised through the school, although students deal directly with The OU when it comes to their course work and assessment. Each module offered through YASS is Scottish Credit and Qualifications Framework (SCQF) Level 7, equivalent to Advanced Higher or first year university level. Modules will begin in October and are generally expected to last six months.

Courses are delivered in subject areas such as;

Arts
Business and Management
Engineering, Computing & Technology
Health and Social Care
Languages
Law
Maths
Science
Social Sciences
Sport and Exercise

Please use this QR Code to get more information about the courses on offer (2025-2026 offering)





Summary of West College Scotland (Paisley) 2026-2027 courses

WCS S5/6 Options 2026-27		
	LEVEL	COLUMN
NPA Beauty and Hairstyling	4	D
NQ Cabin Crew & Airport Operations	5	D
Skills for Work Creative Industries	5	D
NPA Engineering (in partnership with BAE Systems)	5	D
Construction Skills Foundation Apprenticeship	5	D
Introduction to Midwifery and Children's Nursing	5	D
Higher Childcare and Development	6	D
Higher Psychology	6	D
Cyber Pathways	6	D
NPA Acting and Performance	6	D
	LEVEL	COLUMN
IMI Award Introduction to Motor Vehicle and Technologies	3	E
NPA Professional Cookery	4	E
NPA Bakery	4	E
Begin Make-up Artistry	4	E
Skills for Work Hairdressing	5	E
Skills for Work Engineering	5	E
Skills for Work Construction Crafts	5	E
Skills for Work Early Learning and Childcare	5	E
NPA Criminology	5	E
Higher Dance	6	E

Engineering Systems Foundation Apprenticeship	6	TUE, WED OR THU
Human Body Structure and Function	8	TUESDAY
Accountancy Foundation Apprenticeship	6	TUE, WED & THU afternoons
HNC Travel and Tourism	7	2.5 DAYS
HNC Business	7	2.5 DAYS

Bus collects students from St Benedict's at 1.15pm and returns to the school for approximately 4.15pm. More information can be found in the WCS booklet

