

# **St Joseph's College Dumfries**



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**Senior School  
Information Booklet  
2025 - 2026**

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# Senior School Information Booklet

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## St Joseph's College

### Foreword

Dear Student

This booklet contains information which will help you to choose your programme of study for next session.

In choosing courses you should aim to select those which build upon your current levels of attainment. Serious consideration also needs to be given to your personal interests, strengths and career aspirations.

All students in S5 and S6 are expected to set high targets not only for academic attainment and achievement but also with regard to your moral, personal and social development. You will be encouraged to seize every opportunity to increase your knowledge and skills, develop a sense of wellbeing and contribute to the school and local community.

As a senior pupil you must be prepared to set a good example to others with regard to conduct, attendance, work ethic and commitment. I trust that you will meet these expectations and reap the benefits of your efforts.

I wish you continued success and enjoyment as you continue with your Senior Phase education

Yours sincerely

E B Jones  
Headteacher

## Introduction

This booklet is designed to help pupils make decisions about the courses they will take in Fifth Year and Sixth Year.

My World of Work is a Skills Development Scotland online programme that provides a unique mix of resources, features and job information to help people discover more about themselves and the future world of work.

We recommend that you use the following website which includes useful guidance for secondary school pupils and their parent/carers when making subject choices for the senior phase of school. [www.myworldofwork.co.uk/subjectchoices](http://www.myworldofwork.co.uk/subjectchoices). Another helpful resource is the series titled Nationals or Highers in a Nutshell which is provided by the National Parent Forum of Scotland.

In addition, you will have the opportunity to use the support systems established by the school, details of which are contained within this booklet.

You are encouraged to seek help and advice from your Pastoral Care teacher should you have any queries.

## S5/S6 Entitlement

Each student should have access to high quality guidance:

- to prepare for entry to the post-16 curriculum by making appropriate choices of subject and level of study.
- to ensure familiarisation with or induction into programmes of study.
- to receive on going support to progress along a chosen pathway or to change pathway if the need arises.
- to plan progression beyond Senior School.
- to make an appropriate choice of career.
- to further develop careers' knowledge by accessing available information and consulting the Careers Advisers as and when appropriate.

## Contract

As education is not compulsory after age 16, in S5 and S6 a contract is agreed between the school, the parents/carers and the students. When you agree to this, you accept certain conditions. If you break this contract, then the school may take formal steps to exclude you.

The purpose of this contract is to give you responsibility for your own education and to introduce you to the conditions which you will experience in later years, for example in the workplace. Absence from school **MUST** be explained by parental communication. You must also agree to produce homework when required and to use your non-class time in a constructive manner. Non-contact periods may be timetabled as supervised study and attendance at these classes is compulsory.

However, it may be possible to arrange for S6 students to include in their contracts some time which will be allocated to a special interest area, e.g. work experience, development of sporting interests or other personal development. S6 pupils are required to attend a minimum of 29 class contact periods per week. This aspect of the contract must be negotiated with Pastoral Care staff.

### **STUDENTS ARE REQUIRED TO ATTEND:**

- Assembly
- Physical Education – 2 periods per week
- Religious Education – 2 periods per week
- Social Education – 1 period per week
- Supervised Study as timetabled

**HOMEWORK & STUDY:** All senior courses require considerable commitment not just in class but also at home. Your experience in earlier years will have demonstrated how important work at home is, whether it be a set exercise, finishing class work, or simply revising. The need for this is greatly increased in the Senior phase.

Any course that you follow in S5 and S6 will carry with it an understanding that you will co-operate fully with any aspect of classwork and homework. Non-cooperation with respect to either or both of these could result in you being withdrawn from that course.

Attendance at Supervised Study classes is compulsory and attendance is checked each period. All students have access to computers in the Library throughout the day during non-timetabled periods. The Library is not a social area and should be used solely for the purpose of study.

## Contract

The completion of application forms for all types of jobs as well as for entry to Colleges and Universities will be dealt with during Social Education. There are very often deadlines by which Application Forms must be submitted. It is important that you always attend Social Education and Assemblies in order to be aware of these and other relevant information.

Pupils who intend to go to College and/or University should familiarise themselves with the entry requirements and prospectuses for these establishments before they make an application to them. Should you have questions about entry requirements you should, see your Pastoral Care teacher as soon as possible.

