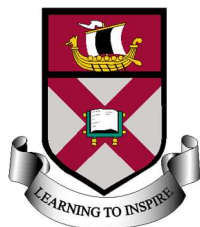


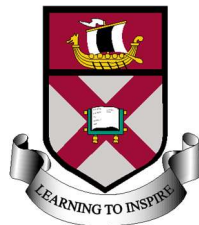
Alloa Academy Senior Phase Pathways Publication 2025-2026



Senior Phase

Health and

Wellbeing



Course: **N.P.A Dance**

Level: Level 5.

Subject Teacher(s): Mrs Gemmel

Course Content/Aims:

To develop:

The National Progression Award (NPA) in Dance at SCQF Level 5 is an introductory qualification in Dance. Candidates explore choreography and Dance skills and techniques. The knowledge and understanding of choreography will be developed in two styles of Dance from

- Classical
- Contemporary
- Jazz
- Alternative

Students will research and analyse dance styles and practitioners, putting their learning into context.

Assessment:

Assessment is through a variety of methods including performance, candidate logbooks, written analysis and oral presentation.

All Units in the NPA have an assessment support pack (ASP) which provides sample assessment material including an instrument of assessment, specified briefs and checklists. Centres wishing to develop their own assessments should refer to the ASPs to ensure a comparable standard. These ASPs can be downloaded from the NQGA section of SQA's secure site.

This course may be right for you if:

- You would like a dance element in your Nat 5 PE course.
- You want more choice in type of physical activity you do in P.E
- You would prefer an Aesthetics style of P.E instead of a games element.
- To research Dance.

Progression:

- Interested in a career in Dance
- Interested in a career in P.E
- Competitive Dancer
- Interest in performing arts.

Skills Developed in this course:

The following skills may be developed through the NPA, depending on the contexts chosen within the Units:

- investigation, managing information
- presenting and communicating
- decision making
- planning, target setting, reviewing and (at SCQF levels 5)
- evaluating interpersonal skills and working with others
- task management

Course: Higher P.E

Level: Higher.

Subject Teacher(s): Mr Lynch, Mr McCracken, Miss Trevis, Mrs Gemmell , Mr Jewell

Course Content/Aims:

To develop:

- Develop the ability to safely perform a comprehensive range of movement and performance skills
- Understand factors that impact on personal performance in physical activities
- Build capacity to perform effectively
- Develop approaches to enhance personal performance monitor, record and evaluate performance development

Course Outcomes:

Performance

This aims to develop candidates' ability to perform in physical activities by enabling them to acquire a comprehensive range of movement and performance skills. They learn how to select, use, demonstrate and adapt these skills. Candidates develop control and fluency during movement to enable them to meet the physical demands of performance in a safe and effective way. The course offers opportunities for personalisation and choice in the selection of physical activities.

Factors impacting on performance

This aims to develop candidates' knowledge and understanding of the factors that impact on performance in physical activities. Candidates 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.

Assessment:

Performance = 60 marks from two performances of the pupil's choice. Scaled to 50% of the course

Question Paper = 50 marks exam. 50% of the course

- analysing factors that impact on performance
- explaining a range of approaches for developing performance
- analysing the recording, monitoring and evaluation of performance development
- The question paper has a total mark allocation of 50 marks. This is 50% of the overall marks for the course assessment.
- The question paper has three mandatory sections and samples from these five broad areas
- factors impacting on performance
- methods of collecting information to analyse factors impacting on performance
- performance development process recording, monitoring and evaluating performance development

This course may be right for you if:

- Seek a Career in PE Teaching.
- Pursue a Sports Coaching Career.
- Aspire to be a Professional Athlete.
- A Keen sports enthusiast.
- Continue to Higher or Advanced Higher P.E
- Seek a career in professional sport.
- Pursue a career in sports broadcasting.
- Interested in physical exercise.
- Interested in a career in Physical exercise or Physical Training.
- A Career in the Military, Fire or Police services.

