

Gryffe High School



Senior Phase S4-S6 Options Booklet

For Session 2021-2022

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Dear Parent/Carer

During the Broad General Education, all pupils cover experiences and outcomes at level 3 and level 4 across all 8 curricular areas: Language and Literacy; Maths and Numeracy; Religious and Moral Education; Health and Wellbeing; Social Studies; Sciences; Technologies and Expressive Arts. In S3, to allow for progression, personalisation, choice and depth, pupils will be able to choose subjects whilst maintaining a broad general education.

Pupils in The Senior Phase of Curriculum for Excellence are given the opportunity to make further choices to allow them to study subjects which will prepare them for appropriate national qualifications. The entries in this booklet relate specifically to courses offered in Gryffe High School, but it is possible to take courses elsewhere in fifth and sixth year as part of Renfrewshire Council's consortium arrangements.

Courses may be offered at different levels: National 3, 4, 5, Higher and Advanced Higher. A genuine range of choice is available.

The purpose of this booklet is to help your child to choose wisely and plan their future courses. Decisions taken now can have far reaching consequences for future career prospects.

In choosing courses your child should take into account the following factors:

- a) the subjects in which he/she has been most successful to date;
- b) the subjects he/she has enjoyed most;
- c) the subjects which may be required for a future career;

This booklet provides details of the content for all courses in the Senior Phase (S4 to S6).

As in all schools, resources including staffing and accommodation in Gryffe High are limited. **This may, in some circumstances, place constraints on the number of classes we are able to offer in certain courses.** If this causes a class to be oversubscribed, we will approach pupils to see if they are prepared to make alternative choices. As a last resort, it may prove necessary to ballot pupils to determine the final composition of the class. If this does become necessary, parents of pupils affected will be kept fully informed.

I trust that the information contained in this booklet will be of use to you and your child at this important stage in your child's education. If you require further information, please do not hesitate to contact the appropriate year head, or your child's Pupil Support: Guidance Teacher.

Yours sincerely

Colin H Johnson
Head Teacher

CURRICULUM FOR EXCELLENCE (CfE)

THE SENIOR PHASE

ENTITLEMENT

Children and young people are entitled to experience:

- a) a senior phase of education after S3 which provides the opportunity to obtain qualifications as well as to develop the four capacities;
- b) opportunities for developing skills for learning, life and work, with a continued focus on literacy, numeracy, health and wellbeing;
- c) learning beyond subject boundaries. This will take the form of effective interdisciplinary learning.

SENIOR PHASE (S4-S6) CURRICULUM

Gryffe High School's senior phase curriculum model is in line with Renfrewshire Council's. Our curriculum model has been developed through discussion between the education and leisure services directorate and the council's secondary head teachers, our own Parent Council and through a consultation exercise with our wider parent body.

This model will make a key contribution to providing all young people with a senior phase curriculum which allows for: progression, choice, breadth, depth, coherence, provided by the framework within Curriculum for Excellence (CfE).

Curriculum for Excellence aims to ensure that all young people in Scotland realise the high standards of achievement, including attainment, needed for life and work in the 21st century. This aim is endorsed by Renfrewshire Council in the expectations stated below.

PRINCIPLES OF THE SENIOR PHASE (S4-S6) CURRICULUM

Our senior phase curriculum will allow pupils to study 7 curricular areas in S4, 5 curricular areas in S5 and 4 curricular areas in S6, which will lead to qualifications at National 3, 4, 5, Higher and Advanced Higher. The level of qualification they will study will depend on success in S3 and in future years their success in national qualification. This will be informed by the areas of the curriculum they enjoy, their ambitions for future study and employment and by the stage where they are in their learning. While this choice is offered, it is important that the senior phase curriculum will continue to offer all pupils the opportunity to:

- (i) experience breadth and depth of learning, including the secure development of skills;
- (ii) achieve challenging levels of literacy and numeracy, across the curriculum;
- (iii) develop skills for learning, life and work;
- (iv) experience challenge and success.

In practice this means that in S4:

- all pupils will continue to study English and Mathematics
- choose 5 other courses
- every pupil will have their entitlement to three periods of quality Physical Education, one period of RME and one period of Personal Development
- presented for SQA examinations/accreditation in 7 courses

In practice this means that in S5:

- choose 5 courses
- every pupil will have their entitlement to two periods of quality Physical Education, one period of Personal and Social Education
- presented for SQA examinations/accreditation in 5 courses

In practice this means that in S6:

- choose 4 courses
- every pupil will have one period of Planning for Positive Destinations
- presented for SQA examinations/accreditation in 4 courses

Schools will take responsibility for developing skills for learning, life and work by:

- co-ordinating interdisciplinary learning and opportunities to develop skills in literacy, numeracy and health and well-being across the curriculum;
- ensuring that approaches to learning provide opportunities for personalisation and choice;
- the flexibility element built into this model will provide schools with the scope to allocate time to inter-disciplinary learning and other activities.

HOW WILL I KNOW WHAT IS ON OFFER AND BEST FOR ME?

The school provides details about what is on offer within the school and this information is contained in this booklet. Help and advice about the best choices for you is available from your guidance teacher, your options counsellor, class teachers, the careers adviser and the 'my world of work' website. These sources should help you to get the best advice in planning your course, balancing the whole programme to suit your abilities, interests and needs.

All schools and colleges will be offering National Qualifications courses and awards, therefore, you will be able to move confidently on to college, university or employment, based on your choices.

Further information on Curriculum for Excellence and the new qualifications can be found in the following websites: www.sqa.org.uk or www.educationscotland.gov.uk

S4 CURRICULUM

Renfrewshire Council expects that the aim of CfE to improve the attainment and achievement of all young people will be achieved in all schools. This will result in young people, by the end of S3, reaching levels of attainment and achievement which are deeper and more secure than at present.

It is expected that most young people will:

- (i) achieve outcomes at level 4 in literacy and numeracy;
- (ii) achieve outcomes at level 4 in a range of curriculum areas;
- (iii) be undertaking, or be ready to move on from, learning at the fourth curriculum level.

S5 CURRICULUM

Success in S5 will only be achieved if pupils are fully committed to their studies. For the majority of pupils, continuing at school is a choice they now have. Our expectations are: all pupils are expected to follow a full timetable, attend school regularly (on time) and conduct themselves in a respectful and mature fashion.

The demanding nature of S5 courses means that the maximum number of subjects which can be studied is 5. A very significant increase in workload takes place so a corresponding increase in commitment is required on the part of the pupil in terms of time and effort. It is important, therefore, that in choosing a course in S5, the pupil makes a realistic assessment of his/her personal performance and of the commitment which he/she is prepared to make. It must be remembered that the quality of passes in National Qualifications is of great importance. A certificate containing appropriate passes at Higher level is the main passport for young people seeking entry to universities, colleges and many professional and highly skilled occupations.

Pupils in S5 follow a programme of study choosing one subject from each of five curricular areas. In making this choice, young people are advised to study an appropriate balance of Higher, National 5 and National 4 courses, and to consider opportunities available in other schools and West College Scotland (Paisley Campus).

S6 CURRICULUM

One of the most difficult decisions a pupil is faced with at school is whether or not to return for a sixth year. One of the main advantages of leaving school at the end of fifth year is a financial one. Keeping a young person at school is an expensive business and as yet little or no financial assistance is available to most parents (see page 11). It is important, therefore, that you are aware of our aims for sixth year in school. These are:

1. To give pupils the opportunity to study their main subjects in greater depth. To this end courses leading to presentation at Advanced Higher in many subjects are offered along with courses at Higher and other levels. Much of the study within Advanced Higher level is in the form of individual work and research. This advanced form of study requires an extremely mature approach. The maximum number of subjects which can be studied at Advanced Higher level is three. In some cases support for study in these courses is available on the internet.
2. To allow pupils to sit or re-sit Higher courses and thus extend their range of qualifications. Planning for Positive Destination is a core subject for all sixth year pupils. Opportunities will also be available to broaden the range of experience in areas such as: involvement in community which may include volunteering at Riverbrae School, or our local primary schools; reading and scribing as well as providing in class support for our junior pupils.
3. To prepare young people for changes to be faced on entering Higher Education. The school is very keen to encourage habits of self-discipline and responsibility which are necessary for Higher Education. With this in mind the school will be allowing pupils who do not have a full study programme, additional study time. At such times pupils will be permitted to study in their own, to follow extra curricular interests, to help in the local community and participate in self found work experience. Such study time should constitute no more than 20% of any individual timetable.
4. Experience tells us that a number of universities and colleges look for young people in sixth year following a worthwhile and reasonably demanding course of study. For this reason we ask that **no more than one column is left blank.**

COMMUNITY ACTIVITIES

S6, for many pupils will be a combination of improving academic achievement and developing a range of skills which will help them succeed beyond Gryffe High School.

As such we would expect all S6 pupils to make a commitment of at least 2 periods towards community work and/or activities. These can take place in Gryffe or within other areas of the community.

In the past, opportunities for Community Involvement have been found at Clippens School and with our local primaries. These have proved to be very successful. Other opportunities have also operated in a number of local and national businesses. Regular and extensive commitment within the school in terms of committee work, in class support, paired reading, reader/scribing and buddying may also qualify.

Alternatively work experience placements may be appropriate where a vocational link is being followed.

The school will make various opportunities known to pupils **but the majority are the result of a self-found placement by pupils**. Formal contacts by the school must follow any initial agreement for a placement.

Qualification for achievement of the Satire Award is possible through genuine ongoing commitment. Further details can be obtained from Miss Brown, Principal Teacher: Support for Learning.

S6 PREPARING FOR A POSITIVE DESTINATION (PPD)

PPD was introduced in August 2015 as an alternative to PSE to allow S6 pupils to gain the benefits of a regular structured course highlighting the key areas needed for their development. The aim of the course is to help prepare and support S6 pupils in their transition from Gryffe High School, both in the path that they have chosen after school and in their development to become well rounded young adults.

The course is split into three areas:

- Positive Destinations
- Global Awareness
- Personal Safety and Responsibility

The main focus of PPD is to support pupils in their choices and applications as they prepare to leave after S6 and go on to University, College, Apprenticeships or the world of work. Global Awareness, Personal Safety and Responsibility focus on the knowledge and experiences that pupils will encounter during their final months at Gryffe High School and beyond. Classes are timetabled one period per week and are split between individual registration groups in a classroom setting and year group assemblies within the theatre.

RESEARCH AND CAREERS ADVICE

It must be recognised that the appropriate choices must be researched. Advice and information is available within the school and part of the discussion with the options counsellor will focus on suitability of the proposed choices. Good sources of information can also be found on the internet at:

www.planitplus.net

www.skillsdevelopmentscotland.co.uk

www.myworldofwork.co.uk

www.ucas.com

In Gryffe High School up to 75% of S6 pupils make an application through UCAS for a place at university. Studies undertaken by several universities show that pupils who have a full timetable, work hard and perform well make the smoothest transition to university and get better degrees as a result.

Graduate employers are interested in all qualifications, not just the end degree. By achieving well in S6 as well as S5 pupils demonstrate that they are able to think beyond the short term and commit to personal development.

A careers advisor is present in school 3 days per week to help pupils plan the most appropriate route for them. For most pupils the 'my world of work' website will provide information which will help them plan future career paths, complete college and university applications and entry into youth training programmes and modern apprenticeships. The careers advisor runs a lunchtime 'drop in' session each Friday if pupils wish to speak with her directly. In addition, individual interviews are possible if required. Contact your guidance teacher if you wish a careers interview.

Pupils can also contact Skills Development Scotland (SDS) directly at whose local office is in the Russell Institute, 30 Causeyside Street, Paisley, PA1 1UL, Tel 0141849 0942.

THE NATIONAL QUALIFICATIONS

The new and revised qualifications reflect the aims, values and principles of Curriculum for Excellence, and are intended to provide suitable progression from the Broad General Education (BGE). Learning in the Senior Phase will build directly from the BGE to ensure all learners are prepared well for lifelong learning, further study and employment.

The new National Courses, Units and Awards are designed to promote the enriched approach to learning of Curriculum for Excellence, and the wider range of qualifications is intended to suit the needs of all learners. They provide the scope for a greater emphasis on:

- depth and application of learning;
- developing skills, including higher order thinking skills;
- real-life contexts; and
- personalisation and choice.

In the senior phase, a substantial part of assessment will contribute to young people gaining formal qualifications and awards. Through these, young people will continue to develop the four capacities and the range of skills for learning, life and work.

The Scottish Qualifications Authority (SQA) is the national awarding and accreditation body for Scotland and is responsible for National Qualifications.

The follow table is a brief summary of how the new qualifications replaced the older ones.

SCQF Level	New Qualification	Old Qualification
1 and 2	National 1 and 2	Access 1and 2
3	National 3	Standard Grade Foundation Level Access 3
4	National 4	Standard Grade General Level Intermediate 1
5	National 5	Standard Grade Credit Level Intermediate 2
6	N6 Higher (new)	Higher
7	N7 Advanced Higher (new)	Advanced Higher

HOW WILL THEY BE ASSESSED?

From National 1 to National 4, new Courses and Units are assessed by the teacher or lecturer to determine a pass or fail. SQA will check assessments to ensure they meet the national standard.

National 5, Higher and Advanced Higher will include Units that are assessed and marked by the teacher or lecturer and will also involve a course assessment that is set and marked by SQA . This will normally consist of a question paper and/or coursework.

Assessments, such as assignments, case studies or question papers, will be appropriate to the subject and level of study. For example, a National 4 Geography assignment will set different demands from a National 5 or Higher Geography assignment.

The value of the new qualifications is entirely down to robust quality control. SQA are working with schools and colleges to ensure that all assessments are fair, valid and consistent, according to national standards, and can be relied upon by colleges, universities and employers in the future.

HOW WILL THEY BE GRADED?

All Courses will continue to contain work that is marked throughout the year by teachers as it is at present. These Units will be assessed as a Pass or a Fail as is currently the case. Courses at National 2, National 3 and National 4 will not be graded, but assessed as a Pass or Fail.

Courses at National 5, Higher and Advanced Higher will be graded A to D, or 'No Award'. If a Course assessment is failed, the learner will receive credit for the Units they have achieved at that level. There are no automatic compensatory arrangements at any level.

NEW AWARDS

As well as the new National Courses, SQA has developed a range of new Awards designed to give young people more ways to demonstrate their achievement at school or college.

Some cover work from different subject areas, are shorter than traditional Courses and recognise success across different levels of difficulty.

Each Award is based on the values, purpose and principles of Curriculum for Excellence and is available at various levels. This year we plan to introduce one of these new awards as part of our core curriculum.

S4 WELLBEING AWARD

All S4 pupils are engaged in the Wellbeing award and Personal Development Award, for one period every week. The Personal Development Award course aims to help learners become more independent and to develop their potential as contributing members of their societies. The award is widely recognised by employers. Our pupils will develop self-reliance, self-esteem and confidence through supported and independent learning within the four units in the course.

Self and Work (Work Experience) and Practical Abilities – Every pupil is given the opportunity to experience the world of work for at least one week in S4, ideally in a placement most suited to their career choice. In June, pupils identify a potential career and independently research information on the career, such as possible routes to learning, salaries, opportunities for promotion, etc. The information is shared through presentations, report writing, creating a leaflet etc with their peers and is, in turn, assessed by them. On their return to school after summer break, pupils focus on essential and desirable task management skills such as problem solving, organising time effectively and meeting deadlines, that would be used both in school and in the working world. Pupils set themselves targets ahead of their work experience placement and then evaluate their development and use of the targeted task management skills following the placement.

Self and the Community in conjunction with The Youth Philanthropy Initiative (YPI) – YPI is an international programme that aims to give our pupils hands on experience of philanthropy, providing them with the skills and awareness to make positive change in our community. In small groups, pupils will build relationships with staff from their chosen charity and, following investigation and public speaking in class, the winning class groups will present reasons why their chosen charity is most deserving of support to a panel of judges, including a representative from YPI. The overall winning group from the whole school final will be granted £3000 for their charity. Throughout this process, all pupils will be encouraged to fundraise for their chosen charity within school and together make a positive contribution to their society.

Wellbeing

S4 Pupils continue to build on the mental health and wellbeing work started in S3. At the end of the session young people can achieve an SQA accredited qualification for Wellbeing at Level 4 or 5, dependent on their progress. The course aims to equip our pupils with the skills to manage and support their own wellbeing, enabling them to become the confident individuals they aspire to be.

EQUIVALENCES

It can be difficult trying to understand recent educational jargon. Here is some information which may remove a little of the mystery.

UPS AND UCAS TARIFF POINTS

It has been realised that with the introduction of National Qualifications, that some kind of equivalence was necessary to aid comparison of success of candidates in the different courses. The Scottish Government has produced a chart of values for passes at different levels in these courses. The values are known as UPS or Unified Points Score.

At the same time UCAS (Universities Central Admission Service) has developed a system of Tariff Points to compare Scottish Qualification with those UK wide. UCAS tariff points will change in 2017.

Ad. Higher	Higher	Upgraded Higher	UPS/UCAS tariff
A			130
B			110
C			90
D	A		80
	B		65
	C		50
	D		36
		Pass	45

SCOTTISH CREDIT AND QUALIFICATIONS FRAMEWORK (SCQF)

When analysis of school results is published reference is made to the level of achievement gained. A national framework is available to give Europe wide equivalences in courses.

SCQF Levels	SQA National Units Course and Group Awards	Higher Education	SCQF Levels
12		Doctorate	12
11		Masters	11
10		Honours Degree	10
9		Ordinary Degree	9
8		HND/Dip HE	8
7	Advanced Higher	HN /Cert HE	7
6	Higher		6
5	National 5		5
4	National 4		4
3	National 3		3
2	National 2		2
1	National 1		1

CONSORTIUM TRANSPORT AND EMA – ONLY APPLIES TO PUPILS IN S5 AND S6

THE CONSORTIUM AND WEST COLLEGE SCOTLAND: PAISLEY CAMPUS

For several years Gryffe High School has been part of a consortium with all other Renfrewshire High Schools and West College Scotland. The purpose of this arrangement is to offer wider choice and enable courses to be offered which might only appeal to a minority of pupils. This allows all pupils to have the opportunity for progression in a wide range of curricular areas.

There may be opportunities to study courses beyond the range on offer in this school. The availability of courses depends on a number of factors. The time within the school week may not be suitable; the class within the other school may be fully subscribed; the class may not run if it is under subscribed; the time involved in travelling may be disproportionate.

However, we will undertake to search and negotiate with other schools to increase the range of opportunities open to our pupils if it becomes apparent that preferred choices cannot be satisfied within our own resources.

TRANSPORT

Transport for pupils travelling within the consortium schools and West College Scotland (Paisley Campus) is provided by the education authority as follows:

Consortium Schools	At the beginning or end of the school day, pupils are required to make their own way to and from their Consortium school. During the school day, taxis or public transport are used to facilitate movement between Consortium schools.
West College Scotland	By coach leaving the school at approximately 1.20 pm, therefore arriving at college for the start of the afternoon session. Return journey from college around 4 pm with a later arrival at Gryffe. Pupils attending college will have two 'free' morning periods in their timetable where supervised study may be offered.

EDUCATIONAL MAINTENANCE ALLOWANCE (EMA)

Pupils staying on at school beyond the statutory leaving age of 16 years may qualify for financial support known as the Educational Maintenance Allowance. Information will be given at the appropriate time on how to apply and what conditions require to be met.

The award of the EMA, depends on family income and the number of dependents living at home. Current income tariffs are:

£0 to £26,884 For families with more than one dependant child in the household.	£30 a week
£0 to £24,421 For families with a single dependent child in the household.	£30 a week

EMA will only be paid if attendance, conduct and progress are satisfactory.

COURSE DESCRIPTORS

The following pages contain sample options forms as well as a description and summary of the courses on offer to senior phase pupils in Session 2021-22. A common template has been used so that each course choice can readily be compared to the others.



GRYFFE HIGH SCHOOL

S3 into S4 OPTIONS FORM 2021-22– RETURN DATE: Friday 5th February



Name: _____

Class: _____

Guidance Teacher: _____

S3/4 CURRICULUM STRUCTURE								
Option A	Option B	Option C	Option D	Option E	Option F	Option G	Option H	Core
English	Maths	Geography History Modern Studies	Biology Chemistry Physics PE Studies	Business Management Computing Science Design & Manufacture French Graphic Communication HF&T Music	Art & Design Business Management Computing Science HF&T Music PE Studies Spanish	Art & Design Biology Chemistry Design & Manufacture Modern Studies Physics	Core PE PE Studies Nat 5 Dance	PDA(1) RE(1)
Please select subjects from the option columns above. Core subjects have already been entered.								
English	Maths							

NOTE: While every attempt will be made to meet your course choices, all courses are offered subject to the constraints of pupil numbers, appropriate accommodation and available staff. Pupils cannot pick 3 Social Subjects or 3 Sciences.

Options Counsellor: _____ Parent/Carers Signature: _____

Pupil's Signature: _____ Date: _____

GRYFFE HIGH SCHOOL

S4 into S5 OPTIONS FORM 2021-22 – RETURN DATE: SAMPLE

Name: _____ Class: _____ Guidance Teacher: _____

S4/5 CURRICULUM STRUCTURE						
	Option A	Option B	Option C	Option D	Option E	Core
Periods	6	6	6	6	6	3
Higher/ National 5/ National 4	English Geography History Modern Studies	Biology Chemistry Mathematics PE Studies Physics RMPS	Business Management Care Graphic Communication HF&T Mathematics Music Photography Practical Metalwork (N5) Spanish	Art & Design Business Management Computing Science Dance English French Music PE Studies Politics Vocational	Art & Design Biology Biology (N5) Chemistry Design & Manufacture Drama Modern Studies Physics Sports Leader & Employability Vocational	PE (2) PSE (1)
Please select subjects from the option columns above and indicate the level.						
Subject						
Level: Higher National 5/4						

NOTE: While every attempt will be made to meet your course choices, all courses are offered subject to the constraints of pupil numbers, appropriate accommodation and available staff.