In some circumstances bursaries or sponsorship is offered and may be applied for in advance of any application you may make. Details can be found on the S5/S6 Notice Board and from Pastoral Care staff. This can be a valuable source of income while you are still in education.

### University and Colleges Admissions Service (UCAS) DEADLINES

- **2<sup>nd</sup> October 2025 at 6pm** – Deadline for receipt at UCAS of all applications for conservatoire music applications.
- **15<sup>th</sup> October 2025 at 6pm** – Deadline for receipt at UCAS of all applications for medicine, dentistry, veterinary medicine and veterinary science courses and for all courses at the Universities of Oxford and Cambridge.
- Pupils applying for Medicine and Law should also be aware of UKCAT and LNAT online aptitude tests. Further information on these including closing dates is available online.
- **29<sup>th</sup> January 2026 at 6pm** – Deadlines for receipt at UCAS of all applications for all courses except those with a 16 October deadline and art and design\* courses with a 24 March deadline (*\*unconfirmed but please check UCAS website*)

### Internal School Deadlines

- **Friday 10th October 2025** - First draft of personal statement to be with PSP teacher.
- **Friday 31st October 2025** - Final draft of personal statement to be with PSP teacher.

Earlier deadlines will be set for those applying to courses with the deadline of 15th October 2025 (see above) and these should be negotiated with PSP teacher.

## Work-related Activities in S5 and S6

All students are actively encouraged to take part in work-related activities of some kind. These are considered important because they contribute to the broader education and personal development of the individual.

**WORK SHADOWING:** This is when students arrange to ‘shadow’ employees carrying out normal tasks in the place of work. This allows students to observe closely those jobs calling for particular skills or training. The placement provides the student with insights and knowledge which can allow a better informed career decision to be made, and generally broadens the student’s awareness of the qualifications/personal qualities which the job requires.

**CURRICULUM VITAE:** Students in S5 and S6 should be maintaining their CVs. Support with these will be given during Social Education classes.

**YOUNG ENTERPRISE SCHEME:** Senior students may also participate in the YES Company set up each year. YES achievers meet, form and work as a company which may be run on co-operative or other lines. Their endeavours are supported by teachers and advisers from business and industry, but otherwise they function as a company, issuing shares, making and marketing a product or providing a service, declaring a dividend and so on.

**WORK EXPERIENCE PLACEMENTS:** In some cases students may be able to replace an academic subject with a work placement. This depends on availability, suitability and appropriate insurance and risk assessment being in place.

**COLLEGE PLACEMENTS:** Some vocational courses may be available through both Dumfries and Galloway College and the SRUC (Scottish Rural Universities and Colleges).

### S6: OTHER ACTIVITIES

As a sixth year student, you are expected to make a contribution to the wider life of the school and the community and to sign up for a minimum of two of the following activities from a wide range such as those listed below:

- ✓ Saltire Awards
- ✓ Paired Reading
- ✓ Peer Support
- ✓ Study Buddy
- ✓ Events organisation (e.g. Senior Ceilidh, P7 Quiz Night etc)
- ✓ Charity Work/Charities Committee
- ✓ Homework Club
- ✓ Presentations at assembly
- ✓ School newsletter/journalism
- ✓ Eco Schools
- ✓ Yearbook

## What are National Courses?

### Opportunity for all

National courses bring together the best of Scottish Education in schools and colleges, offering a system where there are no artificial barriers between academic and vocational subjects. All students are catered for as they continue with their studies. In any senior year students will be able to take a mix of subjects at different levels.

Courses are designed to help students to progress from one level to the next at the end of each session. Some students may continue at a more advanced level with subjects already studied while others may widen their range of subjects.

### Assessment

Each course at all levels is made up of Units (usually three). Each Unit in some courses will involve assessment by the school to determine whether a pupil has passed. Courses at National 5 level and above in part are assessed by external examination. Due to changes in national assessment procedures, Unit assessment passes are no longer a requirement at National 5, Higher and Advanced Higher however a pupil who may be unsuccessful in attaining a course award may achieve individual Unit awards for the course. From National 1 to National 4 all work is internally assessed and verified.

### National Progression Awards (NPAs)

National Progression Awards (NPAs) assess skills and knowledge in specialist vocational areas. There are a wide variety of NPAs offered at SCQF levels 4-6. These awards link to National Occupational Standards, which are the basis of SVQs, and are internally assessed and verified with no final examination.