Progression:

- Advanced Higher
- Sports Leaders
- Sports courses at College or University.

Skills Developed in this course:

- Question Paper

Section 1 focuses on the four factors impacting on performance and covers one or more of the five broad areas of skills, knowledge and understanding. This section is worth 32 marks in total.

Section 2 focuses on the candidates' experience of creating and implementing a Personal Development Plan (PDP) over a minimum of three sessions and covers at least two factors impacting on performance. Marks range from 6–10 marks.

Section 3 is based upon a scenario. The scenario may include text, images, graphs or other information. This section focuses on one or more of the five broad areas of skills, knowledge and understanding, and samples two of the factors impacting on performance. Candidates must respond using the two factors identified in the question. Marks range from 8–12 marks.

- Performance

A repertoire of skills — including complex skills. Control and fluency. Effective decision-making. Using and applying straightforward composition, tactics or role safely and effectively. Conforming to rules, regulations and etiquette. Controlling emotions working co-operatively with others

Curricular Area: HWB Faculty

Faculty PT: Mr Jewell

Course: **SQA Leadership**

Level: Leadership @ Level 5&6

Subject Teacher(s): Mr Lynch, Mr McCracken, Miss Trevis, Miss Harvey, Mr Jewell

Course Content/Aims:

To develop:

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

Knowledge of:

- leadership principles, styles, skills and qualities
- effective leaders
- self (own skills, qualities and experience related to leadership)

Ability to:

- gather information
- produce a report
- reach conclusions about effective leadership
- carry out a self-evaluation
- analyse the context within which an activity will take place
- plan for an activity
- negotiate with others
- identify possible risks
- work cooperatively with others
- monitor progress
- adapt to any changes or failures
- review the success of the activity
- reach conclusions about self as a leader

Assessment:

Evidence should be gathered at appropriate points as learners make progress through the Units of this Award. Evidence must show that learners have successfully completed all tasks within the Units. It is possible that the generation of evidence will take place in an integrated way across the Units. Many centres will choose to adopt this method of gathering evidence rather than seeking to gather the evidence for each task independently. Such evidence may be included in a single folio of work although, for verification purposes, tutors will be expected to identify the specific evidence relating to each task for each Unit.

The assessment evidence can be presented in any form appropriate to the learner and the activity undertaken. Written and/or recorded oral evidence may be produced in a variety of formats, for example:

- written records
- recordings of interviews
- Emails
- Blogs
- assessor record of learner responses
- review sheets
- Diaries
- log books
- evaluations
- Sheets
- electronic presentations
- electronic journals
- videos photographs

This course may be right for you if:

- S5 and S6 pupils who wish to develop their skills and knowledge in relation to leadership

Progression:

Learners who undertake this Award could expect:

- increased employment opportunities
- following on from the transferable skills and knowledge developed within this Award
- further education or training
- increased career progression, if already employed

Skills Developed in this course:

- researching the principles skills, styles, qualities of leadership and the effectiveness of different leaders
- producing a report based on your research
- evaluating your own potential for leadership
- leading the planning and carrying out of an activity
- role play
- drawing conclusions about your own effectiveness as a leader

Curricular Area: HWB Faculty

Faculty PT: Mr Jewell

Course: **Exercise and Sport Leadership Level 6**

Level: E&S Leadership @ Level 6

Subject Teacher(s): Mr Lynch, Mr McCracken, Miss Trevis, Miss Harvey, Mr Jewell

Course Content/Aims:

To develop:

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

Knowledge of:

- leadership principles, styles, skills and qualities
- effective leaders
- self (own skills, qualities and experience related to leadership)

Ability to:

- gather information
- produce a report
- reach conclusions about effective leadership
- carry out a self-evaluation
- analyse the context within which an activity will take place
- plan for an activity
- negotiate with others
- identify possible risks
- work cooperatively with others
- monitor progress
- adapt to any changes or failures
- review the success of the activity
- reach conclusions about self as a leader

Assessment:

Evidence should be gathered at appropriate points as learners make progress through the Units of this Award. Evidence must show that learners have successfully completed all tasks within the Units. It is possible that the generation of evidence will take place in an integrated way across the Units. Many centres will choose to adopt this method of gathering evidence rather than seeking to gather the evidence for each task independently. Such evidence may be included in a single folio of work although, for verification purposes, tutors will be expected to identify the specific evidence relating to each task for each Unit.