Options Counsellor: _____ **Parent/Carers Signature:** _____

Pupil's Signature: _____ **Date:** _____

This form should be returned to your Options Counsellor no later than

GRYFFE HIGH SCHOOL
S5 into S6 OPTIONS FORM 2021-22 – RETURN DATE: SAMPLE

Name: _____ **Class:** _____ **Guidance Teacher:** _____

	Option A	Option B	Option C	Option D	Option E	Core
Periods	6	6	6	6	6	3
Higher/ National 5/ National 4	English Geography History Modern Studies Psychology (S6 only)	Biology Chemistry Mathematics PE Studies Physics RMPS Psychology (S6 only)	Business Management Care Graphic Communication HF&T Mathematics Music Photography Practical Metalwork (N5) Spanish Psychology (S6 only)	Art & Design Business Management Computing Science Dance English French Music PE Studies Politics Vocational	Art & Design Biology Biology (N5) Chemistry Design & Manufacture Drama Modern Studies Physics Sports Leader & Employability Vocational	PE (1) PPD (1) Committee Meetings(1)
Advanced Higher	English Physics PE Studies	Biology	Mathematics	Music	Art & Design Chemistry Crime& Law	<i>Baccalaureate</i> <i>Football Referee</i> <i>YASS (Open Uni)</i>
Please select subjects from the option columns above and indicate the level.						
Subject						
Level: Adv Higher Higher National 5/4						

NOTE: While every attempt will be made to meet your course choices, all courses are offered subject to the constraints of pupil numbers, appropriate accommodation and available staff. **All S6 pupils should take 4 courses.**

Options Counsellor: _____ **Parent/Carer Signature:** _____ **Pupil's Signature:** _____

This form should be returned to your Options Counsellor no later than

Date: _____

Other Advanced Highers may run, if there is an appropriate interest, and/or consortium arrangements may be considered.

FACULTY

OF

ADMINISTRATION

BUSINESS

COMPUTING

(ABC)

Faculty Head: Mr M Mackinnon

BUSINESS (NATIONAL 4)

RECOMMENDED ENTRY

Access 3 or Experience and Outcomes Level 3/4

COURSE OUTLINE

Businesses need to be managed properly to allow them to effectively contribute to society. Successful businesses provide goods and services, as well as employment opportunities which help our economy grow.

Areas of Study

- Business in Action
- Influences in Business

Added Value Unit

- Business Assignment

SKILLS DEVELOPMENT

The study of Business Management will help develop the following skills:

- Knowledge and Understanding – key facts and ideas in Business
- Decision making – interpreting, analysing and evaluating a range of information to make responsible and effective business decisions
- Communication – business ideas, opinions and information
- Research into the steps businesses take to remain competitive and successful
- Financial awareness through a business context
- ICT based learning to enable learners to investigate real life business contexts
- Team building attitudes and enterprising skills in realistic business situations

HOMEWORK

Homework will be used to consolidate learning.

This will be issued on a regular basis and may take the form of:

- Written Questions
- Research Tasks
- Case Studies

ASSESSMENT

All units are internally assessed by the teacher or lecturer to determine a pass or fail. SQA will check assessments to ensure they meet the national standard.

The Added Value Unit will be assessed by an assignment which requires the learner to draw on and extend business skills, knowledge and understanding acquired in the component units of the course.

PROGRESSION

National 5 (SCQF level 5). Other SQA qualifications in Business or related areas. Employment or training.

BUSINESS MANAGEMENT (NATIONAL 5)

RECOMMENDED ENTRY

Business National 4 or Experience and Outcomes Level 4

COURSE OUTLINE

The course introduces learners to the dynamic, changing, competitive and economic environment of industry and commerce. It develops skills in communicating and presenting business-related information, in a variety of formats, to the various stakeholders of an organisation.

Areas of Study

- Understanding Businesses
- Management of People and Finance
- Management of Marketing and Operations

SKILLS DEVELOPMENT

The study of Business Management will help develop the following skills:

- knowledge and understanding of the ways in which society relies on business to satisfy our needs
- an insight into the systems organisations use to ensure customers' needs are met
- enterprising skills and attributes by providing them with opportunities to explore realistic business situations
- an insight into how organisations organise their resources for maximum efficiency and improve their overall performance
- numeracy, which supports and further develops learners' personal financial management through improving their knowledge of financial management in a business context
- the ability to use ICT to gather, analyse and communicate business information efficiently and effectively
- the ability to communicate effectively in a business context by working co-operatively with others and to work independently or to lead activities when appropriate.

HOMEWORK

Homework will be used to consolidate learning.

This will be issued on a regular basis and may take the form of:

- Written Questions
- Research Tasks
- Case Studies

ASSESSMENT

All units are internally assessed against the requirements shown in the Unit Specification. This process will be verified by SQA.

An external assessment will take place. Learners will be assessed through a combination of a Business Management question paper and a business-related assignment.

PROGRESSION

Higher (SCQF level 6). Employment or training.

BUSINESS MANAGEMENT (HIGHER: NATIONAL 6)

RECOMMENDED ENTRY	Candidates should have passed N5 Business Management with grade A-C.
COURSE OUTLINE	<p>Business plays an important role in society. We all rely on businesses to create wealth, prosperity, jobs and choices. Therefore, it is essential for society to have effective businesses and business managers if they are to sustain this role.</p> <p>This course provides learners with the skills, knowledge and understanding needed to understand contemporary business.</p> <p>Areas of Study</p> <ul style="list-style-type: none">• Understanding Business• Management of People and Finance• Management of Marketing and Operations
SKILLS DEVELOPMENT	<p>By studying this Course, learners will develop skills and attributes which include:</p> <ul style="list-style-type: none">• decision making by applying the ideas of ethical and effective business decisions to solve strategic business-related problems• communicating relatively complex business ideas and opinions from a range of information relating to the effects of opportunities and constraints on business activity — some of which may be unfamiliar• understanding of how entrepreneurial attributes can assist in the management of risk and business development• understanding of leadership styles and how they can be used to enhance the contribution of staff to business success• analysing business financial data to draw conclusions and suggest solutions where appropriate• analysing the effectiveness of a range of marketing activities and understanding how they can be used to enhance customer satisfaction• analysing a range of activities which can be used during the production process to maximise the quality of goods/services• analysing the use of existing and emerging technologies to improve business practice
HOMEWORK	<p>Issued on a regular basis to consolidate learning. May take the form of</p> <ul style="list-style-type: none">• Written Questions• Research Tasks• Case Studies
ASSESSMENT	<p>To gain the award of the Course, the learner must pass all of the Units as well as the Course assessment.</p> <p>The Course assessment is graded A–D. The grade is determined on the basis of the total mark for all Course assessments together.</p> <p>Component 1 — Question Paper 70 marks Component 2 — Assignment 30 marks Total 100 marks</p>
PROGRESSION	Higher Administration (SCQF Level 6). Employment or Training.

COMPUTING SCIENCE (NATIONAL 4)

RECOMMENDED ENTRY

Access 3 or Experience and Outcomes Level 3/4

COURSE OUTLINE

Computing science is vital to everyday life – socially, technologically and economically; it shapes the world in which we live and its future. Computing is embedded in the world around us, from systems and devices in our homes and places of work, to how we access education, entertainment, transportation and communication. Understanding computational processes and thinking is also vital to many other fields, including science, economics, business and industry.

Areas of Study

- Software Design and Development
- Information System Design and Development

Added Value Unit

- Computing Science Assignment

SKILLS DEVELOPMENT

The aims of the Computing Science course are to enable learners to:

- introduce and develop aspects of computational thinking across a range of contemporary contexts
- develop knowledge and understanding of key facts and ideas in computing science
- apply skills and knowledge in analysis, design, implementation and testing to a range of digital solutions
- communicate computing concepts clearly and concisely using appropriate terminology
- develop an understanding of the impact of computing science in changing and influencing our environment and society
- gain insight into computing professionals as problem-solvers and designers

HOMEWORK

Homework will be used to consolidate learning.

This will be issued on a regular basis and may take the form of:

- Written Questions
- Research Tasks
- Case Studies

ASSESSMENT

All units are internally assessed by the teacher or lecturer to determine a pass or fail. SQA will check assessments to ensure they meet the national standard..

The Added Value Unit will be assessed through an assignment which involves the application of skills and knowledge from the other Units to analyse and solve an appropriately challenging computing science problem.

PROGRESSION

National 5 (SCQF level 5). Other SQA qualifications in Computing Science or related areas. Employment or training.

COMPUTING SCIENCE (NATIONAL 5)

RECOMMENDED ENTRY	Computing Science National 4 or Experience and Outcomes Level 4
COURSE OUTLINE	<p>Computing science is vital to everyday life — socially, technologically and economically; it shapes the world in which we live and its future. Computing is embedded in the world around us, from systems and devices in our homes and places of work, to how we access education, entertainment, transportation and communication. Understanding computational processes and thinking is also vital to many other fields including science, economics, business and industry.</p> <p>Areas of Study</p> <ul style="list-style-type: none">• Software Design and Development• Information System Design and Development
SKILLS DEVELOPMENT	<p>The aims of the Computing Science course are to enable learners to:</p> <ul style="list-style-type: none">• develop computational thinking skills across a range of contemporary contexts• develop knowledge and understanding of key concepts and processes in computing science• apply skills and knowledge in analysis, design, implementation and evaluation to a range of digital solutions• communicate computing concepts and explain computational behaviour clearly and concisely using appropriate terminology• develop an understanding of the role and impact of computing science in changing and influencing our environment and society• gain insight into computing professionals as problem-solvers and designers
HOMEWORK	<p>Homework will be used to consolidate learning.</p> <p>This will be issued on a regular basis and may take the form of:</p> <ul style="list-style-type: none">• Written Questions• Research Tasks• Case Studies
ASSESSMENT	<p>All units are internally assessed against the requirements shown in the Unit Specification. This process will be verified by SQA.</p> <p>An external assessment will take place. Learners will be assessed through a combination of a Computing Science question paper and an assignment to solve an appropriately challenging computing science problem.</p>
PROGRESSION	Higher (SCQF level 6). Employment or training.

COMPUTING SCIENCE (HIGHER: NATIONAL 6)

RECOMMENDED ENTRY	Candidates should have passed N5 Computing with grade A-C.
COURSE OUTLINE	<p>Computing science is vital to everyday life — socially, technologically and economically; it shapes the world in which we live and its future. Computing is embedded in the world around us from systems and devices in our homes and places of work, to how we access education, entertainment, transportation and communication. At this level, learners will be introduced to an advanced range of computational processes and thinking, and learn to apply a rigorous approach to the design and development process across a variety of contemporary contexts. Learners will also gain an awareness of the importance that computing professionals play in meeting the needs of society today and for the future, in fields which include science, education, business and industry</p>
SKILLS DEVELOPMENT	<p>Areas of Study Software Design and Development Information System Design and Development</p> <p>By studying this Course, learners will develop skills and attributes which include:</p> <ul style="list-style-type: none">• applying computational thinking to understand problems across a range of contexts• analysing problems with some complex aspects within computing science across a range of contemporary contexts• designing, implementing, testing and evaluating digital solutions (including computer programs) to problems with some complex aspects across a range of contemporary contexts• developing skills in computer programming and the ability to communicate how a program works by being able to read and interpret code• communicating understanding of advanced concepts related to software design and development and information system design and development, clearly and concisely, using appropriate terminology• investigating and evaluating the legal, environmental, economic, and social impact of contemporary computing technologies• applying computing science concepts and techniques to create solutions across a range of contexts
HOMEWORK	<p>Homework will be used to consolidate learning. This will be issued on a regular basis and may take the form of:</p> <ul style="list-style-type: none">• Written Questions• Research Tasks• Case Studies
ASSESSMENT	<p>To gain the award of the Course, the learner must pass all of the Units as well as the Course assessment.</p> <p>The Course assessment is graded A–D. The grade is determined on the basis of the total mark for all Course assessments together.</p> <p>Component 1 — Question Paper 90 marks Component 2 — Assignment 60 marks Total 150 marks</p>
PROGRESSION	Higher Administration or Business Management (SCQF level 6). Employment or training.

COMPUTING SCIENCE (ADVANCED HIGHER: NATIONAL 7)

RECOMMENDED ENTRY Candidates should have passed N6 Higher Computing with grade A-B.

COURSE OUTLINE Computing science is vital to everyday life – socially, technologically and economically; it shapes the world in which we live and its future. Computing is embedded in the world around us and plays an important part in many aspects of our lives at home, work and at leisure. Our society needs computing professionals with the imagination and ability to extend and design the computers, programs, applications and networks of the future in fields which include science, education, business and industry.

Areas of Study

Software Design and Development

Information System Design and Development

SKILLS DEVELOPMENT By studying this Course, learners will develop skills and attributes which include:

- applying computational thinking to solve complex computing problems
- analysing complex problems within computing science across a range of contemporary contexts
- analysing, designing, developing, implementing, testing and evaluating digital solutions (including computer programs) to complex problems across a range of contexts
- developing advanced skills in computer programming and the ability to communicate how a program works
- communicating understanding of complex concepts related to software design and development and information system design, development and management clearly and concisely, using appropriate terminology
- knowledge and understanding of the wide role and impact of contemporary computing technologies on the environment and society
- investigating and reporting on contemporary computing technologies

HOMEWORK Homework will be used to consolidate learning. This will be issued on a regular basis and may take the form of:

- Questions
- Research Tasks
- Case Studies
- Project Work

The project requires learners to demonstrate aspects of challenge and application in a practical context. Learners will apply knowledge and skills from across the Course to plan, design, implement, evaluate and report on a solution to solve an appropriately challenging practical computing science problem.

ASSESSMENT To gain the award of the Course, the learner must pass all of the Units as well as the Course assessment. The Course Assessment comprises of a project (60%) and a question paper (40%).

PROGRESSION

- a range of computing-related Higher National Diplomas
- degrees in Computing Science or related disciplines
- careers in computing, IT and/or related areas

FACULTY

OF

ART & DESIGN

TECHNOLOGY

Faculty Head: (Acting) Mr C McBlain

ART & DESIGN (NATIONAL 4)

RECOMMENDED ENTRY	Experiences and Outcomes Level 3/4
COURSE OUTLINE	<p>The course has an integrated approach to learning and includes a mix of practical learning and knowledge and understanding of art and design practice.</p> <p>In the course pupils will draw upon their understanding of the main factors influencing artists and designers work and practice. They will experiment with and explore how to use art and design materials, techniques and/or technology to develop their art and design work. Learners will use problem solving skills and reflect on their creative choices and decisions when developing their creative ideas.</p>
SKILLS DEVELOPMENT	<p>In the course, learners will experiment with using art and design materials, techniques and/or technology in creative and expressive ways. They will develop their critical thinking skills as they develop and produce their own creative work and develop their understanding of art and design practice.</p> <p>The aims of the course are to enable a pupil to:</p> <ul style="list-style-type: none">• communicate personal thoughts, feelings and ideas through the imaginative use of art and design materials, techniques and/or technology• develop knowledge and understanding of art and design practice• plan, develop, produce and present creative art and design work• develop understanding of the social and cultural influences on artists and designers and their work• develop problem solving, critical thinking and reflective practice skills
HOMEWORK	Homework will be issued to extend learning as required e.g. practical tasks, research projects and written assignments.
ASSESSMENT	All units are internally assessed by the teacher or lecturer to determine a pass or fail. SQA will check assessments to ensure they meet the national standard.
PROGRESSION	The National 5 (SCQF level 5).

ART & DESIGN (NATIONAL 5)

RECOMMENDED ENTRY	National 4 or Experiences and Outcomes Level 3/4
COURSE OUTLINE	<p>The course is practical and experiential, and the key focus is creativity. Learning in the course will develop knowledge of art and design practice and a range of practical media handling skills in both expressive and design contexts. The course encourages pupils to exercise imagination and creativity. It helps them to be creative and to express themselves confidently in different ways. Learning in the Course will include active involvement in creative activities and the use of a range of art and design materials, techniques and/or technology. Learning through art and design also develops a pupil's ability to critically appreciate aesthetic and cultural values, identities and ideas.</p>
SKILLS DEVELOPMENT	<p>Pupils will investigate the factors influencing artists and designers work and practice and will use this understanding when developing and producing their creative expressive art and design work.</p> <p>The aims of the course are to enable a pupil to:</p> <ul style="list-style-type: none">• Communicate personal thoughts, feelings and ideas through the creative use of art and design materials, techniques and/or technology• Develop critical understanding of a range of art and design practice• Plan, develop, produce and present creative art and design work• Understand the impact of external factors on artists and designers and their work• Develop creativity, problem solving, critical thinking and reflective practice skills
HOMEWORK	Homework will be issued to extend learning as required e.g. practical tasks, research projects and written assignments.
ASSESSMENT	<p>The pupils will draw on, extend and apply the skills they have learned during the course. This will be assessed through a portfolio and a question paper. In the portfolio, they will produce one piece of expressive art work and one design solution.</p> <p>The question paper will assess the pupils' knowledge and skills from across the Units.</p>
PROGRESSION	Higher (SCQF level 6)

ART & DESIGN (HIGHER: NATIONAL 6)

RECOMMENDED ENTRY

A good pass at National 5 would be the recommended entry level for this course.

COURSE OUTLINE

In the course pupils will draw upon their detailed understanding of art and design work and practice as they experiment with using a range of selected art and design materials, techniques and/or technology to develop their own creative ideas. Pupils will develop a range of complex problem solving skills, and critical understanding of the social, cultural and other external factors on artists' and designers' work and practice. The course comprises TWO mandatory units.

Expressive Activity & Studies

Deriving from the appropriate context, pupils will identify, select and interpret sources and stimuli of personal interest. Completed artwork will clearly convey the pupil's ideas, feelings and responses with imagination and assured use of media.

Design Activity & Studies

In relation to design issues, problem or need, the pupil will be expected to negotiate and finalise a design brief: with specific requirements, constraints, implications. A design process is followed: investigation and research; consideration of various possible solutions; selecting one to be completed in finished or prototype form. This solution will be evaluated in light of client needs, design issues and the brief. The areas covered include Graphic, Fashion or Textile

Expressive / Design Studies. Will analyse the work of artists and designers in relation to their Practical folios. Critical skills and research in to the context of the work will be completed.

CORE SKILLS

These lie within the Problem Solving area:

- Critical thinking
- Planning and Organisation
- Reviewing and Evaluating.

ASSESSMENT

Is continuous over the course and takes place on the completion of a unit with continuous monitoring of performance throughout. The award at Higher is arrived at in the following way:

Both the Design and Expressive folios are submitted to the SQA for Marking. There is also 2 hour examination on critical evaluation and historical studies. The marks arrived at for all three activities go to make up the final award.

PROGRESSION

Advanced Higher Art & Design (SCQF Level 7).

ART & DESIGN (ADVANCED HIGHER: NATIONAL 7)

RECOMMENDED ENTRY

The achievement of an A or B pass at Higher Grade is preferable. Pupils will undertake the production of a body of work in **either** Expressive or Design area. All pupils should discuss their level of skill and aptitude with Mrs Wilson before choosing this course.

COURSE OUTLINE

The Course provides opportunities for personalisation and choice by allowing learners to select creative and challenging contexts for self-directed learning. It allows learners to broaden and extend their creativity and critical thinking skills and to work independently in an area of personal interest. This distinct focus on sustained self-directed learning is part of the Course's unique contribution to the learner's creative development

The Course consists of two mandatory Units, and the Course assessment.

Art and Design (Expressive): Expressive Studies (Advanced Higher)

In this Unit, learners will work in a self-directed manner to investigate the working practices and creative approaches of others. They will analyse artists' work and practice, analysing and evaluating the impact of external factors on their creative work. They will communicate informed and supported personal views, opinions and judgements on the artists' work.

Art and Design (Expressive): Expressive Enquiry (Advanced Higher)

This Unit helps learners to work independently in a self-directed manner to plan, develop and produce a range of related development lines of creative enquiry and expressive art work. Learners' expressive art work will be inspired and influenced by their investigative research into expressive art practice. Learners will experiment with and creatively explore how materials, equipment, techniques, composition and/or technology can be used.

Or

Art and Design (Design): Design Studies (Advanced Higher)

In this Unit, learners will work in a self-directed manner to investigate the working practices and design approaches of others. They will critically analyse designers' work and practice, evaluating the impact of external factors on their design considerations and creative choices. They will communicate informed and supported personal views, opinions and judgements on the designers' work.

Art and Design (Design): Design Enquiry (Advanced Higher)

This Unit helps learners to plan, develop and produce a range of related development lines of personal enquiry and creative design work in an independent and self-directed manner. Learners will use their understanding of design practice to inspire and influence their own design approach and creative choices. They will work imaginatively to resolve any design issues or challenges. (Subject to some small changes Aug 2019 in line with updated course structure.)

Interim reviews will take place throughout the year. The resulting body of work is then submitted for assessment

ASSESSMENT

Advanced Higher can be used for portfolio submission in application for entry to central institution courses

DESIGN AND MANUFACTURE (NATIONAL 4)

RECOMMENDED ENTRY

Access 3 or Experience and Outcomes Level 3/4

COURSE OUTLINE

The course is of broad general benefit to all learners. It also provides a foundation for those considering further study, or a career, in design, manufacturing, engineering, science, marketing, and related disciplines. The Course provides a complementary practical experience for those studying subjects in the technologies and expressive arts.

Areas of Study

- Design
- Materials and Manufacturing

Added Value Unit

Manufacturing Assignment

SKILLS DEVELOPMENT

The study of Design and Manufacture will help develop the following skills:

- skills in the design and manufacturing of models, prototypes and products
- knowledge and understanding of manufacturing processes and materials
- an understanding of the impact of design and manufacturing technologies on our environment and society

HOMEWORK

Homework will be used to consolidate learning.