### Scottish Baccalaureate

The aim of this Award is to encourage young people who are eligible to study Expressive Arts, Modern Languages, Science or Social Subjects at Higher and Advanced Higher levels.

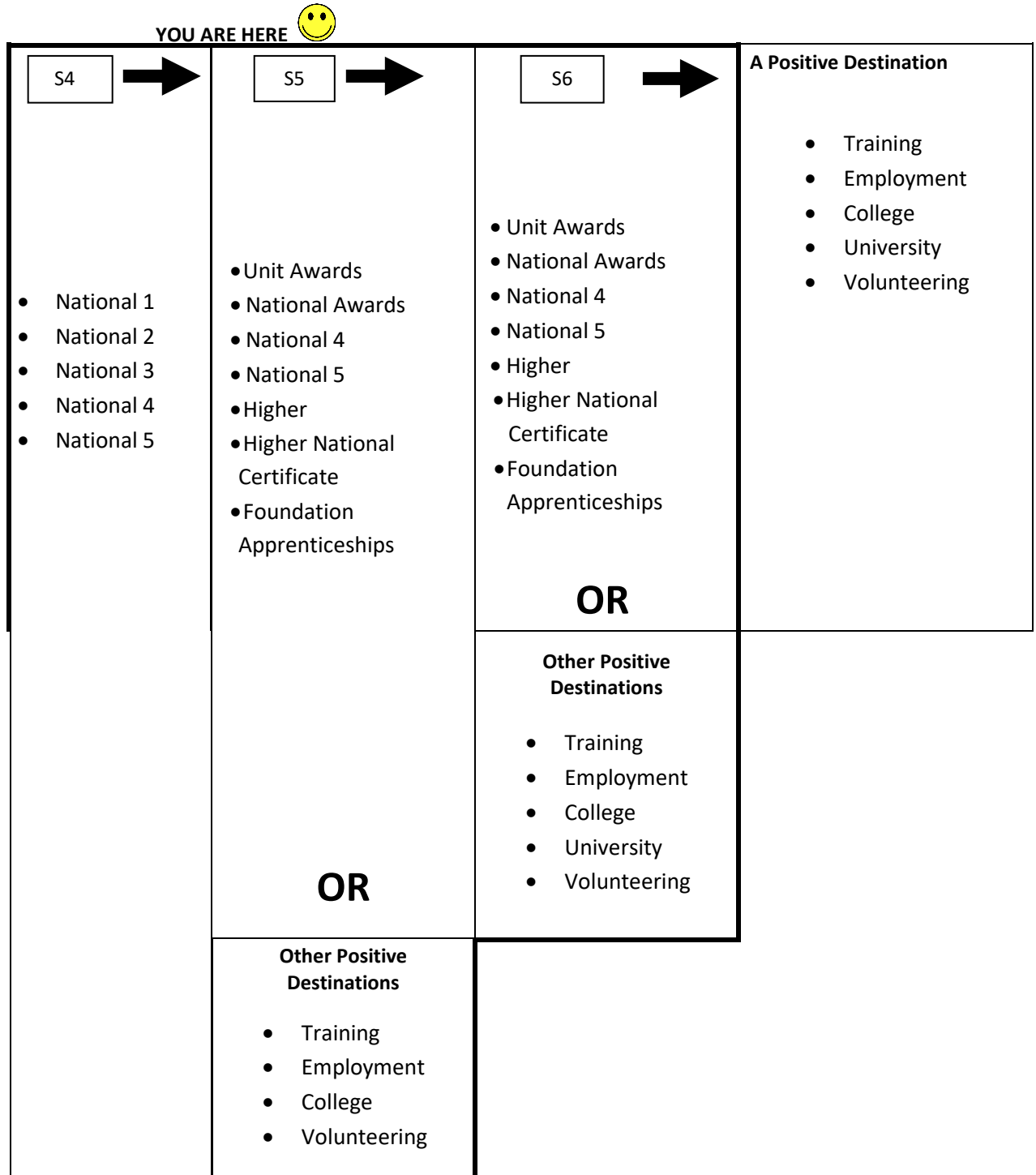
Successful candidates will study a combination of two Advanced Highers and one Higher from an approved list of courses and in addition complete an Interdisciplinary Project unit at Advanced Higher. Note that one of the courses in the Science Baccalaureate must be Mathematics.