The assessment evidence can be presented in any form appropriate to the learner and the activity undertaken. Written and/or recorded oral evidence may be produced in a variety of formats, for example:

- written records
- recordings of interviews
- Emails
- Blogs
- assessor record of learner responses
- review sheets
- Diaries
- log books
- evaluations
- Sheets
- electronic presentations
- electronic journals
- videos photographs

This course may be right for you if:

- S5 and S6 pupils who wish to develop their skills and knowledge in relation to leadership

Progression:

Learners who undertake this Award could expect:

- increased employment opportunities
- following on from the transferable skills and knowledge developed within this Award
- further education or training
- increased career progression, if already employed

Skills Developed in this course:

- researching the principles skills, styles, qualities of leadership and the effectiveness of different leaders
- producing a report based on your research
- evaluating your own potential for leadership
- leading the planning and carrying out of an activity
- role play
- drawing conclusions about your own effectiveness as a leader

Curricular Area: HWB Faculty

Faculty PT: Mr Jewell

Course: **National 5 P.E**

Level: National 4/5.

Subject Teacher(s): Mr Lynch, Mr McCracken, Miss Harvey, Mr Jewell, Miss Trevis

Course Content/Aims:

To develop:

- Develop the ability to safely perform a comprehensive range of movement and performance skills
- Understand factors that impact on personal performance in physical activities
- Build capacity to perform effectively
- Develop approaches to enhance personal performance monitor, record and evaluate performance development

Course Outcomes:

Performance

This aims to develop candidates' ability to perform in physical activities by enabling them to acquire a comprehensive range of movement and performance skills. They learn how to select, use, demonstrate and adapt these skills. Candidates develop control and fluency during movement to enable them to meet the physical demands of performance in a safe and effective way. The course offers opportunities for personalisation and choice in the selection of physical activities.

Factors impacting on performance

This aims to develop candidates' knowledge and understanding of the factors that impact on performance in physical activities. Candidates 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.

Assessment:

- **Performance = 60 marks from two performances of the pupil's choice.**

Portfolio = 60 marks from a continual assessment on Factors that impact performance during an activity chosen by the department.

This course may be right for you if:

- Seek a Career in PE Teaching.
- Pursue a Sports Coaching Career.
- Aspire to be a Professional Athlete.
- A Keen sports enthusiast.
- Continue to Higher or Advanced Higher P.E
- Seek a career in professional sport.
- Pursue a career in sports broadcasting.
- Interested in physical exercise.
- Interested in a career in Physical exercise or Physical Training.
- A Career in the Military, Fire or Police services.

Progression:

- Higher
- Advanced Higher
- Sports Leaders
- Sports courses at College or University.

Skills Developed in this course:

- Portfolio

Understanding factors that impact on performance. Planning, developing and implementing approaches to enhance personal performance. Monitoring, recording and evaluating performance development decision-making and problem-solving

- Performance

A repertoire of skills — including complex skills. Control and fluency. Effective decision-making. Using and applying straightforward composition, tactics or role safely and effectively. Conforming to rules, regulations and etiquette. Controlling emotions working co-operatively with others

Curricular Area: HWB Faculty

Faculty PT: Mr Jewell

Course: **Practical Cookery N5**

Level: National 4/5.

Subject Teacher(s): Mrs Lynch, Mrs Stewart, Miss Matheson

Course Content/Aims:

To develop:

The National 5 Hospitality:

Practical Cookery Course further enhances learners' personal effectiveness in cookery and provides a set of skills for those who wish to progress to further study in the hospitality context.