This will be issued on a regular basis and may take the form of:

- Written Questions
- Research Tasks
- Aspects from Design Assignments

ASSESSMENT

All units are internally assessed by the teacher or lecturer to determine a pass or fail. SQA will check assessments to ensure they meet the national standard.

The Added Value Unit will be assessed through an assignment requiring application of skills and knowledge from the Units to produce an effective overall response to a brief.

PROGRESSION

National 5 (SCQF level 5). Other SQA qualifications in Design and Manufacture or related areas. Employment or training.

DESIGN AND MANUFACTURE (NATIONAL 5)

RECOMMENDED ENTRY

Design and Manufacture National 4 or Experience and Outcomes Level 4

COURSE OUTLINE

This course is a broad-based qualification, suitable for learners with a general or specific interest in design and technology generally. It is suitable for learners with an interest in product design and manufacture in particular. It is suitable for those wanting to progress onto higher levels of study in the subject.

Areas of Study

- Design
- Materials and Manufacturing

SKILLS DEVELOPMENT

The study of Design and Manufacture will help develop the following skills:

- evaluating existing products
- using a range of research techniques
- applying a range of basic idea generation techniques
- writing a simple specification with some aspects of complex detail
- applying a range of creative design skills when refining and resolving straightforward product design tasks
- using graphic techniques to visually represent design solutions in simple, straightforward and some new contexts
- using a range of simple modelling and manufacturing techniques to represent design ideas in three dimensions
- planning a simple manufacturing process
- selecting and using a range of tools, equipment, software and materials in designing, making and testing models, prototypes and products
- evaluation of their own design proposals and associated manufacturing practicalities, and applying suggestions for improvement
- knowledge and understanding of the impact of a range of design and manufacturing technologies on our environment and society
- knowledge and understanding of a range of factors that influence the design and manufacture of artefacts and products
- knowledge and understanding of a range of manufacturing processes and the properties and uses of materials

HOMEWORK

Homework will be used to consolidate learning. This will be issued on a regular basis and may take the form of:

- Written Questions
- Research Tasks
- Aspects from Design Assignments

ASSESSMENT

Component 1 – A design folio, with a topic set by the SQA.
Component 2 – A practical model, manufactured in school.
Component 3 – An exam paper.

DESIGN AND MANUFACTURE (HIGHER: NATIONAL 6)

RECOMMENDED ENTRY

A good pass in Design and Manufacture National 5 or equivalent.

COURSE OUTLINE

The Course provides a broad and practical experience in product design and manufacture. It provides opportunities for learners to gain skills in designing and communicating design proposals and opportunities for learners to refine and resolve their design ideas effectively.

The Course provides opportunities for learners to apply practical skills and an understanding of the properties and uses of materials and manufacturing processes. It does so in a way that allows learners to inform and refine their own design proposals. It offers them opportunities to explore design alternatives and to consider the manufacturing practicalities that these design alternatives bring to light.

The Course combines elements of creativity and designing for aesthetic or visual impact with elements of designing for the practicalities of manufacturing. It helps the learner appreciate the importance to a product of form, function, and performance. It helps them develop strategies for the evaluation of these attributes and to refine and resolve their designs accordingly.

SKILLS DEVELOPMENT

The aims of the Course are to enable learners to develop:

- Skills in design and in refining design proposals
- Practical skills in the planning and development of models and prototypes
- Skills in evaluation and research
- Knowledge and understanding of manufacturing processes and materials
- An understanding of the impact of design and manufacturing technologies on our environment and society

HOMEWORK

Homework will be used to consolidate learning. This will be issued on a regular basis and may take the form of:

- Written Questions
- Research Tasks
- Aspects from Design Assignments

ASSESSMENT

The Course includes two mandatory Units:

Design and Manufacture: Design (Higher)

In this Unit, evidence will be provided by the development, production, evaluation and justification of design proposals, including a specification, in response to a brief which covers a range of key design factors. Knowledge and understanding will also be assessed.

Design and Manufacture: Materials and Manufacturing (Higher)

In this Unit, evidence will be provided by the production and evaluation of a prototype. This will be done in response to a brief which covers a range of key requirements. Knowledge and understanding will also be assessed.

Component 1 — Assignment 70 marks

Component 2 — Question Paper 70 marks

Total marks 140 marks

PROGRESSION

Advanced Higher Design & Manufacture (SCQF level 6).

GRAPHIC COMMUNICATION (NATIONAL 4)

RECOMMENDED ENTRY

Access 3 or Experience and Outcomes Level 3/4

COURSE OUTLINE

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

Areas of Study

- 2D Graphic Communication
- 3D and Pictorial Graphic Communication

Added Value Unit

Graphic Communication Assignment

SKILLS DEVELOPMENT

The study of Graphic Communication will help develop the following skills:

- replicating basic and familiar graphic forms in 2D, 3D and pictorials
- initiating and producing simple preliminary, production and promotional graphics in familiar contexts
- initiating and producing simple informational graphics in straightforward and familiar contexts
- demonstrating visual literacy by interpreting simple and familiar graphic communications
- spatial awareness in simple and familiar 2D, 3D and pictorial graphic situations
- using standard graphic communication equipment, software and materials effectively for simple and familiar tasks
- knowledge of graphic communication standards, protocols and conventions, in straightforward and familiar contexts
- applying design skills, including creativity, when developing solutions to simple graphics tasks
- the ability to contribute to the evaluation of work in progress and completed graphics and offer suggestions for improvement in presentation
- basic knowledge of computer-aided graphics techniques and practice
- knowledge of colour, illustration and presentation techniques in straightforward and familiar contexts
- basic knowledge of the impact of graphic communication technologies on our environment and society

HOMEWORK

Homework will be used to consolidate learning. This will be issued on a regular basis and may take the form of:

- Written Questions
- Research Tasks

ASSESSMENT

All units are internally assessed by the teacher or lecturer to determine a pass or fail. SQA will check assessments to ensure they meet the national standard.

In National 4 Graphic Communication Course, the Added Value Unit will focus on challenge and application and will be assessed through an assignment requiring application of skills and knowledge from the Units to produce an effective overall response to a brief.

PROGRESSION

National 5 (SCQF level 5). Other SQA qualifications in Graphic Communication or related areas. Employment or training.

GRAPHIC COMMUNICATION (NATIONAL 5)

RECOMMENDED ENTRY	Graphic Communication National 4 or Experience and Outcomes Level 4
COURSE OUTLINE	<p>Learners will develop skills in 2D and 3D graphics, as well as pictorial graphics. They will be able to apply these skills in order to produce graphics that require relevant visual impact and graphics that transmit information.</p> <p>2D Graphic Communication This unit helps learners develop their creativity and skills within a 2D graphic communication context. It will allow learners to initiate, develop and communicate ideas using graphic techniques in straightforward and familiar contexts. In addition, the unit allows learners to develop their skills in some less familiar or new contexts. Learners will develop 2D graphic spatial awareness.</p> <p>3D and Pictorial Graphic Communication This unit helps learners develop their creativity and skills within a 3D and pictorial graphic communication context. Again, it will allow learners to initiate, develop and communicate ideas using graphic techniques in straightforward and familiar contexts. In addition, the unit allows learners to develop their skills in some less familiar or new contexts. Learners will develop 3D graphic spatial awareness.</p> <p>In both units, learners will develop an understanding of how graphic communication technologies impact on our environment and society.</p>
SKILLS DEVELOPMENT	<p>It is expected that learners will develop broad, generic skills through this course. numeracy, literacy employability, enterprise, citizenship and thinking skills will all be developed.</p>
HOMEWORK	<p>Homework will be used to consolidate learning.</p> <p>This will be issued on a regular basis and may take the form of:</p> <ul style="list-style-type: none">• Written Questions• Research Tasks
ASSESSMENT	<p>ASSESSMENT</p> <p>Component 1 — SQA exam paper The question paper will give learners an opportunity to demonstrate knowledge and understanding. The paper will have 80 marks (66% of the total mark).</p> <p>Component 2 — Timed assignment (12 hours) The purpose of the project is to assess the practical application of knowledge and skills from across the course to develop a solution to an appropriately challenging and complex graphic communication task requiring challenge and application.</p> <p>The assignment will have 40 marks (33% of the total mark).</p>
PROGRESSION	Higher (SCQF level 6).

GRAPHIC COMMUNICATION (HIGHER: NATIONAL 6)

RECOMMENDED ENTRY	A good pass at National 5 would be the recommended entry for this course.
COURSE OUTLINE	<p>The Higher Graphic Communication Course offers a broad and creative experience in the subject of graphic communication and graphic design. This diverse and multi-faceted Course provides scope for personalisation and choice.</p> <p>2D Graphic Communication This unit helps learners to develop their creativity and presentation skills within a 2D graphic communication context. It will allow learners to initiate, plan, develop and communicate ideas graphically, using two-dimensional graphic techniques. Learners will develop a number of skills and attributes within a 2D graphic communication context, including spatial awareness, visual literacy, and the ability to interpret given drawings, diagrams and other graphics. Learners will evaluate the effectiveness of their own and given graphic communications to meet their purpose.</p> <p>3D and Pictorial Graphic Communication This unit helps learners to develop their creativity and presentation skills within a 3D and pictorial graphic communication context. It will allow learners to initiate, plan, develop and communicate ideas graphically, using three-dimensional graphic techniques. Learners will develop a number of skills and attributes within a 3D graphic communication context, including spatial awareness, visual literacy, and the ability to interpret given drawings, diagrams and other graphics. Learners will evaluate the effectiveness of their own and given graphic communications to meet their purpose. Across both Units, learners will develop an understanding of how graphic communication as an activity, and graphic technologies by their use, impact on our environment and society.</p> <p>The course provides skills that are complementary to other curricular areas, such as expressive arts, sciences, and mathematics. It provides skills that are valuable for learners in the other areas of study in the technologies.</p>
CORE SKILLS	It is expected that learners will develop broad generic skills in this course. numeracy, literacy, ICT evaluating and analysis skills will all be developed.
ASSESSMENT	<p>ASSESSMENT</p> <p>Component 1 — SQA exam paper The question paper will give learners an opportunity to demonstrate knowledge and understanding. The paper will have 80 marks (66% of the total mark).</p> <p>Component 2 — Timed assignment (12 hours) The purpose of the project is to assess the practical application of knowledge and skills from across the course to develop a solution to an appropriately challenging and complex graphic communication task requiring challenge and application.</p> <p>The assignment will have 40 marks (33% of the total mark).</p>
PROGRESSION	Advanced Higher Graphic Communication (SCQF Level 7).

PRACTICAL METALWORKING (NATIONAL 5)

RECOMMENDED ENTRY

Relevant experiences and outcomes will provide an appropriate basis for doing this Course.

COURSE OUTLINE

The course is largely workshop-based, providing a broad introduction to practical metalworking. The course allows learners to develop practical psychomotor skills (manual dexterity and control) in a specialist practical craft. It helps learners to develop safe working practices and to become proactive in matters of health and safety. It allows them to learn how to use a range of tools, equipment and materials correctly and provides skills that are complementary to other curriculum areas, particularly woodworking.

SKILLS DEVELOPMENT

The course is practical, exploratory and experiential in nature. It combines elements of practical metalworking techniques and standard practice with elements of creativity.

The course allows learners to gain a range of practical metalworking skills and to use a variety of tools, equipment and materials. It allows them to plan activities through to the completion of a finished product in metal. The course will also give learners the opportunity to develop thinking, numeracy, and employability, enterprise and citizenship skills. The aims of the course are to enable learners to develop skills in:

- metalworking techniques
- measuring out and marking metal sections and sheet materials
- safe working practices in workshop environments
- practical creativity and problem-solving skills an understanding of sustainability issues in a practical metalworking context.

HOMEWORK

ASSESSMENT

There will be a course assessment at the end of the year which comprises three mandatory Units. Each of the Units are designed to provide progression from the corresponding Unit at National 4.

PROGRESSION

PHOTOGRAPHY (HIGHER: NATIONAL 6)

RECOMMENDED ENTRY Those pupils who have had experience of Art & Design at Higher or National 5 level. Pupils should discuss their suitability for the course with Mr Blue.

COURSE OUTLINE **Basic Camera Techniques**

This unit is designed to enable pupils to acquire a broad knowledge and understanding of the basic features of a camera. Pupils will be given the opportunity to develop basic skills/knowledge of exposure, composition and framing. Projects are given out to students and continually assessed.

Photographer Research Project

Pupils will be asked to complete a photographic research project in a creative and structured way. They will investigate a photographic theme, research named photographers and produce effective research material and evidence of the creative use of techniques. They will present their work and reflect on their work.

Digital Imaging

Pupils will gain a knowledge and understanding of a range of digital techniques. They will develop good practice in producing their own original well planned images.

HOMEWORK

Homework will be used to consolidate learning.

This will be issued on a regular basis and may take the form of:

- Practical project. Self-directed photography skills out with the classroom.
- Research/theory - consolidate learning

ASSESSMENT

All projects continuously assessed throughout course with monitoring of performance throughout.

The award at Higher is arrived at in the following way:

Each student will produce a folio on a personal photography project containing analysis and development of images which is submitted to the SQA for Marking.

There is also 1 hour written examination on critical evaluation of images and technical awareness. The marks arrived at for both activities go to make up the final award.

The assessment evidence for this project based course is externally assessed by the SQA.

**DEPARTMENT
OF
ENGLISH,
LITERACY
and
DRAMA**

Faculty Head: Mrs K Anderson

ENGLISH (NATIONAL 3)

RECOMMENDED ENTRY

Level 2/3 Outcomes and Experiences (English and Literacy)

COURSE OUTLINE

English aims to develop pupils' language skills to as high a level as possible and to promote the intellectual, aesthetic, social and emotional development of pupils through their engagement with language, literature and media. It also aims to develop pupils' literacy and promote their successful application of relevant skills for learning, life and work.

The National 3 course requires the completion of 3 mandatory units:

- Understanding Language
- Producing Language
- Literacy

SKILLS DEVELOPMENT

The course will focus on skills development in two areas:

- **development of writing and talking skills** (Producing Language)
- **development of reading and listening skills** (Understanding Language)
 - listening, talking, reading and writing skills, as appropriate to purpose and audience
 - understanding, analysing and evaluating simple texts, as appropriate to purpose and audience in the contexts of literature, language and media
 - creating and producing simple texts, as appropriate to purpose and audience in familiar contexts
 - using knowledge of language

HOMEWORK

Homework in S4 will generally come out of class work. It will have the aim of preparing for, consolidating and/or extending on-going work. Parents should expect that there will be regular homework and examples of the kind of activities pupils may be asked to engage in include: research; note taking; written answers to questions; drafting or redrafting of written work; reading sections from a class text; preparation for individual/ group presentations and group discussion; viewing a TV programme which has some bearing on current class work etc.

Some long term projects will be set with a longer deadline.

ASSESSMENT

All units are internally assessed against the requirements shown in each Unit Specification.

The Literacy Unit will be assessed, at least in part, through the Understand Language and Producing Language units.

This process will be externally verified by the SQA.

PROGRESSION

National 4. Other qualifications in English or related areas of further study, employment or training.

ENGLISH (NATIONAL 4)

RECOMMENDED ENTRY

Level 3 Outcomes and Experiences (English and Literacy)

COURSE OUTLINE

English aims to develop pupils' language skills to as high a level as possible and to promote the intellectual, aesthetic, social and emotional development of pupils through their engagement with language, literature and media. It also aims to develop pupils' literacy and promote their successful application of the relevant skills for learning, life and work.

The National 4 course requires the completion of 4 mandatory units:

- Analysis and Evaluation
- Creation and Production
- Literacy
- Added Value Unit

SKILLS DEVELOPMENT

The course will focus on skills development in two areas:

- **development of writing and talking skills** (Producing Language)
- **development of reading and listening skills** (Understanding Language)

This will include pupils continuing to develop their abilities in:

- listening, talking, reading and writing skills, as appropriate to purpose and audience
- understanding, analysing and evaluating straightforward texts, as appropriate to purpose and audience in the contexts of literature, language and media
- creating and producing straightforward texts, as appropriate to purpose and audience in familiar contexts
- using knowledge of language

HOMEWORK

Homework in S5 will generally come out of class work. It will have the aim of preparing for, consolidating and/or extending on-going work. Parents should expect that there will be regular homework and examples of the kind of activities pupils may be asked to engage in include:

research; note taking; written answers to questions; drafting or redrafting of written work; reading a section from a class text; preparation for individual/group presentations and group discussion; viewing a TV programme which has some bearing on current class work etc. Some long term projects will be set with a longer deadline.

ASSESSMENT

All units are internally assessed by the teacher or lecturer to determine a pass or fail.

The Literacy Unit will be assessed through evidence produced as part of the Analysis and Evaluation and Creation and Production units.

The Added Value Unit provides learners with the opportunity to apply their language skills to investigate and report on a chosen topic. This assignment will allow the learner to demonstrate challenge and application and will be assessed by an assignment.

This process will be externally verified by the SQA.

PROGRESSION

National 5 (SCQF level 5). Other qualifications in English or related areas of further study, employment or training.

ENGLISH (NATIONAL 5)

RECOMMENDED ENTRY	Level 4 Outcomes and Experiences (English and Literacy)
COURSE OUTLINE	English aims to develop pupils' language skills to as high a level as possible and to promote the intellectual, aesthetic, social and emotional development of pupils through their engagement with language, literature and media. It also aims to develop pupils' literacy and promote their successful application of the relevant skills for learning, life and work.
SKILLS DEVELOPMENT	<p>The course will focus on skills development in two areas:</p> <ul style="list-style-type: none">➤ development of writing and talking skills (Producing Language)➤ development of reading and listening skills (Understanding Language) <p>This will include pupils continuing to develop their abilities to:</p> <ul style="list-style-type: none">• listening, talking, reading and writing skills, as appropriate to purpose and audience• understanding, analysing and evaluating detailed texts, as appropriate to purpose and audience in the contexts of literature, language and media — texts studied must include Scottish texts• creating and producing detailed texts, as appropriate to purpose and audience in a range of contexts• knowledge and understanding of language. <p>The Course enables learners to communicate, be critical thinkers, develop cultural awareness and be creative.</p>
HOMEWORK	<p>Homework in S4 will generally come out of class work. It will have the aim of preparing for, consolidating and/or extending on-going work. Parents should expect that there will be regular homework and examples of the kind of activities pupils may be asked to engage in include: research; note taking; written answers to questions; drafting or redrafting of written work; reading a section from a class text; preparation for individual/ group presentations and group discussion; viewing a TV programme which has some bearing on current class work, exam preparation and practice; drafting/redrafting of folio work etc.</p> <p>Some of these longer term activities will be set with a longer deadline.</p>
ASSESSMENT	<p>COURSE ASSESSMENT</p> <p>Components 1,2 and 3 will be externally marked and will contain:</p> <p>Component 1: Question paper – Reading for Understanding, Analysis and Evaluation (30%)</p> <p>Component 2: Question paper – Critical Reading (40%) (Learners will answer at least one question on a Scottish text)</p> <p>Component 3: Portfolio-writing (30%)</p> <p>Component 4 will be internally assessed and is mandatory</p> <p>Component 4: Performance-spoken language (achieved/not achieved)</p>
PROGRESSION	Higher (SCQF level 6). Other qualifications in English or related areas of further study, employment or training.

ENGLISH (HIGHER: NATIONAL 6)

RECOMMENDED ENTRY

National 5 **English**

COURSE OUTLINE

The main purpose of the Course is to provide learners with the opportunity to develop the skills of listening, talking, reading and writing in order to understand and use language. Building on literacy skills, the Higher English Course develops understanding of the complexities of language, including through the study of a wide range of texts. The Course develops high levels of analytical thinking and understanding of the impact of language.

SKILLS DEVELOPMENT

The Course offers learners opportunities to develop and extend a wide range of skills. In particular, the Course aims to enable learners to develop the ability to:

- ◆ listen, talk, read and write, as appropriate to purpose, audience and context
- ◆ understand, analyse and evaluate detailed and complex texts, including Scottish texts, as appropriate to purpose and audience in the contexts of literature, language and media
- ◆ create and produce detailed and complex texts, as appropriate to purpose, audience and context
- ◆ apply knowledge and understanding of language

The Course enables learners to communicate, be critical thinkers, develop cultural awareness and be creative.

HOMEWORK

Homework is a core part of the course, essential for the consolidation and extension of skills and learning. There will be regular homework and examples of the kind of activities pupils may be asked to engage in include: research; note taking; written answers to questions; drafting or redrafting of written work, including folio pieces; reading a section from a class text; preparation for individual/ group presentations and group discussion, exam preparation and practice; etc.

ASSESSMENT

COURSE ASSESSMENT

Components 1,2 and 3 will be externally marked and will contain:

Component 1: Question paper – Reading for Understanding, Analysis and Evaluation (30%)

Component 2: Question paper – Critical Reading (40%) (Learners will answer at least one question on a Scottish text)

Component 3: Portfolio-writing (30%)

Component 4 will be internally assessed and is **mandatory**

Component 4: Performance-spoken language (achieved/not achieved)

PROGRESSION

Advanced Higher English (SCQF level 7).

ENGLISH (ADVANCED HIGHER: NATIONAL 7)

RECOMMENDED ENTRY

Pass at Higher.

COURSE OUTLINE

The main purpose of the course is to provide learners with the opportunity to apply critical, analytical and evaluative skills to a wide range of complex and sophisticated texts from different genres. Learners will develop sophisticated writing skills, responding to the way structure, form and language shape the overall meaning of texts. The Course provides personalisation and choice for learners by allowing them to choose to develop skills in different types of writing, and by developing their awareness of the relationship between text and context in the analysis and evaluation of literary texts.