Students who achieve the Baccalaureate will receive a separate Commemorative Certificate which will indicate a Pass or Distinction. The Interdisciplinary Project will involve the learner in links with employers, colleges, universities, workplace settings and even virtual environments. Universities and employers have provided support and advice in the construction and content of the Baccalaureate.

**For further information see [www.sqa.org.uk/baccalaureates](http://www.sqa.org.uk/baccalaureates)**



## Possible Pathways



### Using:

- your most recent report
- advice from your parents/carers, subject teachers, Careers staff etc
- advice from your Pastoral Care teacher
- your own interests, talents, strengths, skills and ambitions

### *and being*

- realistic
- honest with yourself
- practical

**decide which steps you should be taking next.**

## Explanation of terms used

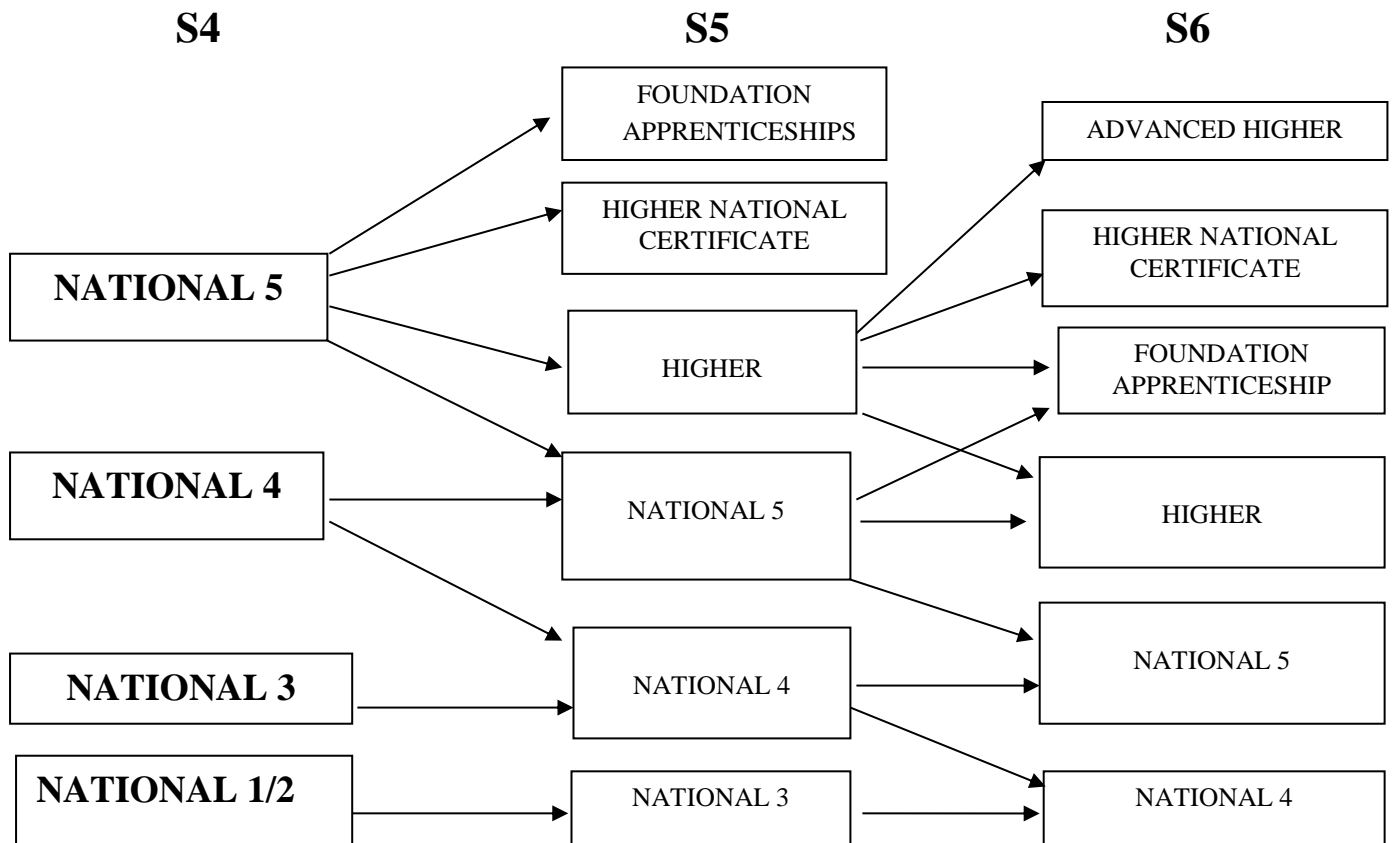
### School Courses

- Skills For Work** : courses for pupils who achieve National 3 and National 4 Awards.
- National 4** : courses for those who have achieved National 3 Awards or National 4 in a related subject
- National 5** : courses for pupils who have achieved National 4 Awards or National 5 in a related subject and who may proceed to Higher courses in S5 or S6.
- Higher** : courses for pupils who have achieved National 5 Awards
- Advanced Higher** : courses which could act as a stepping stone to undergraduate courses at University.
- Apprenticeship Courses** : work based learning opportunities for S5 and S6 pupils only, which can lead straight into employment, college and degree programmes.

Please Note:

St Joseph's College may not be able to offer courses for every subject at every level. This will be determined by numbers of students interested in or eligible for a course and staffing. It may be that some courses could be offered in schools across the Dumfries Learning Town network, at Dumfries and Galloway College or the Barony College.

### PROGRESSION ROUTES : S4 TO S5 AND S5 TO S6



## Personal Support for Pupils

Principal Teachers of Personal Support for Pupils (PSP) are known as Pastoral Care and Pupil Support teachers. They are parents'/carers' first point of contact in secondary school.

They are available to listen, advise and help you and your family, providing direct support or helping you to access other services. He/She can help families address their concerns early and prevent those concerns becoming more serious.

These PSP teachers can also respond to requests for assistance from other services in situations where this may support your wellbeing. Students with Additional Support Needs will be involved in multi-agency transition planning meetings as appropriate.

Therefore your Pastoral Care Teacher is your link person to subject teachers; Support for Learning Teachers, Careers' Advisors, employers and representatives from colleges and universities.

It is our aim that all of our students will leave St Joseph's College ready for the next stage of their lives and with a positive destination.