Learners will develop cookery skills, food preparation techniques and the ability to follow cookery processes in the context of producing dishes. Learners will also develop an understanding of the importance of safety and hygiene and the ability to follow safe and hygienic practices at all times. Learners will also learn about the importance of sustainability and the responsible sourcing of ingredients and the impact of their choice on health and wellbeing. Learners will develop the ability to select and use a wide range of appropriate ingredients in the preparation of dishes and to do so safely and hygienically.

Learners will develop planning, organisational and time management skills and their understanding of the key attributes relevant to the hospitality industry.

Assessment:

There are 3 stages to the final assessment

Planning – pupils will complete a time plan and service details for a 3 course meal that is to serve 4 people. The recipes will be provided by the SQA and this planning stage will be done under exam conditions.

Practical – pupils will then produce the 3 course meal under exam conditions within 2.5 hours. They will be assessed on their practical skills, ability to follow a time plan and recipe and the final product.

Exam Paper – there will be a written exam paper that lasts 1 hour, which will assess pupil's knowledge of use of ingredients, equipment, sustainability, cookery processes, food storage and health and safety. The paper is worth a total of 30 marks.

This course may be right for you if:

- You enjoy Practical cookery and have an interest in food preparation, cooking and food presentation
- You are considering a career in The Hospitality or Leisure Industry, working with children in a Nursery/Playgroup setting, care sector

Progression:

If you are successful at this level, possible progression would be

- Hospitality Courses at Further education level
- Hospitality – Practical Cake Craft course in school
- Health and Food Technology National 5/Higher

Skills Developed in this course:

- The use of food preparation techniques and cookery processes in the preparation of dishes
- An understanding of the importance of food safety and hygiene
- Selection, weighing and measuring of ingredients
- An understanding of the importance of sustainable ingredients
- An understanding of current dietary advice relating to the use of ingredients

Curricular Area: HWB Faculty

Faculty PT: Mr Jewell

Course: Well Being Award level 5 P.E

Level: 5.

Subject Teacher(s): Mr Lynch, Mr McCracken, Miss Harvey, Mr Jewell, Miss Trevis

Course Content/Aims:

To develop:

Improving Wellbeing

The general aim of this Unit is for learners to undertake an activity aimed at improving the wellbeing of themselves and/or others. They will set targets and carrying out a plan for improving wellbeing and will evaluate and review the planned activity. This will include a review of how the activity has impacted on their personal wellbeing.

Exploring Wellbeing

The general aim of this Unit is to explore what it means to have a sense of personal wellbeing. Differing views of mental, emotional, social, and physical health and wellbeing will be considered and compared. Learners will develop an understanding of wellbeing as a holistic concept, influenced by individual, social, global, and environmental factors. By using information from a wide variety of sources, learners will find out about factors that influence wellbeing. Learners will also develop the ability to assess and evaluate the usefulness of information to help them make informed choices about wellbeing. Learners will undertake an investigation into wellbeing and present their findings in a suitable way.

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

Assessment:

Assessment evidence can be drawn from a variety of sources and presented in a variety of formats. The evidence does not need to be achieved in one activity, but can be assembled from a variety of tasks and assessments undertaken throughout the Award. Evidence may be presented for individual Outcomes or gathered for the Unit or Award as a whole by combining assessment holistically in one single activity.

This course may be right for you if:

- You do not want to do Performance related P.E
- You want more choice in type of physical activity you do in P.E
- You don't like the competition element to P.E
- To research the Holistic side of WellBeing.

Progression:

- Interested in a career in Social Care
- Mental Health Award

Skills Developed in this course:

The following skills may be developed through the Wellbeing Award, depending on the contexts chosen within the Units:

- investigation, managing information
- presenting and communicating
- decision making
- planning, target setting, reviewing and (at SCQF levels 4 and 5)
- evaluating interpersonal skills and working with others
- task management