SKILLS DEVELOPMENT

The Course aims to provide opportunities for learners to develop the ability to:

- critically analyse and evaluate a wide range of complex and sophisticated literary texts, as appropriate to purpose and audience
- apply critical, investigative and analytical skills to a literary topic (including research skills)
- create a range of complex and sophisticated texts, as appropriate to different purposes and audiences
- critically reflect on the development of their writing.
-

Learners will apply knowledge and understanding of complex language in a wide range of contexts and use creative and critical thinking to synthesise ideas and arguments. The Course also develops high levels of analytical thinking and understanding of the impact of language.

HOMEWORK

Homework is a core part of the course, essential for the consolidation and extension of skills and learning. In addition, pupils will also be required to work independently, in their own time, on various components of the course, such as the dissertation and writing folio.

ASSESSMENT

COURSE ASSESSMENT

The Course assessment will consist of two Components:

Component 1 — portfolio

Section 1: Dissertation (30%)

Learners will produce a dissertation to demonstrate planning, research and presentation of their knowledge and understanding of aspects of literature.

Section 2: Writing (30%)

Learners will produce two pieces of writing for two different purposes.

Component 2 — Question Paper (40%)

The purpose of this question paper is to assess learners' ability to apply the skills of critical analysis and evaluation to literary texts.

Drama (National 5)

RECOMMENDED ENTRY

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

COURSE OUTLINE

The National 5 Drama course has an integrated approach to learning which develops practical and evaluative skills as well as knowledge and understanding of drama and its influences. Throughout the course, candidates explore and develop a range of drama skills and approaches to communicating thoughts and ideas to an audience. They develop a range of acting skills in relation to portraying characters. They learn how to respond to stimuli, including text, and develop knowledge, understanding and practical experience of form, structure, genre and conventions when creating and presenting drama.

Candidates generate ideas for presenting text using production areas. They explore and develop practical skills in a range of production areas. They apply these skills to enhance text when presenting.

Candidates develop knowledge and understanding of social and cultural influences on drama. They learn how to evaluate their own progress and the progress of others.

SKILLS DEVELOPMENT

Responding to stimuli, including text, when creating drama, working with others to share and use drama ideas, developing awareness of social and cultural influences when creating drama, exploring drama form, structure, genre and style, gaining knowledge and understanding of a range of production skills, using a range of drama and production skills when presenting, using evaluative skills within the creative process.

HOMEWORK

Homework is a core part of the course, essential for the consolidation and extension of skills and learning.

ASSESSMENT

The course is assessed through a combination of question paper (40%) and performance element (60%).

The question paper consists of two sections: section 1 assesses the candidate's ability to evaluate their own work and the work of others section 2 assesses the candidate's ability to respond to stimuli and create their own piece of drama suitable for performance

The performance has two sections: a **performance** and the **preparation for performance**.

Drama Higher

RECOMMENDED ENTRY COURSE OUTLINE

Entry to this course is at the discretion of the centre.

Candidates explore and develop a range of complex drama skills and approaches to communicating thoughts and ideas to an audience. They explore acting skills by developing and portraying a range of characters. They learn how to respond to stimuli, including text, and develop knowledge, understanding and practical experience of form, structure, genre and style when creating and presenting drama. Candidates generate ideas for presenting text using production areas. They explore and develop practical skills in a range of complex production areas. They apply these skills to enhance the presentation of text. Candidates develop knowledge and understanding of historical, social, cultural and theatrical influences on drama. They learn how to evaluate their own progress and the progress of others. Candidates also consider the influence that cultural values, identities and ideas have on drama.

SKILLS DEVELOPMENT

Responding to stimuli, including text, when creating drama, working with others to share and use drama ideas, developing knowledge and understanding of historical, social, cultural and theatrical influences when creating drama, exploring drama form, structure, genre and style, gaining knowledge and understanding of complex production skills, applying complex drama and production skills when presenting, applying evaluative skills within the creative process.

ASSESSMENT

The course is assessed through a question paper (40%) and performance element (60%). The question paper has three sections:

Section 1: theatre production: text in context (extended-response questions).

Section 2: theatre production: application (structured questions)

Section 3: performance analysis (extended-response questions).

The performance has two sections:

Section 1: preparation for performance

Section 2: performance in the chosen role of acting, directing or design

HOMEWORK

Homework is a core part of the course, essential for the consolidation and extension of skills and learning.

**FACULTY
OF
HEALTH
AND
WELLBEING**

Faculty Head: Mr G O'Hare

DANCE (National 5)

RECOMMENDED ENTRY

Experiences and Outcomes Level 4 (Dance & Health and Wellbeing). This course is suitable for all learners with a general interest in Dance or for those hoping to progress onto higher levels of study.

The National 5 Dance course encourages candidates to become successful, independent and creative in their use of dance. By engaging in Dance, learners develop a range of technical and choreographic skills to produce creative and imaginative performances. This course also encourages learners to express themselves in different ways. Learning through Dance helps candidates to develop an appreciation of aesthetic and cultural values, identities and ideas.

Units of Course

- Technical Skills
- Choreography

SKILLS DEVELOPMENT

The study of National 5 Dance will help develop the following skills:

- Exploring a range of Dance skills and techniques
- Exploring a range of performance skills as appropriate to a specific Dance style
- Using evaluative skills in relation to self and others
- Demonstrating and applying knowledge and understanding of Dance
- Exploring choreographic principles, devices and structures
- Responding to stimuli using imagination and creativity
- Conveying thoughts, meaning and ideas through movement
- Exploring the origins of a specific dance style
- Exploring the impact of theatre arts in choreography

HOMEWORK

Homework will be used to consolidate learning. This will be issued on a regular basis and may take the form of:

- Written questions
- Choreography tasks
- Research tasks

ASSESSMENT

To gain the award of the Course, the learner must pass all the units as well as the Course assessment.

Course assessment will provide the basis for grading attainment in the Course award as follows:

Performance – 35%
Choreography – 45%
Question Paper – 20%

PROGRESSION

Higher Dance (SCQF level 6)

DANCE (HIGHER)

RECOMMENDED ENTRY

National 5 Dance. Students should achieve a pass in this course.

COURSE OUTLINE

The Higher Dance course inspires and challenges learners by giving them the opportunity to create, appreciate and perform Dance. Candidates use knowledge and understanding of Dance techniques and choreographic skills to inform practice, and develop skills in appreciating and evaluating Dance practice and theatre arts. Learners will experiment with a range of dance styles and learn how to apply them to enhance their own performances and the performances of others.

Units of Course

- Technical Skills
- Choreography

SKILLS DEVELOPMENT

The study of Higher Dance will help develop the following skills:

- Performing a broad range of Dance skills and techniques
- Applying a range of choreographic principles, devices and structures in a choreographed Dance
- Evaluating their own work and that of others
- Researching and responding to theme and/or stimulus using imagination and creativity, and working with others to create choreography
- Conveying a range of themes, ideas and emotions through movement
- Applying knowledge and understanding of a range of theatre arts relevant to dance
- Developing and evaluating the process of creating choreography

HOMEWORK

Homework will be used to consolidate learning. This will be issued on a regular basis and may take the form of:

- Written questions
- Choreography tasks
- Research tasks

ASSESSMENT

To gain the award of the Course, the learner must pass all the units as well as the Course assessment.

Course assessment will provide the basis for grading attainment in the Course award as follows:

Performance – 40%
Choreography – 30%
Question Paper – 30%

PROGRESSION

Dance Leadership Level 4&5 (Completed in partnership with Active Schools)
Advanced Higher Physical Education (SCQF Level 7)
Community Sports Leader Level 2 Award

HEALTH, FOOD AND TECHNOLOGY (HIGHER)

RECOMMENDED ENTRY National 5 pass in English and HWB Experiences and Outcomes Level 4

COURSE OUTLINE Health, Food and Technology provides an opportunity to study the relationship between the food we eat and our health, nutrition, functional properties of foods, lifestyle choices and consumer issues. It develops awareness of how food choices can have a positive effect on your own health and the impact it has on the world around us. It will equip you with skills and knowledge that will enable you to become a lifelong informed food consumer. Learners are encouraged to be creative in preparing and producing food as well as in evaluating finished products.

Areas of Course

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

SKILLS DEVELOPMENT The study of Health, Food and Technology will help develop the following skills:

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

HOMEWORK Homework is a vital part of the course and is used to consolidate skills and learning. It may be in various forms dependent on the classroom activity.

ASSESSMENT The course is assessed by the external exam, Question Paper and the Course Assignment, in which learners will develop a food product or products to a given brief. The assignment will be sufficiently open and flexible to allow for personalisation and choice.

Question Paper – 50%

Assignment – 50%

PROGRESSION Advanced Higher Health and Food Technology Course (SCQF Level 7)

PRACTICAL COOKERY (NATIONAL 4)

RECOMMENDED ENTRY

Experiences and Outcomes Level 3 and 4.

COURSE OUTLINE

The National 4 Practical Cookery Course contains a significant practical element. It aims to further develop learners' life skills as well as a range of cookery skills and processes and food preparation techniques. Planning and producing meals and presenting them appropriately, learners develop understanding of ingredients from a variety of different sources, as well as of their uses and responsible sourcing and sustainability. Learners develop understanding of the impact of the choice of ingredients on health and wellbeing and embed food safety and hygiene skills.

UNITS STUDIED

- Cookery Skills, Techniques and Processes
- Understanding and Using Ingredients
- Organisational Skills for Cooking

SKILLS DEVELOPMENT

Skills within the mandatory units include:

- using food preparation techniques and cookery processes, with minimal guidance, in the preparation of a range of dishes
- understanding the importance of food safety and hygiene and working safely and hygienically
- selecting, weighing, measuring and using appropriate ingredients, with minimal guidance, to prepare and garnish or decorate dishes
- awareness of the importance of responsible sourcing of ingredients
- awareness of current dietary advice relating to the use of ingredients following recipes in the preparation of dishes and carrying out an evaluation of the product, with minimal guidance
- organisational and time management skills, producing and presenting dishes appropriately

HOMEWORK

Homework is a vital part of the course and is used to consolidate skills and learning. It may be in various forms, e.g. practical tasks and written questions.

ASSESSMENT

Learners will plan, prepare and cook a two course meal within 1 hour and 30 minutes and present it appropriately.

PROGRESSION

National 5 (SCQF level 5) Practical Cookery or other qualifications in Hospitality or related areas. Further study, employment or training.

PRACTICAL COOKERY (NATIONAL 5)

RECOMMENDED ENTRY	National 4 Practical Cookery or Experiences and Outcomes Level 3 and 4.
COURSE OUTLINE	<p>The National 5 Practical Cookery Course contains a significant practical element. It aims to further develop learners' life skills as well as a range of cookery skills and processes and food preparation techniques. Planning and producing meals and presenting them appropriately, learners develop understanding of ingredients from a variety of different sources, as well as of their uses and responsible sourcing and sustainability. Learners develop understanding of the impact of the choice of ingredients on health and wellbeing and embed food safety and hygiene skills. It also develops organisational skills which have an application in a wide variety of contexts.</p>
	UNITS STUDIED
	<ul style="list-style-type: none">• Cookery Skills, Techniques and Processes (National 5)• Understanding and Using Ingredients (National 5)• Organisational Skills for Cooking (National 5)
SKILLS DEVELOPMENT	<p>This highly practical and enjoyable course aims to enable pupils to:</p> <ul style="list-style-type: none">• proficiently use a range of cookery skills, food preparation techniques and cookery processes when following recipes• select and use ingredients to produce and garnish or decorate dishes• develop an understanding of the characteristics of ingredients and an awareness of their sustainability• develop an understanding of current dietary advice relating to the use of ingredients• plan and produce meals and present them appropriately• work safely and hygienically
HOMEWORK	Homework is a vital part of the course and is used to consolidate skills and learning. It may be in various forms, e.g. practical tasks, written questions and assignment.
ASSESSMENT	<p>The course assessment consist of:</p> <ul style="list-style-type: none">• Practical activity and assignment booklet where learners will plan, prepare, cook and present a three course meal in 2 hour and 30 minutes - (75%).• One hour question paper - (25%).
PROGRESSION	Other qualifications in Hospitality or related areas. Further study, employment or training

PHYSICAL EDUCATION (NATIONAL 4)

RECOMMENDED ENTRY

Experiences and Outcomes Level 3/4

COURSE OUTLINE

Physical Education gives candidates the opportunity to develop and demonstrate movement and performance skills in physical activities. By engaging in physical activities, learners can demonstrate initiative, decision-making and problem-solving. This course also encourages learners to develop a positive attitude towards a healthy lifestyle, and the contribution that physical activity makes to this.

Areas of Course

- Performance Skills
- Factors Impacting on Performance

SKILLS DEVELOPMENT

The study of Physical Education will help develop the following skills:

- Demonstrating movement and performance skills safely in straightforward performance contexts
- Demonstrating knowledge of factors that impact on performance
- Developing knowledge and approaches to enhance personal performance
- Monitoring, recording, and reflecting on performance development
- Decision-making and problem-solving in straightforward performance contexts
- Organisational skills in preparing for, and during, physical activities

HOMEWORK

Homework will be used to consolidate learning. This will be issued on a regular basis and may take the form of:

- Written questions
- Analysis of performance from video / photo footage
- Completion of training / development programmes

ASSESSMENT

Assessments are internally assessed by the teacher to determine a pass or fail. SQA will check assessments to ensure they meet the national standard.

The Added Value Unit will be assessed by an assignment which requires the learner to prepare for and carry out a performance in a physical activity. This will involve preparing mentally, emotionally, socially, and physically for the performance; selecting and applying performance skills; following rules and guidelines; carrying out roles and responsibilities and showing appropriate etiquette.

PROGRESSION

National 5 Physical Education (SCQF level 5)
Community Sports Leader Level 2 Award

PHYSICAL EDUCATION (NATIONAL 5)

RECOMMENDED ENTRY	National 4 Physical Education or Experiences and Outcomes Level 4 (Health and Wellbeing)
COURSE OUTLINE	<p>Physical Education gives candidates the opportunity to develop and demonstrate movement and performance skills in physical activities. By engaging in physical activities, learners can demonstrate initiative, decision-making and problem-solving. This course also encourages learners to develop a positive attitude towards a healthy lifestyle, and the contribution that physical activity makes to this.</p> <p>Areas of Course</p> <ul style="list-style-type: none">• Performance Skills• Factors Impacting on Performance
SKILLS DEVELOPMENT	<p>The study of Physical Education will help develop the following skills:</p> <ul style="list-style-type: none">• Demonstrating a comprehensive range of movement and performance skills safely• Understanding factors that impact on performance for four factors• Planning, developing and implementing approaches to enhance personal performance• Monitoring, recording and evaluating performance development• Decision-making and problem solving in performance contexts• Organisational skills in preparing for, and during, physical activities
HOMEWORK	<p>Homework will be used to consolidate learning. This will be issued on a regular basis and may take the form of:</p> <ul style="list-style-type: none">• Written questions• Analysis of performance from video/photo footage• Completion of training/development programmes
ASSESSMENT	<p>Final grading will be on assessment on Performance in 2 activities and a Portfolio where learners are required to demonstrate their understanding of factors impacting on performance and approaches to enhance personal performance. Candidates will select activities for performance assessment based on SQA guidelines and school facilities and staff expertise which allows assessment.</p> <p>Performance – 50% Portfolio – 50%</p>
PROGRESSION	Higher Physical (SCQF level 6) Community Sports Leader Level 2 Award

PHYSICAL EDUCATION (HIGHER)

RECOMMENDED ENTRY

National 5 Physical Education. Students should achieve a pass in this course.

COURSE OUTLINE

Physical Education gives candidates the opportunity to develop and demonstrate movement and performance skills in physical activities. By engaging in physical activities, learners can demonstrate initiative, decision-making and problem-solving. This course also encourages learners to develop a positive attitude towards a healthy lifestyle, and the contribution that physical activity makes to this.

Areas of Course

- Performance Skills
- Factors Impacting on Performance

SKILLS DEVELOPMENT

The study of Physical Education will help develop the following skills:

- Demonstrating a comprehensive range of movement and performance skills safely
- 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 in performance contexts
- Organisational skills in preparing for, and during, physical activities

HOMEWORK

Homework will be used to consolidate learning. This will be issued on a regular basis and may take the form of:

- Written questions
- Analysis of performance from video/photo footage
- Completion of training/development programmes

ASSESSMENT

Final grading will be on assessment on Performance in 2 activities and a Question Paper where learners are required to demonstrate their understanding of factors impacting on performance and approaches to enhance personal performance. Candidates will select activities for performance assessment based on SQA guidelines and school facilities and staff expertise which allows assessment.

Performance – 50%
Question Paper – 50%

PROGRESSION

Advanced Higher Physical Education (SCQF Level 7)
Community Sports Leader Level 2 Award

PHYSICAL EDUCATION (ADVANCED HIGHER)

RECOMMENDED ENTRY	Higher Physical Education. Students should achieve a pass in this course.
COURSE OUTLINE	<p>Physical Education gives candidates the opportunity to develop and demonstrate movement and performance skills in physical activities. By engaging in physical activities, learners can demonstrate initiative, decision-making and problem-solving. This course also encourages learners to develop a positive attitude towards a healthy lifestyle, and the contribution that physical activity makes to this.</p> <p>Units of Course</p> <ul style="list-style-type: none">• Performance Skills• Factors Impacting on Performance
SKILLS DEVELOPMENT	<p>The study of Physical Education will help develop the following skills:</p> <ul style="list-style-type: none">• Demonstrating a comprehensive range of movement and performance skills safely• Understanding factors that impact on performance• Research techniques• Presenting on results of research• Planning, developing and implementing approaches to enhance personal performance• Monitoring, recording and evaluating performance development• Decision-making and problem solving in performance contexts• Organisational skills in preparing for, and during, physical activities
HOMEWORK	<p>Homework will be used to consolidate learning. This will be issued on a regular basis and may take the form of:</p> <ul style="list-style-type: none">• Written questions• Analysis of performance from video/photo footage• Completion of training/development programmes• Research tasks
ASSESSMENT	<p>Final grading will be on assessment on Performance in 1 activity and a Project where learners are required to demonstrate their understanding of factors impacting on performance and approaches to enhance personal performance.</p> <p>Performance – 30% Project – 70%</p>
PROGRESSION	Higher and Further Education course in Sport, Physical Activity and Physical Education

SCQF Level 5 Award in Community Sports Leadership

CONTACT	Mr G O'Hare, Faculty Head Health and Wellbeing
RECOMMENDED ENTRY	<p>No formal qualifications are required for this course but a genuine interest in a variety of Sports and Coaching is essential.</p> <p>Anyone wishing to undertake this course must discuss this with members of the PE department.</p>
COURSE OUTLINE	<p>The course will be offered in ONE column for six periods.</p> <p>PART ONE For four periods of the course, pupils will be engaged in the Community Sports Leader Level 2 Award. This qualification is designed to develop generic leadership skills that can be applied to a variety of sporting situations including organisation, planning, delivery, evaluating, communication and team work.</p> <p>Pupils will also have opportunity to gain national governing body qualifications.</p> <p>PART TWO During the remaining two periods, pupils will be engaged in experiential practice of sports leadership aimed at Primary School level. Following the introduction to this, pupils will be placed at associated Primary Schools to complete a 6 month placement with classes during their PE lessons.</p>
CORE SKILLS	Completion of the Sports Leader course should allow success in working with and leading others, communication and problem solving.
ASSESSMENT	The course will be continuously assessed and pupils must achieve the learning outcomes of each unit.
PROGRESSION	This is the most advanced course in Sports Leadership available in Gryffe High School. Many Sports Leaders play a vital role within their local community and are welcomed in schools, clubs and organisations who need volunteers. This allows Sports Leaders to gain valuable experience and further develop the core skills gained through completion of this course.

PHYSICAL EDUCATION (CORE) – S4

COURSE OUTLINE All S4 will have three periods of Physical Education per week.

Health and Wellbeing will play a high profile throughout the programme. To offset the pressures of classroom studies the emphasis will be active enjoyment in varied, challenging and stimulating situations. In doing so it is hoped that pupils create a foundation for continued participation in later years and in adult life.

Pupils will participate in a combination of a structured, balanced programme for two periods per week, including choice activities where pupils will be responsible for the organisation and running of their chosen activity. Pupils will also experience group competitions of different activities.

Pupils will participate in the SQA Leadership Award once a week. This will involve researching fundamental leadership skills/qualities and evaluating their own skills/qualities. Pupils will also be given the opportunity to plan, implement and evaluate a leadership task of their choice as part of the award.

SKILLS DEVELOPMENT

Physical Education – Core will help develop the following skills:

- Performance skills within a range of activities
- Knowledge and Understanding of a range of activities
- Communication and Leadership skills taken on through tasks within activities
- Co-operation when performing as an individual and in a team
- Developing knowledge of key skills/qualities required for a successful leader in many contexts.
- Evaluating their own skills/abilities as a leader through research and comparison.
- Planning, implementing and evaluating their leadership event.

LITERACY, NUMERACY, HEALTH AND WELLBEING

We will continue to develop these skills within Physical Education - Core.

HOMEWORK

Pupils may be assigned homework during the initial research tasks of the Leadership Award.

ASSESSMENT

Pupils are encouraged to maintain a good level of overall fitness throughout the year.

Pupils participating in the S4 Leadership Award will be assessed on research tasks in the first part of the award. Pupils will then be assessed on their practical leadership project in conjunction with skills used to plan, implement and evaluate.

PROGRESSION

Physical Education (Core) continues as a compulsory subject for all pupils in S5. Progression from S5 pupil led Core PE programme to Community Sports Leader Level 2 Award course with increased demand on leadership of activities and additional leadership units to gain final award.

PHYSICAL EDUCATION (CORE) – S5/S6

COURSE OUTLINE

All S5 will have two periods and S6 will have one period of Physical Education per week.