## Dumfries Learning Town and Networking Opportunities

Secondary schools within the town of Dumfries will continue to work together to broaden educational provision for those entering S4, S5 and S6. Learners will have the opportunity to access courses available at all secondary schools within the town and The Bridge, in addition to school link courses offered by Dumfries and Galloway College's College Academy, Scottish Rural Universities and College (SRUC) – Barony and the South-West Connect Advanced Higher Online Course Hub. In order to enrich provision within the Senior Phase, access to some curricular options may require students to travel to other educational sites within the town. In particular, students should note that for courses at Advanced Higher and in some cases Skills for Work courses, there is no guarantee that the courses offered on the option form will actually run at St. Joseph's College. It may be necessary to join pupils across all of the secondary schools to create a viable class, held at another school. These arrangements will be similar to those networking arrangements previously in place for St. Joseph's College, Dumfries Academy, Dumfries High School and North West Community Campus, which the schools have participated in successfully for a number of years. St Joseph's College is committed to continuing its collaborative delivery of the Senior Phase curriculum as a part of Dumfries Learning Town and hope that new opportunities will open up through this.

## My World of Work

All students have access to the 'My World of Work' website. It provides trustworthy, expert information and advice – and is free to access at any time, for people at any stage in their career.

It is designed to empower users to make informed, confident decisions about their future. It is built to complement the Career Management Skills framework, supporting the work done by our Skills Development Scotland Advisor Ms Jane Collins.

## Planit Plus

If you are looking for help with subject choice, check out [www.planitplus.net/Nationals](http://www.planitplus.net/Nationals)

Planit Plus also have a Twitter account, please follow them at [@planitcareers](https://twitter.com/planitcareers)

## Post School Courses

### Training

You can apply for Modern Apprenticeship: this offers you training and certification while teaching you practical skills in the workplace. You must be aged 16-19 and you will receive a weekly allowance.

### Employment

You are encouraged to seek the support of Skills Development Scotland, the website 'My World of Work', Employability Link Service the local Jobcentre Plus Employment Centre, recruitment agencies and media newspapers to help you find a suitable post. In school you will receive information and advice on required entry qualifications, vacancies, training and careers. You may also ask for help in filling out application forms and producing a CV as well as interview techniques and practice.

### College and Universities

The UCAS website includes sections on entrance qualifications, skills audit, course search and how to apply.

Colleges and Universities offer a variety of courses at a range of levels, from HNC's in the Colleges to degree courses which can be taken to Honours level. These are worthwhile looking at prior to making option choices.