Pupils will be given the opportunity to learn new skills, develop existing ones, as well as being encouraged to organise, officiate and coach in various activities. Health and Wellbeing will play a high profile throughout the programme. To offset the pressures of classroom studies the emphasis will be active enjoyment in varied, challenging and stimulating situations. In doing so it is hoped that pupils create a foundation for continued participation in later years and in adult life.

Pupils will experience leadership roles in organising and running activities including group competitions of different activities.

SKILLS DEVELOPMENT

Physical Education – Core will help develop the following skills:

- Performance skills within a range of activities
- Knowledge and Understanding of a range of activities
- Communication and Leadership skills taken on through tasks within activities
- Co-operation when performing as an individual and in a team

LITERACY, NUMERACY, HEALTH AND WELLBEING

We will continue to develop these skills within Physical Education - Core.

HOMEWORK

There will be no homework assigned for Physical Education - Core.

ASSESSMENT

Pupils are encouraged to maintain a good level of overall fitness throughout the year.

PROGRESSION

Physical Education (Core) continues as a compulsory subject for all pupils in S5 and S6. Progression from S5 pupil led Core PE programme to Community Sports Leader Level 2 Award course with increased demand on leadership of activities and additional leadership units to gain final award.

**FACULTY
OF
HUMANITIES**

Faculty Head: Mrs R Sharp

GEOGRAPHY (NATIONAL 4)

RECOMMENDED ENTRY	Experience and Outcomes Level 3/4
COURSE OUTLINE	<p>Areas of Study</p> <p>Geography: Physical Environments Students will develop geographical skills and techniques in the context of physical environments. They will look at the processes and interactions at work in: upland limestone, coastal, glaciated and river landscapes.</p> <p>Geography: Human Environments Students will develop geographical skills and techniques in the context of human environments. Students will study urban and rural landscapes and make comparisons between developed and developing countries.</p> <p>Geography: Global Issues Students will develop skills in the use of numerical and graphical information in the context of global issues. Key topics will include environmental hazards, tourism, development and health.</p> <p>Value Added Unit This task will allow students to apply a range of skills as they research and carry out fieldwork on an appropriate issue. Students will have a choice in the topic chosen for study and will have some flexibility in how they present their findings in order to best demonstrate their Geography skills, knowledge and understanding.</p>
SKILLS DEVELOPMENT	<p>The study of Geography will help develop the following skills:</p> <ul style="list-style-type: none">• Applying detailed knowledge and understanding in geographical contexts• Researching and using information collected from a range of sources including fieldwork• Using a range of mapping skills• Using, interpreting and comparing a range of written, numerical and graphical information• Communication skills – written, multimedia and verbal• Planning and reviewing investigation strategies• Working collaboratively and taking initiative
HOMEWORK	Homework will be used to consolidate learning. It may consist of finishing class work, research tasks or carrying out fieldwork activities. It is beneficial for students to use the media to access current examples of topics covered.
ASSESSMENT	All units are internally assessed by the teacher or lecturer to determine a pass or fail. SQA will check assessments to ensure they meet the national standard.
PROGRESSION	National 5 (SCQF 5) or other SQA qualifications, employment or training.

GEOGRAPHY (NATIONAL 5)

RECOMMENDED ENTRY	Geography National 4 or Experience and Outcomes Level 4
COURSE OUTLINE	<p>Areas of Study</p> <p>Geography: Physical Environments Students will develop geographical skills and techniques in the context of physical environments. They will look at the processes and interactions at work in: upland limestone, coastal, glaciated and river landscapes.</p> <p>Geography: Human Environments Students will develop geographical skills and techniques in the context of human environments. Students will study urban and rural landscapes and make comparisons between developed and developing countries.</p> <p>Geography: Global Issues Students will develop skills in the use of numerical and graphical information in the context of global issues. Key topics will include environmental hazards, tourism, development and health.</p> <p>Assignment This task will give students an opportunity to demonstrate and apply their class work, additional research and will involve the use of fieldwork. Students will produce a structured write up of their key findings. This write up along with evidence from their research and fieldwork will be submitted to the SQA for assessment. The assignment forms 25% of the total SQA course marks.</p>
SKILLS DEVELOPMENT	<p>The study of Geography will help develop the following skills:</p> <ul style="list-style-type: none">• Applying detailed knowledge and understanding in geographical contexts• Researching and using information collected from a range of sources including fieldwork• Using a range of mapping skills• Using, interpreting and comparing a range of written, numerical and graphical information• Communication skills – written, multimedia and verbal• Planning and reviewing investigation strategies• Working collaboratively and taking initiative
HOMEWORK	Homework will be used to consolidate learning. It may consist of finishing class work, research tasks or carrying out fieldwork activities. It is beneficial for students to use the media to access current examples of topics covered.
ASSESSMENT	<p>Course assessment - Total of 100 marks</p> <ul style="list-style-type: none">• Question paper 80 marks formally examined in April/May• Assignment 20 marks submitted to SQA for marking
PROGRESSION	Higher (SCQF level 6) or other SQA qualifications, employment or training.

GEOGRAPHY (HIGHER: NATIONAL 6)

RECOMMENDED ENTRY	Students would normally be expected to have attained an A or B at National 5 in this subject or equivalent in English and a social subject or science.
COURSE OUTLINE	<p>The course is designed to enable students to use geographical analysis to develop a detailed understanding of important aspects of the contemporary world. This involves studying the ways that people and the environment interact and examining the environmental issues that arise in a rapidly changing world.</p> <p>Physical Environments Atmosphere - global heat budget, atmospheric and oceanic circulation, ITCZ Lithosphere - formation of glaciated and coastal landscapes, rural land use conflicts Hydrosphere - hydrological cycle within a drainage basin and hydrographs Biosphere - properties and formation processes of podzol, brown earth and gley</p> <p>Human Environments Population - methods and problems of data collection, consequences of population structure, causes and impacts of forced and voluntary migration Rural - the impact and management of rural land degradation in a rainforest/desert Urban - the need for management of urban change in a developed and in a developing world city, management strategies employed and their impact.</p> <p>Global Issues Key topics: Development and Health, Global Climate Change, River Basin Management, Trade, Aid and Geopolitics or Energy. (choice of two)</p>
CORE SKILLS	<p>Higher Geography will help develop the following skills:</p> <ul style="list-style-type: none">• Applying knowledge and understanding• Comparing and contrasting to draw valid conclusions• Interpreting, analysing and evaluating make and justify decisions• Evaluating written, numerical and graphical sources• Investigative techniques and critical thinking• Communication of ideas, theories and information• Planning, undertaking, presenting and reviewing research• Working collaboratively and taking initiative <p>These skills are highly desirable in society today.</p>
ASSESSMENT	<p>Overall Course award - Total of 110 marks</p> <ul style="list-style-type: none">• Two question papers 80 marks formally examined in April/May• Assignment 30 marks submitted to SQA for marking <p>The Assignment The purpose of the assignment is to demonstrate skills, including fieldwork techniques and knowledge and understanding within the context of a geographical topic or issue. Personalisation and choice is possible through the issues selected for study. Fieldwork is an integral part of the assignment. Students will have the opportunity to gather information for the assignment as part of a class field visit.</p>
PROGRESSION	Advanced Higher Geography (SCQF Level 7).

GEOGRAPHY (ADVANCED HIGHER: NATIONAL 7)

RECOMMENDED ENTRY

Students would normally be expected to have attained an A or B at Higher in this subject. It is also advised that they have at least a C pass in either Higher English or Higher Maths.

COURSE OUTLINE

The course will enable students to understand the ways in which people and the environment interact in response to physical and human processes and study spatial relationships to develop a balanced and critical understanding of the changing world. The course consists of two units:

Geographical Skills

In this Unit, students will develop a wide range of geographical methods and techniques including mapping skills, graphical techniques and a range of statistical techniques for analysing and interpreting geographical data. Students will develop a wide range of investigating skills while undertaking independent research such as scoping or identifying appropriate research topics; how to plan and manage a complex programme of research; techniques to source, collect and record appropriate and reliable primary and secondary information; methods of independent fieldwork; techniques to present findings using appropriate conventions; and how to evaluate research methodology.

Geographical Issues

In this Unit, students will develop critical thinking and the ability to evaluate sources and viewpoints on current complex geographical issues.

CORE SKILLS

This course is very heavily skills orientated as reflected in the course content above.

ASSESSMENT

Overall Course award - Total of 150 marks

- Question paper 50 marks formally examined in April/May
- Project-folio 100 marks

The majority of marks at Advanced Higher are secured prior to the sitting of the final examination. As a result, it is important that students meet the deadlines as set by their teacher throughout the year.

The Project-folio component:

Section A: Geographical Study 60marks

Section B: Geographical Issue 40 marks

Project-folio Section A: Geographical Study — students are required to demonstrate the ability to undertake detailed research of a geographical nature which uses primary and/or secondary sources, to gather and process data and which reports findings appropriately. Independent research and fieldwork are essential elements for the geographical study.

Project-folio Section B: Geographical Issue — students are required to demonstrate the ability to carry out a critical evaluation of a current complex geographical issue by identifying viewpoints, from a wide range of sources, about the issue and evaluating these viewpoints in a way that allows valid conclusions to be drawn.

PROGRESSION

Progression – Higher education programmes in which Geography is accepted as either an arts, social sciences or science subject. Relevant degree-level programmes can include science, geology and social science.

HISTORY (NATIONAL 4)

RECOMMENDED ENTRY	Experience and Outcomes level 3/4
COURSE OUTLINE	<p>This course encourages active learning in the process of developing an understanding of people and society in the past.</p> <p>This course has 4 units.</p> <p>Scottish Historical Study – The Wars of Independence, 1286–1328</p> <p>British Historical Study – Changing Britain, 1760-1914</p> <p>European and World Historical Study – Hitler and Nazi Germany, 1919-1939</p> <p>Added Value Unit Pupils will choose an assignment for personal study, research this topic and present their findings.</p>
SKILLS DEVELOPMENT	<p>By undertaking this Course, learners will develop a wide range of transferable skills, including:</p> <ul style="list-style-type: none">• Knowledge and understanding of important events in Scottish, British and World History.• Pupils will gain an understanding of sequence and chronology and be able to use these skills to locate facts.• Evaluation and analysis of different types of sources in order to draw valid conclusions.• Communication skills will be developed through a variety of tasks including written and oral communication. Pupils will also develop their skills in presenting their ideas through debating challenges and activities.• Pupils will work on team challenges which will further promote communication skills, citizenship as well as accountability.• Research skills will be promoted through individual and paired research tasks which will offer pupils flexibility and scope to further their understanding of a particular area of interest.
HOMEWORK	<p>Homework will be issued on a regular basis to promote and consolidate learning.</p> <ul style="list-style-type: none">• Short study tasks focussing on a particular course area• Extended written tasks which will offer pupils the chance to develop their understanding and promote research skills.• ICT tasks• Complete class work
ASSESSMENT	<p>All units are internally assessed by the teacher or lecturer to determine a pass or fail. SQA will check assessments to ensure they meet the national standard.</p>
PROGRESSION	<p>National 5 (SCQF level 5). Other SQA qualifications, employment or training.</p>

HISTORY (NATIONAL 5)

RECOMMENDED ENTRY

National 4, Experience and Outcomes level 4

COURSE OUTLINE

This course encourages active learning in the process of developing an understanding of people and society in the past.

This course has **4** units:

Scottish Historical Study – The Wars of Independence, 1286–1328

British Historical Study – Changing Britain, 1760-1914

European and World Historical Study – Hitler and Nazi Germany, 1919-1939

Assignment – Pupils will choose an assignment for personal study, research this topic and present a write up of their findings for assessment to the SQA.

SKILLS DEVELOPMENT

By undertaking this course, learners will develop a wide range of transferable skills, including:

- Knowledge and understanding of important events in Scottish, British and World History.
- Pupils will gain an understanding of sequence and chronology and be able to use these skills to locate facts
- Evaluation and analysis of different types of sources in order to draw valid conclusions
- Communication skills will be developed through a variety of tasks including written and oral communication. Pupils will also develop their skills in presenting their ideas through debating challenges and activities.
- Research skills will be promoted through individual and research tasks which will offer pupils flexibility and scope to further their understanding of a particular area of interest.

HOMEWORK

Homework will be issued on a regular basis to promote and consolidate learning.

- Short study tasks focussing on a particular course area
- Extended written tasks which will offer pupils the chance to develop their understanding and promote research skills.
- Complete class work

ASSESSMENT

The Course Assessment is graded externally and consists of:

- Question paper 80 Marks
- Assignment 20 Marks (**Total 100 Marks**)

PROGRESSION

Higher (SCQF level 6). This course is a preparation for a diverse range of occupations and careers

HISTORY (HIGHER: NATIONAL 6)

RECOMMENDED ENTRY	Pupils who achieve a National 5 award in History or equivalent in another Social Subject. Pupils should also have achieved a National 5 award in English
COURSE OUTLINE	<p>Learners will undertake historical studies across three areas.</p> <p>Scottish: The Impact of the Great War, 1914–1928</p> <ul style="list-style-type: none">◆ Scots on the Western Front◆ Domestic impact of war: society and culture◆ Domestic impact of war: industry and economy◆ Domestic impact of war: politics <p>British: The Making of Modern Britain, 1851–1951</p> <ul style="list-style-type: none">◆ The reasons why Britain became more democratic 1851–1928◆ Assessment of how democratic Britain became 1867–1928◆ The reasons why women won greater political equality by 1928◆ The reasons why the Liberals introduced social welfare reforms 1906–14◆ The effectiveness of the Liberal social welfare reforms◆ The effectiveness of the Labour social welfare reforms 1945–51 <p>European: Germany, 1815–1939</p> <ul style="list-style-type: none">◆ The reasons for the growth of nationalism in Germany 1815–50◆ The degree of growth of nationalism in Germany up to 1850◆ The obstacles to German unification 1815–50◆ The reasons why unification was achieved in Germany by 1871◆ The reasons why the Nazis achieved power in 1933◆ The reasons why the Nazis were able to stay in power 1933–39 <p>Assignment</p> <p>Learners will also complete an assignment on a historical issue of their choice. They will research their issue using a wide range of resources most of which are contained within the department. Learners will produce a final write up of this research under controlled conditions.</p>
CORE SKILLS	Successful completion of the course will lead to achievement of Core Skills in the area of Problem Solving
ASSESSMENT	<p>SQA Exam (110 marks)</p> <p>Two question papers - 1 hour 30 minutes each (36 marks and 44 marks)</p> <p>Assignment – as above - 1 hour 30 minutes (30marks)</p> <p>Internal assessments are also carried out over the course of the session</p>
PROGRESSION	Advanced Higher History (SCQF Level 7).

MODERN STUDIES (NATIONAL 4)

RECOMMENDED ENTRY

Access 3 or Experience and Outcomes Level 3/4

COURSE OUTLINE

Areas of Study

Democracy in Scotland and the United Kingdom - Scotland

Learners will develop their knowledge and understanding of the ways in which society is informed about politics, able to participate in and influence the political system. They will develop an understanding of their rights and responsibilities within our society.

Social Issues in the United Kingdom – Crime and the Law

Learners will develop knowledge and understanding of the causes of crime, the impact of crime on individuals and society and the role of the police, the legal system and the state in tackling crime.

International Issues

The study of a significant world power will focus on the international importance of the selected country, socio-economic issues within the country and a study of the political system.

Added Value Unit

This task will allow learners to apply a range of skills as they research an appropriate issue. Learners will have a choice in the topic chosen for study and will have some flexibility in how they present their findings in order to best demonstrate their Modern Studies skills, knowledge and understanding.

SKILLS DEVELOPMENT

Modern Studies will help develop the following skills:

- Knowledge and understanding
- Detecting bias and exaggeration
- Comparing and contrasting to draw valid conclusions
- Decision making – interpreting, analysing and evaluating a range of information to make and justify responsible decisions
- Communication of ideas, opinions and information through written, multimedia and verbal delivery
- Research into relevant issues through the use of ICT
- Planning and reviewing investigation strategies
- Working collaboratively and taking initiative

Skills developed in Modern Studies are highly desirable in society today.

HOMEWORK

Homework will be used to consolidate learning. It may consist of finishing class work, research task or carrying out surveys. It is beneficial for pupils to take an interest in current affairs and keep up to date with key news events. Pupils are encouraged to use the media to enhance their learning. Pupils should also revise for class assessment.

ASSESSMENT

All units are internally assessed by the teacher or lecturer to determine a pass or fail. SQA will check assessments to ensure they meet the national standard.

The Added Value Unit will be assessed by an assignment which requires the learner to draw on and extend their learning through investigation of an issue from one of the areas of study.

PROGRESSION

National 5 (SCQF level 5).

MODERN STUDIES (NATIONAL 5)

RECOMMENDED ENTRY

Experience and Outcomes Level 4 or National 4 course

COURSE OUTLINE

Areas of Study

Democracy in Scotland and the United Kingdom – Scotland

Learners will develop their knowledge and understanding of the ways in which society is informed about politics, able to participate in and influence the political system. They will develop an understanding of their rights and responsibilities within our society.

Social Issues in the United Kingdom – Crime and the Law

Learners will develop knowledge and understanding of the causes of crime, the impact of crime on individuals and society and the role of the police, the legal system and the state in tackling crime.

International Issues

The study of a significant world power will focus on the international importance of the selected country, socio-economic issues within the country and a study of the political system.

The Assignment

This task will give learners an opportunity to demonstrate higher-order thinking skills, knowledge and understanding. Learners will research an appropriate Modern Studies topic or issue. A structured template will be used for the write-up of the assignment under controlled conditions. The assignment forms 25% of the total SQA course marks.

SKILLS DEVELOPMENT

Modern Studies will help develop the following skills:

- Knowledge and understanding
- Detecting bias and exaggeration
- Comparing and contrasting to draw valid conclusions
- Decision making – interpreting, analysing and evaluating a range of information to make and justify responsible decisions
- Communication of ideas, opinions and information through written, multimedia and verbal delivery
- Research into relevant issues through the use of ICT
- Planning and reviewing investigation strategies
- Working collaboratively and taking initiative

Skills developed in Modern Studies are highly desirable in society today.

HOMEWORK

Homework will be used to consolidate learning. It may consist of finishing class work, research task or carrying out surveys. It is beneficial for pupils to take an interest in current affairs and keep up to date with key news events. Pupils are encouraged to use the media to enhance their learning. Pupils should also revise for class assessment.

ASSESSMENT

Course assessment - Total of 100 marks

- Question paper 80 marks formally examined in April/May
- Assignment 20 marks submitted to SQA for marking

PROGRESSION

Higher. (SCQF level 6). This course is a preparation for a diverse range of occupations and careers.

MODERN STUDIES (HIGHER: NATIONAL 6)

RECOMMENDED ENTRY

Pupils would normally be expected to have attained a National 5 award in Modern Studies or the equivalent in another social subject.

COURSE OUTLINE

The purpose of this course is to develop knowledge and understanding of political, social and international issues and to promote the development of the critical skills of analysis, synthesis, evaluating, drawing conclusions and making decisions.

Political Issues in the UK

Learners will study the UK constitutional arrangement; political institutions and processes (Scottish and UK Parliaments); voting systems; voting behaviour and participation.

Social Issues in the UK

Learners will focus on social inequality and the impact on different groups in society. They will examine evidence, theories and causes of inequalities; the impact of inequality; and the attempts to tackle inequality and their effectiveness.

International Issues

Learners study international development. They will examine problems preventing development, the consequences of lack of development, the attempts to address development and will consider the effectiveness of these attempts.

The Assignment

This task will give learners an opportunity to choose a Modern Studies issue to research. Learners will demonstrate higher order thinking skills and communicate their findings using a report format.

CORE SKILLS

Higher Modern Studies will help develop the following skills:

- Applying knowledge and understanding
- Detecting and explaining the degree of objectivity
- Comparing and contrasting to draw valid conclusions
- Interpreting, analysing and evaluating make and justify decisions
- Evaluating and synthesising written, numerical and graphical sources
- Communication of ideas, opinions and information
- Planning, undertaking, presenting and reviewing research
- Working collaboratively and taking initiative

These skills are highly desirable in society today.

ASSESSMENT

Each Unit will be internally assessed against SQA requirements. This process will be SQA verified.

Course assessment - Total of 110 marks

- Two question papers 80 marks examined formally in April/May
- Assignment 30 marks submitted to SQA for marking

PROGRESSION

Advanced Higher Modern Studies (SCQF Level 7).

CRIMINOLOGY (ADVANCED HIGHER: NATIONAL 7)

RECOMMENDED ENTRY	Students would be expected to have attained an A or B pass in Higher English.
COURSE OUTLINE	<p>The purpose of this course is to develop knowledge and understanding of all aspects of criminology and to promote the development of the critical skills of analysis, synthesis, evaluating and research. This is an ideal course for anyone considering a career in law or law enforcement.</p> <p>Modern Studies - Law and Order Course</p> <p>Understanding criminal behaviour</p> <ul style="list-style-type: none">• the nature and extent of criminal behaviour• the psychology of criminal behaviour• evaluation of theories of criminal behaviour• the impact of criminal behaviour <p>Responses by society to crime</p> <ul style="list-style-type: none">• theories and explanations of responses to crime• current responses to crime• evaluation of responses to crime <p>Researching in Social Sciences</p> <ul style="list-style-type: none">• critically evaluating research methodology• critically evaluating sources of information <p>The course will include a variety of outside specialist speakers and trips including a prison trip.</p>
CORE SKILLS	<p>This course will help develop the following skills:</p> <ul style="list-style-type: none">• Applying knowledge and understanding• Detecting and explaining the degree of objectivity• Comparing and contrasting to draw valid conclusions• Interpreting, analysing and evaluating make and justify decisions• Evaluating and synthesising written, numerical and graphical sources• Communication of ideas, opinions and information• Planning, undertaking, presenting and reviewing research• Working collaboratively and taking initiative <p>These skills are highly desirable in society today.</p>
ASSESSMENT	<p>Each Unit will be internally assessed against SQA requirements. This process will be SQA verified.</p> <p>Course assessment - Total of 140 marks</p> <ul style="list-style-type: none">• Question paper 90 marks examined formally in April/May• Dissertation 50 marks submitted to SQA for marking
PROGRESSION	Further study, employment and/or training.

POLITICS (HIGHER: NATIONAL 6)

RECOMMENDED ENTRY	Students would normally be expected to have attained a National 5 award in a social subject.
COURSE OUTLINE	<p>The purpose of this course is to develop knowledge and understanding of political, social and international issues and to promote the development of the critical skills of analysis, synthesis, evaluating, drawing conclusions and making decisions.</p> <p>Political Theory Learners will study the nature of Power, Authority and Legitimacy. Learners will study the nature of democracy and will be able to identify the arguments for and against Direct and Representative (indirect) forms of democracy. Learners will study two different political ideologies in depth.</p> <p>Political Systems Learners will study the two different political systems of the UK and the USA. They will examine the nature and status of different constitutional arrangements, the advantages and disadvantages of respective legislatures, the executive branches how the executive relates to other branches of government and the role of the judiciary within each political system.</p> <p>Political Parties and Elections Learners will study the impact of the dominant ideas within a political party and examine the electoral performance of the party. Learners will also study the impact of a range of factors on the electoral performance of the party and apply theoretical analyses of voting behaviour.</p>
CORE SKILLS	<p>Higher Politics will help develop the following skills:</p> <ul style="list-style-type: none">• Applying knowledge and understanding• Detecting and explaining the degree of objectivity• Comparing and contrasting to draw valid conclusions• Interpreting, analysing and evaluating make and justify decisions• Evaluating and synthesising written, numerical and graphical sources• Communication of ideas, opinions and information• Planning, undertaking, presenting and reviewing research• Working collaboratively and taking initiative <p>These skills are highly desirable in society today.</p>
ASSESSMENT	<p>Each Unit will be internally assessed against SQA requirements. This process will be SQA verified.</p> <p>Course assessment - Total of 110 marks</p> <ul style="list-style-type: none">• Two question papers 80 marks examined formally in April/May• Assignment 30 marks submitted to SQA for marking
PROGRESSION	<p>Higher in any other social subject. Further study, employment and/or training</p>

RELIGIOUS, MORAL AND PHILOSOPHICAL STUDIES (RMPS) (CORE)

COURSE OUTLINE	<p>All S4 pupils will have 1 period of Core RMPS per week.</p> <p>The course involves pupils studying a wide range of topics across the year, each focusing on different religious, moral or philosophical issues. For example:</p> <ul style="list-style-type: none">• The existence of God• The right to die• Extremism• Gender equality and exploitation• Perception and reality• Life after death
SKILLS DEVELOPMENT	<p>Core RMPS will help develop the following skills:</p> <ul style="list-style-type: none">• Collaborative working and communication• Critical and independent thinking• Leadership and team working• Respecting the views of others• Research and enquiry skills
LITERACY, NUMERACY, HEALTH AND WELLBEING	<p>We will continue to develop these skills within Core RMPS. Pupils will regularly engage in discussion, debate and a variety of writing tasks</p>
HOMEWORK	<p>Homework will be issued to consolidate in class learning. This may be to complete class work or specifically designed homework tasks.</p>
ASSESSMENT	<p>While there is no formal assessment in Core RMPS, pupils will undertake formative, class assessments which monitor their progress, both in understanding content and in developing skills.</p>
PROGRESSION	<p>National 5 or Higher RMPS</p>

RELIGIOUS, MORAL & PHILOSOPHICAL STUDIES (NATIONAL 5)

RECOMMENDED ENTRY Experience and Outcomes Level 4 or National 4 course

COURSE OUTLINE The course seeks to:

1. Develop in pupils an in-depth knowledge of the key beliefs and practices of Sikhism, and an understanding of the relevance of these beliefs and practices in today's society;
2. Develop in pupils an understanding of a variety of ethical theories, and the higher order thinking skills required to apply these to contemporary issues concerning religion, medicine and the human body;
3. Develop pupils' understanding of religious and philosophical arguments for the existence of God, and challenges to these.

The course comprises 3 units totalling 120 hours of study, with an additional 40 hours to support teaching and learning across the units. This extra time will also be used for induction into the course, consolidation and support of learning and preparation for course assessment.

Unit 1 – World Religion: Sikhism (40 hours)

Unit 2 – Morality and Belief: Religion, Medicine and the Human Body (40 hours)

Unit 3 – Religious and Philosophical Questions (RPQ): Existence of God(40 hours)

CORE SKILLS Throughout the course pupils will develop a variety of higher order thinking skills, such as enquiry skills, analysing and evaluation, researching and problem solving.

ASSESSMENT **The course is externally assessed:**

Questions Paper (80 marks)

Pupils will be answer questions on each of the units studied.

Assignment (20 marks)

The purpose of this assignment is to demonstrate challenge and application by demonstrating skills, knowledge and understanding within the context of a religious, moral or philosophical topic or issue.

PROGRESSION Higher RMPS (SCQF Level 6).

RELIGIOUS, MORAL & PHILOSOPHICAL STUDIES (HIGHER: NATIONAL 6)

RECOMMENDED ENTRY	National 5 grade A or B in this subject or equivalent in English and a social subject.
COURSE OUTLINE	<p>The course seeks to:</p> <ol style="list-style-type: none">1. Develop knowledge and understanding of the key beliefs and practices within Sikhism, and an understanding of the relevance and impact of these beliefs and practices in today's society;2. Develop knowledge and understanding of a variety of ethical theories, and the higher order thinking skills required to analyse and evaluate viewpoints and responses to these, in the context of morality and relationships;3. Develop pupils' understanding of the relationship between religious and scientific theories of the origins of the universe and life. <p>Section 1 – World Religion: Sikhism (40 hours) This section will involve a study of the beliefs Sikhs have about God, human nature and the goals of life, as well as a study of the ways in which Sikhs practice their faith, and the relevance of these practices for Sikhs today.</p> <p>Section 2 – Morality and Belief: Morality and Relationships (40 hours) This section will involve a study of some of the moral issues arising from sexual relationships, such as the purpose of sex; marriage, such as forced, arranged, same-sex marriage and divorce; and gender inequality and exploitation, in the media, society and religion.</p> <p>Section 3 – Religious and Philosophical Questions: Origins (40 hours) This section will involve the study of the debate surrounding the origins of the universe and of life. Pupils will study a religious response to the debate by looking at Christian revelation and the Genesis creation narrative; scientific responses to the debate by looking at the Big Bang theory and the theory of evolution; and compatibility between both responses.</p>
CORE SKILLS	Throughout the course pupils will develop a variety of higher order thinking skills, such as enquiry skills, analysing and evaluation, researching and problem solving.
ASSESSMENT	<p>The course is externally assessed:</p> <p>Two questions Paper (80 marks) Pupils will be answer questions on each of the 3 sections studied.</p> <p>Assignment (30 marks) The purpose of the assignment is to demonstrate skills, knowledge and understanding within the context of a religious, moral or philosophical issue.</p>
PROGRESSION	Advanced Higher RMPS (SCQF Level 7)

HIGHER CARE

**Course Leader:
MS S DHESI (Supporting DHT)**

CARE (HIGHER: NATIONAL 6)

RECOMMENDED ENTRY

National 5 grade A or B in English and a social subject.

COURSE OUTLINE

The course seeks to:

- develop an understanding of the needs of individuals and current care services that could meet these needs;
- develop an understanding of the legislation, values, principles, knowledge and skills underpinning positive care practice;
- Develop an understanding of psychological and sociological theories, and apply these to contemporary care issues and current care contexts;
- Develop skills of investigating, analysing, evaluating and presenting information

Values and Principles – investigation into the health and social care provision available to meet the needs of people requiring care; analysis and evaluation of the role of the care planning process in identifying needs; understanding of the role of legislation, values and principles in promoting positive care practice.

Human Development and Behaviour – development of knowledge and understanding of human development and behaviour; analysis and evaluation of psychological theories and models of loss or transition in relation to lifespan and life experiences.

Social Influences – analysis of the ways in which social influences impact on people; knowledge and understanding of sociological theories; analysis of how actions taken in society improve the life chances of individuals using care services.

CORE SKILLS

Higher order thinking skills, such as enquiry skills, analysing and evaluation, researching and problem solving.

ASSESSMENT

Questions Paper (40 marks)

Pupils will be answer questions on each of the 3 sections studied.

Project (90 marks)

Candidates investigate the needs of individuals requiring care, and the services that meet these needs. They choose from project briefs provided by SQA, respond to their chosen brief, and produce a report of their findings (approx. 4000 words).

**DEPARTMENT
OF
MATHEMATICS
AND
NUMERACY**

Principal Teacher: Mr S Smith

MATHEMATICS (NATIONAL 4)

RECOMMENDED ENTRY	Level 3 Experiences and Outcomes, National 3 Lifeskills Mathematics. Pupils will have already been studying towards N4 in S3.
COURSE OUTLINE	<p>Learners will acquire and apply operational skills necessary for developing mathematical ideas through symbolic representation and diagrams. Learners will apply mathematical techniques and develop mathematical reasoning skills.</p> <p>Units of Study</p> <ul style="list-style-type: none">• Expressions and Formulae (National 4)• Relationships (National 4)• Numeracy (National 4 or National 5)• Mathematics Test (National 4) – Added Value Unit
SKILLS DEVELOPMENT	<p>Mathematics equips us with many of the skills required for life, learning and work. Understanding the part that mathematics plays in almost all aspects of life is crucial. Mathematics plays an integral part in lifelong learning.</p> <p>Success in mathematical learning and activity leads to increased confidence as an individual. An understanding of number, numeracy and mathematics gives the individual fuller access to the world, enabling them to be more effective in managing their own life, as well as, contribute to and understand society.</p> <p>This course will develop learners ability to:</p> <ul style="list-style-type: none">• understand and use mathematical concepts and relationships• select and apply operational skills in algebra, geometry, trigonometry and statistics within familiar mathematical contexts• select and apply skills in numeracy• use mathematical models• use mathematical reasoning skills to interpret information, to select a strategy to solve a problem, and to communicate solutions
HOMEWORK	Homework will be issued on a regular basis to support learning.
ASSESSMENT	All units are internally assessed by the teacher to determine a pass or fail. SQA will check assessments to ensure they meet the national standard.
PROGRESSION	National 5 (SCQF Level 5).

MATHEMATICS (NATIONAL 5)

RECOMMENDED ENTRY	Level 4 Experiences and Outcomes, National 4 Mathematics. Pupils will have already been studying towards N5 in S3.
COURSE OUTLINE	<p>Learners will acquire and apply operational skills necessary for developing mathematical ideas through symbolic representation and diagrams. Learners will apply mathematical techniques and develop mathematical reasoning skills.</p> <p>Units of Study</p> <ul style="list-style-type: none">• Expressions and Formulae (National 5)• Relationships (National 5)• Applications (National 5)
SKILLS DEVELOPMENT	<p>Mathematics equips us with many of the skills required for life, learning and work. Understanding the part that mathematics plays in almost all aspects of life is crucial. Mathematics plays an integral part in lifelong learning.</p> <p>Success in mathematical learning and activity leads to increased confidence as an individual. An understanding of number, numeracy and mathematics gives the individual fuller access to the world, enabling them to be more effective in managing their own life, as well as, contribute to and understand society.</p> <p>This course will develop learners ability to:</p> <ul style="list-style-type: none">• understand and use mathematical concepts and relationships• select and apply operational skills in algebra, geometry, trigonometry and statistics within familiar mathematical contexts• select and apply skills in numeracy• use mathematical models• use mathematical reasoning skills to interpret information, to select a strategy to solve a problem, and to communicate solutions
HOMEWORK	Homework will be issued on a regular basis to support learning.
ASSESSMENT	<p>The course is externally assessed using 2 question papers.</p> <p>Paper 1 (Non-Calculator) 50 marks Paper 2 (Calculator) 60 marks</p> <p>There will be regular assessment in class to track progress and provide feedback.</p>
PROGRESSION	Higher (SCQF Level 6)

MATHEMATICS (HIGHER: NATIONAL 6)

RECOMMENDED ENTRY

National 5 at A or B.

COURSE OUTLINE

The aim of the course is to develop confidence in the use of mathematics, allowing learners to interpret, communicate and manage information in mathematical form. These are skills which are vital to scientific and technological research, and help us to understand the ways in which mathematics describes our world.

SKILLS DEVELOPMENT

Throughout this course pupils will:

- Encounter and use a range of complex mathematical concepts and relationships.
- Develop their skills in Algebra, Geometry, Trigonometry, Calculus and Statistics.
- Use mathematical reasoning skills to extract and interpret information.
- Increase their knowledge of how to create and use mathematical models.
- Learn to think logically, provide justification or proof, and solve problems.

Achievement of this course gives automatic certification for the Numeracy Core Skill at SCQF level 6.

ASSESSMENT

The course is externally assessed using 2 question papers.

Paper 1 (Non-Calculator) 70 marks

Paper 2 (Calculator) 80 marks

There will be regular assessment in class to track progress and provide feedback.

PROGRESSION

Advanced Higher Mathematics (SCQF Level 7).

MATHEMATICS (ADVANCED HIGHER: NATIONAL 7)

RECOMMENDED ENTRY

Higher Maths at Grade A or B.

COURSE OUTLINE

Mathematics at Advanced Higher provides the foundation for many developments in the sciences and in technology as well as having its own intrinsic value.

This Course is designed to enthuse, motivate, and challenge learners by enabling them to select and apply complex mathematical techniques in a variety of mathematical situations, as well as, apply skills in problem solving and logical thinking.

The course divides into three units as follows:

Methods in Algebra and Calculus

The aim of this Unit is to develop advanced knowledge and skills in algebra and calculus that can be used in practical and abstract situations to manage information in mathematical form. The Outcomes cover partial fractions, standard procedures for both differential and integral calculus, as well as methods for solving both first order and second order differential equations.

Applications of Algebra and Calculus

This Unit involves the application of algebra and calculus to real life and mathematical situations, including applications to geometry. The Outcomes cover the binomial theorem, the algebra of complex numbers, properties of functions, and rates of change.

Geometry, Proof and Systems of Equations

This Unit involves geometry, number and algebra. The Outcomes cover matrices, vectors, solving systems of equations, the geometry of complex numbers, as well as processes of rigorous proof.

SKILLS DEVELOPMENT

It is expected that learners will develop broad, generic skills through this course.

ASSESSMENT

The course is externally assessed using 2 question papers.

Paper 1 (Non-Calculator) 35 marks

Paper 2 (Calculator) 80 marks

There will be regular assessment in class to track progress and provide feedback.

MATHEMATICS OF MECHANICS (ADVANCED HIGHER: NATIONAL 7)

RECOMMENDED ENTRY

Higher Mathematics A or B. Pupils who choose this course must also be studying Advanced Higher Mathematics and Advanced Higher Physics.

COURSE OUTLINE

Mathematics is important in everyday life. It helps us to make sense of the world we live in and to manage our lives. Mechanics uses mathematics to enable us to model real-life situations and to equip us with the skills we need to interpret and understand how things work, simplify and solve problems, identify limitations and draw conclusions.

This course aims to:

- Use and extend mathematical skills needed to solve problems in mechanics
- Consider the state of equilibrium or the movement of a body and interpret the underlying factors using known mathematical methods
- Analyse the physical factors impacting bodies
- Understand, interpret and apply the effects of both constant and variable forces on a body
- Create mathematical models to simplify and solve problems

SKILLS DEVELOPMENT

Mechanics encourages independent thinking and an enquiring approach. Learning mechanics develops questioning skills, logical reasoning, analysis, problem-solving skills, creativity and the ability to communicate explanations concisely. It uses a universal language of numbers and symbols, which allows us to communicate ideas in a concise, unambiguous and rigorous way.

ASSESSMENT

The course is externally assessed using a 100 mark question paper.

There will be regular assessment in class to track progress and provide feedback.

FACULTY
OF
MODERN LANGUAGES
AND
MUSIC

Faculty Head: Mrs A Currie 0.8,
Mrs Strong 0.2 (Acting)

FRENCH (NATIONAL 4)

RECOMMENDED ENTRY

Experiences and Outcomes Levels 3/4

COURSE OUTLINE

The course is made up of three mandatory units. These three units incorporate the development of the four language skills (reading, listening, talking, and writing) through the contexts of society, learning, employability and culture. Topics include:

- Family and friends
- Lifestyle
- Media and Culture
- Global languages and Citizenship
- Education and Jobs

Units

- French: **Understanding Language** (Listening & Reading) (National 4)
- French: **Using Language** (Talking & Writing) (National 4)
- French: Added Value Unit
Provides learners with the opportunity to apply their language skills to investigate a chosen topic in French.

SKILLS DEVELOPMENT

The course offers learners opportunities to develop and extend a wide range of skills. It aims to enable learners to develop the ability to:

- apply knowledge and show understanding of French
- plan, research and apply language skills
- understand how language works

HOMEWORK

Homework will be used to consolidate learning and will be issued on a regular basis and may take the form of:

- reading
- research
- writing
- practising for speaking assessments
- learning vocabulary and grammar notes

ASSESSMENT

All units are internally assessed by the teacher or lecturer to determine a pass or fail. SQA will check assessments to ensure they meet the national standard.

In the Added Value Unit learners will be required to provide evidence of their ability to apply their reading, listening, talking and writing skills in French on a chosen topic.

PROGRESSION

National 5 (SCQF level 5).

FRENCH (HIGHER: NATIONAL 6)

RECOMMENDED ENTRY

National 5 or equivalent

COURSE OUTLINE

The course is skills based, developed through the contexts of society, learning, employability and culture.

The topics include themes surrounding:

- Family- it's place in society and relationships
- Friendship and issues relating to teenagers
- Leisure and Health
- The Media & Technology (their impact on lifestyle)
- Education and Future Plans
- Employability and planning for employment, equality in the workplace
- French culture (Francophone studies) and the study of a French text/film
- Issues in society and culture; environment, living in a multicultural society, racism

The importance of precision in the modern language at Higher means that the study of grammar becomes an even more significant element of the course. Grammar is studied in conjunction with the topics and also independently throughout the Higher course.

SKILLS DEVELOPMENT

Skills Development:

- **Understanding Language-Listening & Reading**
- **Using Language-Talking & Writing**

Communicating: listening, talking, reading and writing will be developed

Analysing and Evaluating: strengthened through reading and writing exercises.

Management and Organisation: developed through effective study planning and completion of homework which is handed in on time.

Cultural awareness: demonstrating an open-minded attitude towards other cultures.

ASSESSMENT

Internal and external assessment involving the skills of talking, listening, reading and writing.

Internal assessment of talking will take place in February / March.

Externally marked writing assignment assessment will take place before end of February.

External assessment of reading, listening, and writing will take place in May/June.

HOMEWORK

Homework will be issued regularly and will include online study (reading articles etc.), completion of grammar exercises, learning vocabulary, writing essays and preparing for assessments.

PROGRESSION

Advanced Higher French (SCQF Level 7). Higher Spanish (SCQF Level 6).

FRENCH (NATIONAL 5)

RECOMMENDED ENTRY	National 4 or Experiences and Outcomes Level 4
COURSE OUTLINE	<p>The course is skills based, developed through the contexts of society, learning, employability and culture.</p> <p>Topics include:</p> <ul style="list-style-type: none">• Family relationships & friendship• Lifestyle & healthy living• Media & Culture• Global languages & Citizenship• Education & Jobs; writing a French CV and letter of application for a job <p>Skills Development:</p> <ul style="list-style-type: none">• Understanding Language-Listening & Reading• Using Language-Talking & Writing
SKILLS DEVELOPMENT	<p>The course offers learners opportunities to develop and extend a wide range of skills. It aims to enable learners to develop the ability to:</p> <ul style="list-style-type: none">• apply knowledge and show understanding of Spanish• plan, research and apply language skills• understand how language works
HOMEWORK	<p>Homework will be used to consolidate learning and will be issued on a regular basis and may take the form of:</p> <ul style="list-style-type: none">• reading tasks• research• writing• practising for speaking assessments• learning vocabulary & grammar notes <p>Pupils must revise grammar notes, course topic notes and vocabulary on a regular basis in order to keep up with the demands of the course.</p>
ASSESSMENT	<p>Internal and external assessment involving the skills of talking, listening, reading and writing.</p> <p>Internal assessment of talking will take place in February / March.</p> <p>Externally marked writing assignment assessment will take place before end of February.</p> <p>External assessment of reading, listening, and writing will take place in May/June.</p>
PROGRESSION	Higher (SCQF level 6).

FRENCH (ADVANCED HIGHER: NATIONAL 7)

RECOMMENDED ENTRY	A pass in Higher French at grade A or B would be preferred before the department could recommend Advanced Higher to any candidate. Pupils who are considering continuing their study of French at university may find the study of Advanced Higher beneficial.
COURSE OUTLINE	The course is skills based, developed through the contexts of society, learning, employability and culture.
SKILLS DEVELOPMENT	<ul style="list-style-type: none">• Understanding Language-Listening & Reading• Using Language-Talking & Writing <p>Communicating: listening, talking, reading and writing will be developed.</p> <p>Analysing and Evaluating: strengthened through reading and writing exercises.</p> <p>Management and Organisation: developed through effective study planning and completion of homework which is handed in on time.</p>
HOMEWORK	Homework will be issued regularly and will include nightly revision of notes, completion of grammar exercises, learning vocabulary, writing essays and preparing for assessments. Additionally pupils are required to make frequent use of Scholar to practise reading and listening skills.
ASSESSMENT	Internal and external assessment involving the skills of talking, listening, reading and writing. External assessment of talking will take place in February / March. Externally marked assignment External assessment of reading, listening, and writing will take place in May/June.

MUSIC (NATIONAL 4)

RECOMMENDED ENTRY

National 3 or Experiences and Outcomes Level 3/4

COURSE OUTLINE

To provide a broad practical experience of performing and creating music, and to develop related knowledge and understanding of music.

Areas of Study

- **Music: Performing Skills**
Learners will develop performing skills on two selected instruments, or on one instrument and voice
- **Music: Composing Skills**
Learners will create original music
- **Understanding Music**
Learners will develop knowledge and understanding of a range of music concepts and music literacy

Added Value Unit

- Music Performance

SKILLS DEVELOPMENT

The study of Music will help develop the following skills:

- **Personal Learning:** Identifying areas for improvement and next steps for learning.
- **Applying:** Applying their understanding of music structure and concepts when developing ideas for music
- **Understanding:** Understanding of music concepts and basic music literacy through structured listening activities and exercises
- **Listening and Talking:** Class discussions about music and music styles and the influence of social and cultural factors on specific music genres/styles
- **Creating:** Developing original ideas for music; performing music in solo and/or group settings

HOMEWORK

Homework will be used to consolidate learning.

This will be issued on a regular basis and may take the form of:

- Regular practice on chosen instruments
- Revision of class notes

ASSESSMENT

All units are internally assessed by the teacher to determine a pass or fail. SQA will check assessments to ensure they meet the national standard.

The Added Value Unit will be assessed in the form of a performance of a programme of music on either two selected instruments, or one instrument and voice. The programme of music should last a total of eight minutes.

PROGRESSION

National 5 (SCQF level 5).

MUSIC (NATIONAL 5)

RECOMMENDED ENTRY

Candidates should have achieved the fourth curriculum level or the National 4 Music course
The course is suitable for learners with an interest in developing their skills in music and general understanding of music
Private lessons on instruments are not required

COURSE OUTLINE

The National 5 Music course has an integrated approach to learning and combines practical learning and understanding music.

Components

PERFORMANCE

Learners prepare a programme of music across two instruments, or one instrument and voice (minimum grade 3)

COMPOSING ASSIGNMENT

Learners will explore and develop musical ideas to create music.

UNDERSTANDING MUSIC: Listening Skills

Learners will develop knowledge and understanding of a range of music concepts and music literacy

SKILLS DEVELOPMENT

The study of Music will help develop the following skills:

- **Personal Learning:** Identifying areas for improvement and next steps for learning.
- **Applying:** Applying their understanding of music structure and concepts when developing ideas for music
- **Understanding:** Understanding of music concepts and basic music literacy through structured listening activities and exercises
- **Listening and Talking:** Class discussions about music and music styles and the influence of social and cultural factors on specific music genres/styles
- **Creating:** Developing original ideas for music; performing music in solo and/or group settings

HOMEWORK

Homework will be used to consolidate learning.

This will be issued on a regular basis and may take the form of:

- Regular practice on chosen instruments
- Revision of class notes using Mymusiconline

ASSESSMENT

Composing (15%) Assignment externally marked by SQA

Performing (50%) will be externally assessed in the form of a musical performance (on two instruments or one instrument and voice) in February / March. The programme of music in the performance should last a total of 8 minutes.

Listening (35%) External assessment May / June -Listening question paper.

PROGRESSION

Higher (SCQF level 6).

MUSIC (HIGHER: NATIONAL 6)

RECOMMENDED ENTRY

The Higher Music course is suitable for those pupils who have achieved National 5 Music and/or are at a standard of musical ability similar to Grade 4 on 2 instruments.
Private lessons on instruments are not required

COURSE OUTLINE

The course provides candidates with a broad practical experience of performing, creating and understanding music.

Components

PERFORMANCE

Learners prepare a programme of music across two instruments, or one instrument and voice (minimum grade 4)

COMPOSING ASSIGNMENT

Learners will show an understanding of musical elements through the creative and effective development of a range of musical ideas and compositional methods

UNDERSTANDING MUSIC: Listening Skills

Learners will develop knowledge and understanding of a range of level-specific music concepts and music literacy

SKILLS DEVELOPMENT

The study of Music will help develop the following skills:

Personal Learning: Identifying areas for improvement and next steps for learning.

Applying: Applying their understanding of music structure and concepts when developing ideas for music

Understanding: Understanding of music concepts and basic music literacy through structured listening activities and exercises

Listening and Talking: Class discussions about music and music styles and the influence of social and cultural factors on specific music genres/styles

Creating: Developing original ideas for music; performing music in solo and/or group settings

ASSESSMENT

Composing (15%) Assignment externally marked by SQA

Performing (50%) will be externally assessed in the form of a musical performance (on two instruments or one instrument and voice) in February / March. The programme of music in the performance should last a total of 12 minutes.

Listening (35%) External assessment May / June -Listening question paper.

PROGRESSION

Advanced Higher Music (SCQF Level 7).

MUSIC (ADVANCED HIGHER: NATIONAL 7)

RECOMMENDED ENTRY	The Advanced Higher Music course is suitable for those pupils who have achieved Higher Music and/or are at a standard of musical ability similar to Grade 5 on 2 instruments.
COURSE OUTLINE	<p>The course aims to provide a broad practical experience of performing and creating music, while developing a detailed understanding of a range of music styles and concepts.</p> <p>Components</p> <p>PERFORMANCE Learners prepare a programme of music across two instruments, or one instrument and voice (minimum grade 5)</p> <p>ASSIGNMENT Learners will show an understanding of musical elements through the creative and effective development of a range of musical ideas and compositional methods Learners will analyse a piece of music</p> <p>UNDERSTANDING MUSIC: Listening Skills Learners will develop knowledge and understanding of a range of level-specific music concepts and music literacy</p>
SKILLS DEVELOPMENT	<p>The study of Music will help develop the following skills:</p> <p>Personal Learning: Identifying areas for improvement and next steps for learning.</p> <p>Applying: Applying their understanding of music structure and concepts when developing ideas for music</p> <p>Understanding: Understanding of music concepts and basic music literacy through structured listening activities and exercises</p> <p>Listening and Talking: Class discussions about music and music styles and the influence of social and cultural factors on specific music genres/styles</p> <p>Creating: Developing original ideas for music; performing music in solo and/or group settings</p>
HOMEWORK	Regular practice and revision of listening concepts on a regular basis.
ASSESSMENT	<p>Performing (50%) will be externally assessed in the form of a musical performance (on two instruments or one instrument and voice) in May. The programme of music in the performance should last a total of 18 minutes.</p> <p>Listening (35%) External assessment May / June -Listening question paper.</p> <p>Assignment (15%) is externally marked by the SQA</p>

SPANISH (NATIONAL 4)

RECOMMENDED ENTRY

Experiences and Outcomes Levels 3/4

COURSE OUTLINE

The course is made up of three mandatory units. These three units incorporate the development of the four language skills (reading, listening, talking, and writing) through the contexts of society, learning, employability and culture.

Topics include:

- Family & friendship
- Lifestyle & Health
- Media & Culture
- Global languages & Citizenship
- Education & Jobs; writing a Spanish CV

Units

- Spanish: **Understanding Language** (Listening & Reading) (National 4)
- Spanish: **Using Language** (Talking & Writing) (National 4)
- Spanish: Added Value Unit
Provides learners with the opportunity to apply their language skills to investigate a chosen topic in Spanish.

SKILLS DEVELOPMENT

The course offers learners opportunities to develop and extend a wide range of skills. It aims to enable learners to develop the ability to:

- apply knowledge and show understanding of Spanish
- plan, research and apply language skills
- understand how language works

HOMEWORK

Homework will be used to consolidate learning and will be issued on a regular basis and may take the form of:

- reading
- research
- writing
- practising for speaking assessments
- learning vocabulary & grammar notes

ASSESSMENT

All units are internally assessed by the teacher or lecturer to determine a pass or fail. SQA will check assessments to ensure they meet the national standard.

In the Added Value Unit learners will be required to provide evidence of their ability to apply their reading, listening, talking and writing skills in Spanish on a chosen topic.

PROGRESSION

National 5 (SCQF level 5).

SPANISH (NATIONAL 5)

RECOMMENDED ENTRY	National 4 or Experiences and Outcomes Level 4
COURSE OUTLINE	<p>The course is skills based, developed through the contexts of society, learning, employability and culture.</p> <p>Topics include:</p> <ul style="list-style-type: none">• Family relationships & friendship• Lifestyle & healthy living• Media & Culture, including the study of a Spanish film• Global languages & Citizenship (issues affecting Spain & Latin America)• Education & Jobs; writing a Spanish CV and letter of application for a job <p>Skills Development:</p> <ul style="list-style-type: none">• Understanding Language-Listening & Reading• Using Language-Talking & Writing
SKILLS DEVELOPMENT	<p>The course offers learners opportunities to develop and extend a wide range of skills. It aims to enable learners to develop the ability to:</p> <ul style="list-style-type: none">• apply knowledge and show understanding of Spanish• plan, research and apply language skills• understand how language works
HOMEWORK	<p>Homework will be used to consolidate learning and will be issued on a regular basis and may take the form of:</p> <ul style="list-style-type: none">• reading tasks• research• writing• practising for speaking assessments• learning vocabulary & grammar notes <p>Pupils must revise grammar notes, course topic notes and vocabulary lists on a regular basis in order to keep up with the demands of the course.</p>
ASSESSMENT	<p>Internal and external assessment involving the skills of talking, listening, reading and writing.</p> <p>Internal assessment of talking will take place in February / March.</p> <p>Externally marked writing assignment assessment will take place before end of February.</p> <p>External assessment of reading, listening, and writing will take place in May/June.</p>
PROGRESSION	Higher (SCQF level 6).

SPANISH (HIGHER: NATIONAL 6)

RECOMMENDED ENTRY	National 5 or equivalent
COURSE OUTLINE	<p>The course is skills based, developed through the contexts of society, learning, employability and culture.</p> <p>The topics include themes surrounding:</p> <ul style="list-style-type: none">• Family- it's place in society and relationships• Friendship and issues relating to teenagers• Leisure and Health• The Media & Technology (their impact on lifestyle)• Education and Future Plans• Employability and planning for employment, equality in the workplace• Spanish culture (festivals, ways of life, Latin American studies) and the study of a Spanish text/film• Issues in society and culture; politics, prejudice and racism <p>The importance of precision in the modern language at Higher means that the study of grammar becomes an even more significant element of the course. Grammar is studied in conjunction with the topics and also independently throughout the Higher course.</p>
SKILLS DEVELOPMENT	<p>Skills Development:</p> <ul style="list-style-type: none">• Understanding Language-Listening & Reading• Using Language-Talking & Writing <p>Communicating: listening, talking, reading and writing will be developed</p> <p>Analysing and Evaluating: strengthened through reading and writing exercises.</p> <p>Management and Organisation: developed through effective study planning and completion of homework which is handed in on time.</p> <p>Cultural awareness: demonstrating an open-minded attitude towards other cultures.</p>
HOMEWORK	Homework will be issued regularly and will include online study (reading articles etc.), using Scholar, completion of grammar exercises, learning vocabulary, writing essays and preparing for assessments.
ASSESSMENT	<p>Internal and external assessment involving the skills of talking, listening, reading and writing.</p> <p>Internal assessment of talking will take place in February / March.</p> <p>External assessment of reading, listening, and writing will take place in May/June.</p>
PROGRESSION	Advanced Higher Spanish (SCQF Level 7). Higher French (SCQF Level 6).

SPANISH (ADVANCED HIGHER: NATIONAL 7)

RECOMMENDED ENTRY

A pass in Higher Spanish at grade A or B would be preferred before the department could recommend Advanced Higher to any candidate.

Any S6 pupil who is considering doing further studies in Modern Languages may find it beneficial to study another language at Higher Level as well as or in place of studying AH Spanish.

COURSE OUTLINE

The course is skills based, developed through the contexts of society, learning, employability and culture.

SKILLS DEVELOPMENT

- **Understanding Language-Listening & Reading**
- **Using Language-Talking & Writing**

Communicating: listening, talking, reading and writing will be developed.

Analysing and Evaluating: strengthened through reading and writing exercises.

Management and Organisation: developed through effective study planning and completion of homework which is handed in on time.

HOMEWORK

Homework will be issued regularly and will include nightly revision of notes, completion of grammar exercises, learning vocabulary, writing essays and preparing for assessments. Additionally pupils are required to make frequent use of Scholar to practise reading and listening skills.

ASSESSMENT

Internal and external assessment involving the skills of talking, listening, reading and writing.

External assessment of talking will take place in February / March.

Externally marked assignment

External assessment of reading, listening, and writing will take place in May/June.

SCOTTISH BACCALAUREATE IN LANGUAGES (INTERDISCIPLINARY PROJECT)

RECOMMENDED ENTRY The Scottish Languages Baccalaureate requires two, different eligible modern or classical Language Courses, one of which must be at Advanced Higher level (*see previous pages in booklet for courses provided). Pupils should be prepared to work independently and autonomously. Mandatory components of the Language Baccalaureate are:

Interdisciplinary Project Unit	Advanced Higher	SCQF level 7	(16 SCQF points)
2 eligible Courses	Advanced Higher	SCQF level 7	(64 SCQF points)
1 eligible Course	Higher	SCQF level 6	(24 SCQF points)

One of the above Courses must be English and this may be at Higher or Advanced Higher level.

Components **do not** have to be completed in the same academic year, for example a Higher course completed in S5 can contribute.

COURSE OUTLINE

The Scottish Baccalaureate in Languages is based on coherent groups of subjects at Higher and Advanced Higher level. This coherence will allow learners to build a significant body of knowledge, skills and qualifications in languages which will enhance progression opportunities in related disciplines.

The Baccalaureate offers added breadth and value through an Interdisciplinary Project which is intended to broaden the learner experience, provide opportunities to apply or extend subject knowledge in relevant contexts, and to develop the generic skills, attitudes and confidence necessary to make the transition into further and higher education, and/or employment.

Project

The Project, which must be based on either a languages investigation or practical assignment, will explore and bring out the relevance of languages in one or more of the following broad contexts:

- ◆ employability
- ◆ enterprise
- ◆ citizenship
- ◆ sustainable development
- ◆ economic development.

The learner will prepare an individual project proposal and plan that meet the project requirements which will be provided to them. Once the proposal and plan have been approved, the learner will then work autonomously through the specified project stages which are internally assessed and externally verified

SKILLS DEVELOPMENT

Research skills, interpersonal skills, planning, time management, independent learning, problem solving and critical thinking

ASSESSMENT

The Interdisciplinary Project Unit will be graded A, B or C.

FACULTY
OF
SCIENCES

Faculty Head: Mrs L Taylor (0.6)
Mrs R Sorley (0.4)

BIOLOGY - NATIONAL 4

RECOMMENDED ENTRY	Level 3 Science
COURSE OUTLINE	<p>There are three mandatory units:</p> <p>Cell Biology The key areas covered are: cell division and its role in growth and repair, DNA, genes and chromosomes, therapeutic use of cells, properties of enzymes and use in industries, properties of microorganisms and use in industries, photosynthesis, limiting factors, factors affecting respiration, and controversial biological procedures.</p> <p>Multicellular Organisms The key areas covered are: sexual and asexual reproduction and their importance for survival of species, propagating and growing plants, commercial use of plants, genetic information, growth and development of different organisms, and biological actions in response to internal and external changes to maintain stable body conditions.</p> <p>Life on Earth The key areas covered are how animal and plants species depend on each other, impact of population growth and natural hazards on biodiversity, nitrogen cycle, fertiliser design and environmental impact of fertilisers, adaptations for survival, and learned behaviour in response to stimuli linked to species survival.</p> <p>Added Value Unit This is comprised of a research project which is then presented in a way chosen by the pupil.</p>
SKILLS DEVELOPMENT	<p>The following skills will be developed over the course of this subject:</p> <ul style="list-style-type: none">• demonstrating knowledge and understanding of biology by making statements, describing information and providing explanations• applying biology knowledge to familiar situations, interpreting information and solving problems• planning and safely carrying out experiments/investigations to illustrate effects• using information handling skills by selecting, presenting and processing information• making generalisations based on evidence/information• drawing valid conclusions and giving explanations supported by evidence• suggesting improvements to experiments/investigations• communicating findings/information
HOMEWORK	Homework will be used to consolidate learning. This will be issued on a regular basis and may take the form of: reviewing notes, researching topics, solving problems and literacy based exercises.
ASSESSMENT	All units are internally assessed by the teacher this is completed as a portfolio approach meaning that the assessment is divided into sections which the pupils complete when they ready.
PROGRESSION	National 5 (SCQF level 5).

BIOLOGY - NATIONAL 5

RECOMMENDED ENTRY

Level 4 Science or National 4 Biology.

COURSE OUTLINE

There are 3 mandatory units in this course:

Cell Biology

The key areas covered are: cell structure; transport across cell membranes; producing new cells; DNA and the production of proteins; proteins and enzymes; genetic engineering; photosynthesis and respiration.

Multicellular Organisms

The key areas covered are: cells, tissues and organs; stem cells and meristems; control and communication; reproduction, variation and inheritance; the need for transport and effects of life-style choices on animal transport and exchange systems.

Life on Earth

The key areas covered are: biodiversity and the distribution of life; energy in ecosystems; sampling techniques and measurement of abiotic and biotic factors; adaptation, natural selection and the evolution of species and human impact on the environment.

Assignment

The assignment is a two part process where pupils research a chosen subject and then present their findings in a written report. The presentation stage is completed under exam conditions.

SKILLS DEVELOPMENT

The following skills will be developed over the course of this subject:

- knowledge and understanding of biology
- an understanding of biology's role in scientific issues and relevant applications of biology, including the impact these could make in society and the environment
- scientific inquiry and investigative skills
- scientific analytical thinking skills in a biology context
- the use of technology, equipment and materials, safely, in practical scientific activities
- planning skills
- problem solving skills in a biology context
- use and understand scientific literacy, in everyday contexts, to communicate ideas and issues and to make scientifically informed choices
- develop skills of independent working

HOMEWORK

Homework will be used to consolidate learning. This will be issued on a regular basis and may take the form of:

- Questions from past exam papers.
- Revision of notes
- Research tasks

ASSESSMENT

Each unit will be internally assessed through a combination of sub topic tests and end of unit assessments.

The final grade is comprised of: 80% exam paper 20% assignment.

PROGRESSION

Higher (SCQF level 6)

HUMAN BIOLOGY - HIGHER: NATIONAL 6

RECOMMENDED ENTRY

A or B pass at National 5 Biology.

COURSE OUTLINE

The course comprises of four units, two full units and two half units.

Cell Biology – Full Unit

This Unit covers the key areas of division and differentiation in human cells; structure and replication of DNA; gene expression; genes and proteins in health and disease; human genomics; metabolic pathways; cellular respiration; energy systems in muscle cells.

Physiology and Health – Full Unit

This unit covers the structure and function of reproductive organs and gametes and their role in fertilisation; hormonal control of reproduction; the biology of controlling fertility; ante- and postnatal screening; the structure and function of arteries, capillaries and veins; the structure and function of the heart; pathology of cardio vascular disease (CVD); blood glucose levels and obesity linked to cardiovascular disease and diabetes

Neurobiology and Communication – Half Unit

This unit covers divisions of the nervous system and parts of the brain; perception and memory as storage, retention and retrieval of information; the cells of the nervous system and neurotransmitters at synapses; communication and social behaviour.

The approach is more on function than structure, and covers neural communication and the links between neurotransmitters and behaviour, while considering personal and social citizenship.

Immunology and Public Health – Half Unit

This unit covers non-specific defences; specific cellular defences; the transmission and control of infectious diseases; active immunisation and vaccination and the evasion of specific immune responses by pathogens.

Assignment

The assignment is a two part process where pupils research a chosen subject and then present their findings in a written report. The presentation stage is completed under exam conditions.

SKILLS DEVELOPMENT

- ◆ applying human biology knowledge to new situations, analysing information and solving problems
- ◆ planning and designing experiments/practical investigations to test given hypotheses or to illustrate particular effects
- ◆ carrying out experiments/practical investigations safely and recording detailed observations and collecting data
- ◆ selecting information from a variety of sources
- ◆ presenting information appropriately in a variety of forms
- ◆ processing information (using calculations and units, where appropriate)
- ◆ making predictions and generalisations from evidence/information
- ◆ drawing valid conclusions and giving explanations supported by evidence/justification

ASSESSMENT

Each unit will be internally assessed **through a combination of sub topic tests and end of unit assessments.**

PROGRESSION

The final grade is comprised of: 80% exam paper 20% assignment. Advanced Higher Biology (SCQF Level 7).

BIOLOGY- ADVANCED HIGHER: NATIONAL 7

RECOMMENDED ENTRY COURSE OUTLINE

A or B at Higher Human Biology or Higher Biology

This course has 3 mandatory topics:

Cells and Proteins

This Unit introduces Laboratory techniques and then builds on understanding of the genome from Higher Human Biology. This unit examines proteomics, protein structure, binding and conformational change; membrane proteins; detecting and amplifying a stimulus; communication within multi-cellular organism and protein control of cell division.

Organisms and Evolution

This Unit builds on understanding of selection in the context of evolution and immune response from Higher Human Biology. This unit examines evolution; variation and sexual reproduction; sex and behaviour and parasitism. It covers the role of sexual reproduction and parasitism in the evolution of organisms. Biological variation is a central concept in this Unit. In addition, there are many opportunities to explore wider ethical issues relating to the importance of scientific knowledge and its application in challenging social and economic circumstances

Investigative Biology

This Unit builds on understanding of the scientific method from Higher Human Biology. Learners will develop knowledge and understanding of the principles and practice of investigative biology and its communication. The Unit covers scientific principles and processes, experimentation and critical evaluation of biological research

Project

The pupils will complete a lengthy research project and write up on their own chosen subject.

SKILLS DEVELOPMENT

- ◆ demonstrating knowledge and understanding of biology by making statements, describing information, providing explanations and integrating knowledge
- ◆ applying knowledge of biology to new situations, interpreting information and solving problems
- ◆ planning or designing experiments/investigations, including safety measures, to test given hypotheses or to illustrate particular effects
- ◆ selecting information from a variety of sources and presenting information, appropriately, in a variety of forms
- ◆ processing information/data (using calculations and units, where appropriate)
- ◆ making predictions and generalisations based on evidence/information
- ◆ drawing valid conclusions and giving explanations supported by evidence/justification
- ◆ identifying a source of error and suggesting improvements to experiments

ASSESSMENT

Each unit will be internally assessed through a combination of **subtopic tests and end of unit assessments**.

The final grade is comprised of: 75% exam paper 25% project.

CHEMISTRY - NATIONAL 4

RECOMMENDED ENTRY	Level 3 Science
COURSE OUTLINE	<p>The course has three mandatory units:</p> <p>Chemical Changes and Structure In this Unit, learners will study atomic structure, bonding, properties of substances, chemical reactions, rates of reaction, energy changes and the reactions of acids and bases</p> <p>Nature's Chemistry In this Unit, learners will research the Earth's rich supply of natural resources, investigate fossil fuels, uses of fossil fuels and their effects on the environment, alternative fuels, plants as a source of fuels, carbohydrates and consumer products; and how chemists use plants in the development of products associated with everyday life.</p> <p>Chemistry in Society In this Unit, learners will focus on the chemical reactions, properties and applications of metals and alloys. Properties and applications of plastics and new materials. Fertilisers, their use and impact on society. The formation of elements, background radiation, and the use of chemical analysis for monitoring the environment.</p> <p>Added Value Unit This is comprised of a research project which is then presented in a way chosen by the pupil.</p>
SKILLS DEVELOPMENT	<p>The following skills will be developed over the course of this subject:</p> <ul style="list-style-type: none">• demonstrating knowledge and understanding by making statements, describing information, providing explanations• applying knowledge of chemistry to familiar situations, interpreting information and solving problems• planning experiments to illustrate a particular effect, applying safety measures• carrying out straightforward experimental procedures, safely, recording general observations and collecting data• applying information handling skills including selecting, presenting and processing information• making generalisations based on evidence/information• drawing valid conclusions and giving explanations supported by evidence• suggesting improvements to experiments/investigations• communicating findings/information
HOMEWORK	Homework will be used to consolidate learning. This will be issued on a regular basis and may take the form of: reviewing notes, past paper questions and research tasks.
ASSESSMENT	All units are internally assessed by the teacher this is completed as a portfolio approach meaning that the assessment is divided into sections which the pupils complete when they ready.
PROGRESSION	National 5 (SCQF level 5).

RECOMMENDED ENTRY

Level 4 Science or National 4 Chemistry.

COURSE OUTLINE

There are 3 mandatory units in this course:

Chemical Changes and Structure

Through practical experience, learners will investigate average rates of reaction, the chemistry of neutralisation reactions, balanced chemical equations, the mole, bonding and chemical properties.

Nature's Chemistry

Learners will investigate the physical and chemical properties of cycloalkanes, branched chain alkanes, alkenes, straight chain alcohols and carboxylic acids. They will explore their chemical reactions and their uses in everyday consumer products. Learners will investigate the comparison of energy from different fuels.

Chemistry in Society

Learners will focus on the chemistry of metals, their bonding, reactions and uses. The connection between bonding in plastics and their physical properties and uses is investigated. Learners will investigate the chemical reactions and processes used to manufacture fertilisers. They will research the use and effect of different types of nuclear radiation. Learners will investigate chemical analysis techniques used for monitoring the environment.

Assignment

The assignment is a two part process where pupils research a chosen subject and then present their findings in a written report. The presentation stage is completed under exam conditions.

SKILLS DEVELOPMENT

The following skills will be developed over the course of this subject:

- knowledge and understanding of chemistry
- understanding of chemistry's role in scientific issues and relevant applications of chemistry, including the impact these could make in society and the environment
- scientific inquiry and investigative skills
- scientific analytical thinking skills in a chemistry context
- develop the use of technology, equipment and materials, safely, in practical scientific activities
- planning skills
- problem solving skills in a chemistry context
- the use and understanding of scientific literacy, in everyday contexts, to communicate ideas and issues and to make scientifically informed choices
- knowledge and skills for more advanced learning in chemistry
- skills of independent working

HOMEWORK

Homework will be used to consolidate learning. This will be issued on a regular basis and may take the form of:

- Past exam papers.
- Revision of notes
- Learning of formulae
- Research tasks
- Case studies

ASSESSMENT

Each unit will be internally assessed **subtopic tests and end of unit assessments**.

The final grade is comprised of: 80% exam paper 20% assignment.

PROGRESSION

Higher (SCQF level 6)

CHEMISTRY - NATIONAL 5

RECOMMENDED ENTRY

Level 4 Science or National 4 Chemistry.

COURSE OUTLINE

There are 3 mandatory units in this course:

Chemical Changes and Structure

Through practical experience, learners will investigate average rates of reaction, the chemistry of neutralisation reactions, balanced chemical equations, the mole, bonding and chemical properties.

Nature's Chemistry

Learners will investigate the physical and chemical properties of cycloalkanes, branched chain alkanes, alkenes, straight chain alcohols and carboxylic acids. They will explore their chemical reactions and their uses in everyday consumer products. Learners will investigate the comparison of energy from different fuels.

Chemistry in Society

Learners will focus on the chemistry of metals, their bonding, reactions and uses. The connection between bonding in plastics and their physical properties and uses is investigated. Learners will investigate the chemical reactions and processes used to manufacture fertilisers. They will research the use and effect of different types of nuclear radiation. Learners will investigate chemical analysis techniques used for monitoring the environment.

Assignment

The assignment is a two part process where pupils research a chosen subject and then present their findings in a written report. The presentation stage is completed under exam conditions.

SKILLS DEVELOPMENT

The following skills will be developed over the course of this subject:

- knowledge and understanding of chemistry
- understanding of chemistry's role in scientific issues and relevant applications of chemistry, including the impact these could make in society and the environment
- scientific inquiry and investigative skills
- scientific analytical thinking skills in a chemistry context
- develop the use of technology, equipment and materials, safely, in practical scientific activities
- planning skills
- problem solving skills in a chemistry context
- the use and understanding of scientific literacy, in everyday contexts, to communicate ideas and issues and to make scientifically informed choices
- knowledge and skills for more advanced learning in chemistry
- skills of independent working

HOMEWORK

Homework will be used to consolidate learning. This will be issued on a regular basis and may take the form of:

- Past exam papers.
- Revision of notes
- Learning of formulae
- Research tasks
- Case studies

ASSESSMENT

Each unit will be internally assessed and a pass in all unit assessments must be achieved to sit the final exam

The final grade is comprised of: 80% exam paper 20% assignment.

PROGRESSION

Higher (SCQF level 6)

CHEMISTRY - HIGHER: NATIONAL 6

RECOMMENDED ENTRY	A or B at National 5 Chemistry
COURSE OUTLINE	<p>There are 4 mandatory units:</p> <p>Chemical Changes and Structure This unit will look at reaction rates, and the factors which affect them, Periodic trends, bonding and its connection with a materials physical properties</p> <p>Nature's Chemistry This Unit will look at organic chemistry within the context of the chemistry of food and the chemistry of everyday consumer products, soaps, detergents, fragrances and skincare.</p> <p>Chemistry in Society (Higher) This Unit will look at physical chemistry. The learner will calculate quantities of reagents and products, percentage yields and the atom economy of processes. They will look at equilibria, thermodynamics and analytical techniques</p> <p>Researching Chemistry Learners will research the relevance of chemical theory to everyday life by exploring the chemistry behind a topical issue. Equipped with the knowledge of common chemistry apparatus and techniques, they will plan and undertake a practical investigation related to a topical issue. Using their scientific literacy skills, learners will communicate their results and conclusions.</p> <p>Assignment The assignment is a two part process where pupils research a chosen subject and then present their findings in a written report. The presentation stage is completed under exam conditions.</p>
CORE SKILLS	<ul style="list-style-type: none">• Demonstrating knowledge and understanding of chemistry by making statements, describing information, providing explanations and integrating knowledge• Applying knowledge of chemistry to new situations, interpreting information and solving problems• Planning or designing experiments and safely carrying them out• Selecting, Processing and presenting information appropriately in a variety of forms (using calculations, significant figures and units)• Making predictions and generalisations from evidence/information• Drawing valid conclusions and giving explanations supported by evidence/justification• Evaluating experimental procedures by identifying sources of error and suggesting improvements• Communicating findings/information
ASSESSMENT	Each unit will be internally assessed through subtopic tests and end of unit assessments.
PROGRESSION	The final grade is comprised of: 80% exam paper 20% assignment Advanced Higher Chemistry (SCQF Level 7).

CHEMISTRY - ADVANCED HIGHER: NATIONAL 7

RECOMMENDED ENTRY COURSE OUTLINE

A or B Higher Chemistry

This course has 3 mandatory units

Inorganic and Physical Chemistry

This Unit develops a knowledge and understanding of the principles and concepts of inorganic and physical chemistry. This unit looks at spectroscopy, atomic structure and electronic configuration in relation to the periodic table. Molecular shapes, transition metal chemistry chemical equilibria, reaction feasibility and reaction kinetics will also be studied

Organic Chemistry and Instrumental Analysis

This Unit develops a knowledge and understanding of organic chemistry. Learners will research the structure of organic compounds, including aromatics and amines, and draw on this to explain the physical and chemical properties of the compounds. They will consider the key organic reaction types and mechanisms, and link these to the synthesis of organic chemicals. Learners will discover the origin of colour in organic compounds and how elemental analysis and spectroscopic techniques are used to verify chemical structure. They will study the use of medicines in conjunction with the interactions of the drugs.

Researching Chemistry

In this Unit, learners will be given the opportunity to gain an understanding of stoichiometric calculations, to develop practical skills and to carry out research in chemistry. Equipped with the knowledge of chemistry apparatus, techniques and an understanding of concepts, learners will identify research, plan and safely carry out a chemistry practical investigation of their choice. The Unit will equip learners with the scientific background and skills necessary to analyse scientific articles and use them in order to make informed choices and decisions.

Project:

The pupils will complete a lengthy research project and write up on their own chosen subject.

SKILLS DEVELOPMENT

- ◆ demonstrating knowledge and understanding of biology by making statements, describing information, providing explanations and integrating knowledge
- ◆ applying knowledge of biology to new situations, interpreting information and solving problems
- ◆ planning or designing experiments/investigations, including safety measures, to test given hypotheses or to illustrate particular effects
- ◆ selecting information from a variety of sources and presenting information, appropriately, in a variety of forms
- ◆ processing information/data (using calculations and units, where appropriate)

ASSESSMENT

Each unit will be internally assessed **through subtopic tests and end of unit assessments.**

The final grade is comprised of: 75% exam paper 25% project.

PHYSICS - NATIONAL 4

RECOMMENDED ENTRY	Level 3 Science
COURSE OUTLINE	<p>The study of Physics gives learners an insight into the underlying nature of our world and its place in the universe. From the sources of the power we use, to the exploration of space. Advances in physics mean that our view of what is possible is continually being updated. Mandatory Units are:</p> <p>Electricity and Energy In this Unit, learners develop knowledge and understanding of electricity and energy, applications of electricity and energy on our lives, as well as the implications on society/the environment. The Unit covers the key areas of generation of electricity, electrical power, electromagnetism, practical electrical and electronic circuits, gas laws and the kinetic model.</p> <p>Waves and Radiation In this Unit, learners develop knowledge and understanding of waves and radiation and the implications of these on society/the environment. The Unit covers the key areas wave characteristics, sound, electromagnetic spectrum and nuclear radiation.</p> <p>Dynamics and Space In this Unit, learners develop knowledge and understanding of dynamics and space. The applications of dynamics and space on our lives, as well as the implications on society/the environment. The Unit covers the key areas of speed and acceleration, relationships between forces, motion and energy, satellites and cosmology.</p> <p>Added Value Unit This is comprised of a research project which is then presented in a way chosen by the pupil.</p>
SKILLS DEVELOPMENT	<p>The study of Physics will help develop the following skills:</p> <ul style="list-style-type: none">• demonstrating knowledge and understanding of physics by making statements, describing information and providing explanations• applying knowledge of physics to familiar situations, interpreting information and solving problems• planning and safely carrying out experiments/investigations to illustrate effects• using information handling skills by selecting, presenting and processing information• making predictions based on evidence/information• drawing valid conclusions and giving explanations supported by evidence• suggesting improvements to experiments/investigations• communicating findings/information
HOMEWORK	Homework will be used to consolidate learning. This will be issued on a regular basis and may take the form of: reviewing notes, written questions, learning definitions, essays, research tasks, case studies.
ASSESSMENT	All units are internally assessed by the teacher this is completed as a portfolio approach meaning that the assessment is divided into sections which the pupils complete when they ready.
PROGRESSION	National 5 (SCQF level 5).

PHYSICS - NATIONAL 5

RECOMMENDED ENTRY	Level 4 Science or National 4 Physics
COURSE OUTLINE	<p>There are 3 mandatory units in this course; The general aim of this course is to develop skills of scientific inquiry, investigation and analytical thinking, along with knowledge and understanding in the following areas;</p> <p>Electricity and Energy Learners will consider the applications of electricity and energy on our lives, as well as the implications on society/the environment. The Unit covers the key areas of energy transfer, heat and the gas laws.</p> <p>Waves and Radiation Learners will consider the applications of waves and radiation on our lives, as well as the implications on society/the environment. The Unit covers the key areas of waves and nuclear radiation.</p> <p>Dynamics and Space Learners will consider the applications of dynamics and space on our lives, as well as the implications on society/the environment. The Unit covers the key areas of kinematics, forces and space.</p> <p>Assignment The assignment is a two part process where pupils research a chosen subject and then present their findings in a written report. The presentation stage is completed under exam conditions.</p>
SKILLS DEVELOPMENT	<p>The following skills will be developed over the course of this subject;</p> <ul style="list-style-type: none">• A knowledge and understanding of physics• An understanding of the role of physics in scientific issues and relevant applications of physics, including the impact these could make on society and the environment• Scientific inquiry and investigative skills• Scientific analytical thinking skills in a physics context• The ability to use technology, equipment and materials, safely, in practical scientific activities• Planning skills• Problem solving skills in a physics context• The skill to use and understand scientific literacy, in everyday contexts, to communicate ideas and issues and to make scientifically informed choices• The knowledge and skills for more advanced learning in physics• Skills of independent working
HOMEWORK	<p>Homework will be used to consolidate learning. This will be issued on a regular basis and may take the form of:</p> <ul style="list-style-type: none">• Written questions• Revision of notes• Learning of formulae• Research tasks• Case studies
ASSESSMENT	<p>Each unit will be internally assessed through subtopic tests and end of unit assessments. unit assessments must be achieved to sit the final exam The final grade is comprised of: 80% exam paper 20% assignment.</p>
PROGRESSION	Higher (SCQF level 6).

PHYSICS - HIGHER: NATIONAL 6

RECOMMENDED ENTRY COURSE OUTLINE

A or B at National 5 Physics

There are 3 mandatory units in this course; The general aim of this course is to develop skills of scientific inquiry, investigation and analytical thinking, along with knowledge and understanding in the three units. Each unit will consider various applications of physics and the implications on society/the environment.

Electricity (1/2 Unit)

The Unit covers the key areas of electricity, and electrical storage and transfer.

Particles and Waves (1 Unit)

The Unit covers the key areas of particles and waves.

Our Dynamic Universe (1 Unit)

The Unit covers the key areas of kinematics, dynamics and space-time.

Researching Physics (1/2 Unit)

Learners will collect and synthesise information from different sources, plan and undertake a practical investigation, analyse results and communicate information related to their findings.

Assignment

The assignment is a two part process where pupils research a chosen subject and then present their findings in a written report. The presentation stage is completed under exam conditions.

SKILLS DEVELOPMENT

The following skills will be developed over the course of this subject;

- a knowledge and understanding of physics
- an understanding of the role of physics in scientific issues and relevant applications of physics, including the impact these could make in society and the environment
- scientific inquiry and investigative skills
- scientific analytical thinking skills, including scientific evaluation, in a physics context
- the use of technology, equipment and materials, safely, in practical scientific activities
- planning skills
- problem solving skills in a physics context
- use and understand scientific literacy to communicate ideas and issues and to make scientifically informed choices
- knowledge and skills for more advanced learning in physics

HOMEWORK

Homework will be used to consolidate learning. This will be issued on a regular basis and may take a variety of forms including; written questions, revision of notes and research tasks.

ASSESSMENT

Each unit will be internally assessed and a pass in all unit assessments must be achieved to sit the final exam

The final grade is comprised of: 80% exam paper 20% assignment.

PROGRESSION

Advanced Higher Physics (SCQF level 7).

PHYSICS - ADVANCED HIGHER: NATIONAL 7

RECOMMENDED ENTRY Higher Physics at Grades A or B and a pass in Higher Mathematics is also desirable.

COURSE OUTLINE This course has 4 units;

Rotational Motion and Astrophysics

This Unit develops knowledge and understanding and skills in physics related to rotational motion and astrophysics. It provides opportunities to develop and apply concepts and principles in a wide variety of situations involving angular motion. An astronomical perspective is developed through a study of gravitation, leading to work on general relativity and stellar physics.

Quanta and Waves

This Unit develops knowledge and understanding and skills in physics related to quanta and waves. It provides opportunities to develop and apply concepts and principles in a wide variety of situations involving quantum theory and waves. The Unit introduces non-classical physics and considers the origin and composition of cosmic radiation. Simple harmonic motion is introduced and work on wave theory is developed.

Electromagnetism

This Unit develops knowledge and understanding and skills in physics related to electromagnetism. It provides opportunities to develop and apply concepts and principles in a wide variety of situations involving electromagnetism. The Unit develops knowledge and understanding of electric and magnetic fields and capacitors and inductors used in d.c. and a.c. circuits.

Investigating Physics

In this Unit, learners will develop key investigative skills. The Unit offers opportunities for independent learning set within the context of experimental physics. Learners will identify, research, plan and carry out a physics investigation of their choice.

Project

The pupils will complete a lengthy research project and write up on their own chosen subject.

SKILLS DEVELOPMENT

The pupil can gain credit in the skills of problem solving and numeracy.

ASSESSMENT

Each unit will be internally assessed **through subtopic tests and end of unit assessments.**

The final grade is comprised of: 75% exam paper 25% project

SCOTTISH BACCALAUREATE IN SCIENCE (INTERDISCIPLINARY PROJECT)

RECOMMENDED ENTRY

Pupils must be sitting (or have sat) at least 2 Advanced Highers and one Higher in the relevant subjects outlined below.

One of the course must be Mathematics (or Applied Mathematics) and this may be at Higher or Advanced Higher level.

Eligible Course in the Science Framework

Candidates may choose two science Courses, or one Science course and one technology course that we provide.

Science Course

Biology
Chemistry
Physics

Technology Course

Computing
Graphic Communication
Product Design

COURSE OUTLINE

The Scottish Science Baccalaureate is based on coherent groups of subjects at Higher and Advanced Higher level. This coherence will allow learners to build a significant body of knowledge, skills and qualifications in science which will enhance progression opportunities in related disciplines.

The Baccalaureate offers added breadth and value through an Interdisciplinary Project which is intended to broaden the learner experience, provide opportunities to apply or extend subject knowledge in relevant contexts, and to develop the generic skills, attitudes and confidence necessary to make the transition into further and higher education, and/or employment.

Project

The Project, which must be based on either a science investigation or practical assignment, will explore and bring out the relevance of science in one or more of the following broad contexts:

- ◆ employability
- ◆ enterprise
- ◆ citizenship
- ◆ sustainable development
- ◆ economic development.

The learner will prepare an individual project proposal and plan that meet the project requirements which will be provided to them. Once the proposal and plan have been approved, the learner will then work autonomously through the specified project stages which will be internally assessed and externally verified

SKILLS DEVELOPMENT

Research skills, interpersonal skills, planning, time management, independent learning, problem solving and critical thinking

ASSESSMENT

The Interdisciplinary Project Unit will be graded A, B or C.

Higher Psychology (For S6 pupils only)

RECOMMENDED ENTRY A Higher pass in English would be beneficial in order to provide the literacy skills necessary for success in this subject.

COURSE OUTLINE The aim of Higher Psychology is to develop an understanding of the concepts, processes, methods and applications underpinning the scientific discipline of psychology. The course consists of three Units whose contents are briefly described below.

1. Individual Behaviour - Sleep, dreams and sleep disorders.

Memory/Depression or stress

2. Research - Research methods used in psychology.

3. Social Behaviour - Conformity and obedience.

Aggression/Prejudice/Social Relationships

SKILLS DEVELOPMENT The following provides a broad overview of the subject skills, knowledge and understanding developed in the course:

- analysing and evaluating psychological concepts, theories, and evidence
- applying knowledge and understanding of psychology to analyse and explain human behaviour
- understanding the research process in psychology, including the ability to evaluate methods and explain ethical and scientific standards
- analysing the research process in psychology, including the ability to evaluate methods and explain ethical and scientific standards

HOMEWORK

- using research evidence to explain human behaviour
- interpreting and evaluating descriptive statistics in psychological research
- Research and written skills which are used in academic writing.

ASSESSMENT

Homework will be used to consolidate learning. This will be issued on a regular basis and may take the form of:

PROGRESSION

- Written Questions
- Research Tasks
- Study write ups

The exam is worth 80 marks and is 2 hours 40 mins long. In addition pupils have to research, carry out and write up an

assignment which is marked by the SQA. The assignment is worth 40 marks.

Higher Psychology is a useful introduction for those considering the study of Psychology at degree level. It is also useful for those hoping to take up careers in medicine, nursing, teaching, law, broadcasting and the civil service.