All College and University, Dumfries and Galloway College and SRUC (Barony) prospectuses and applications are now online and can be accessed in school using the library. Paper prospectuses can be picked up at the UCAS Discovery exhibition which S6 pupils attend or at open days

#### ***Remember***

- At some time in the decision-making process, you have to match your **realistic** academic chances with the entry qualifications for the course in which you are interested.
- You can achieve your goal in a wide variety of progression routes and pathways, all of which will be discussed with your Pastoral Care Teacher.
- Many successful careers do not require a university degree!

## Literacy Skills in the Senior Phase

As students' progress from National Qualifications on to Higher and Advanced Higher courses, the requirements for learners to actively use written language for both formal and informal assessment purposes will increase. Students need to be able to work effectively with information. This may be in the form of report writing, creating different types of texts, the written analysis and evaluation of text and/or research reports, responding to open ended questions, the reading for understanding of complex passages, etc.

During the process of selecting course options, it is important that students discuss with their teachers the literacy demands of the courses they are interested in studying. It is hoped that these positive conversations will assist learners in making informed options choices for the forthcoming academic year.

## Open University Young Applicants in Schools Scheme (YASS)

The Open University (OU) is a provider of distance learning. The courses offered provide secondary school students with the opportunity to experience university-level study and explore new interests. They are accepted by UCAS as part of university applications and they demonstrate students' readiness for independent post school study.

Through YASS pupils can study modules of varying durations in a number of different subject areas often not on offer at school. They provide students with the opportunity to sample a subject area they may be interested in or intend to pursue at University.

YASS courses are demanding and they are mainly aimed at students who are:

- Able to study on their own / have good study skills
- Self Motivated
- Mature
- Able to meet deadlines

More information about YASS and study through the OU can be found on the Open University website <http://www.open.ac.uk/> . Funding for these courses is available through the Scottish Funding Council.

A list of YASS courses on offer can be found in the Open University supplementary booklet.

Any pupil interested in this excellent opportunity should speak to their Pastoral Care Teacher.

## School Links Courses – Dumfries and Galloway College and SRUC

Most College Courses will take place at Dumfries and Galloway College or The Bridge, while SRUC courses will be delivered as distance learning courses within the school. Exceptions to this can be discussed with Personal Support for Pupils staff.

Details of Courses are outlined in the Dumfries and Galloway College and SRUC course booklets.

## Making your choice

All S5 students are required to follow five courses of study at Higher or six if studying at National level only. These must have been discussed with PTs Curriculum and signed by them.

All S6 students are required to follow four courses of study at any level. These must be discussed and signed by Curricular PT's.

If the course you are selecting is being offered by Dumfries and Galloway College or SRUC, please see Mrs Belille-Sharp for a signature. If you are selecting a course on Network at one of the other Burgh secondary schools, please see the Principal Teacher of the related subject area to obtain a signature.

This booklet contains information on courses that could be available in S4, S5 and S6. The word 'could' is used because for some courses, much depends on the numbers of students choosing the subject and on staff availability. As a result some courses may only run at another secondary school within the town.

**You should make time now to carefully read the course outlines of those subjects that you feel are relevant to you in terms of career choice, ability level and interest.**

Course information is available on [www.sqa.org.uk](http://www.sqa.org.uk) through 'My World of Work' and you can also access **Planit Plus** or **Nationals/Higher in a Nutshell**

- Ask yourself the question: "Are there some subjects that I **must** do because they are **necessary** for future training, study or for a job that I have in mind?"

**Yes / No / Don't Know**

If **Yes**, which one(s)? \_\_\_\_\_

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If '**Don't Know**' you **must** do some or all of the following:-

- (i) **Go** to the Careers Library or online and find out.
- (ii) **Ask** your Pastoral Care teacher or appropriate subject teacher for help.
- (iii) **Arrange** to see Mrs Jane Collins, Careers Adviser during one of his drop in sessions.

Have you read and understood the course outline(s)? **Yes / No**

If '**No**' ask your Pastoral Care teacher or appropriate subject teacher to help.

**Remember that your decisions could greatly affect your options at the end of S4 and S5.**

- If you really have no idea about what you would like to do when you leave school, the best advice is to go for a wide range of subjects that allows you to keep your options open.
- Should you choose subjects in S4 or S5 that you have found difficulty with or perhaps have lost interest in?

In some cases you will have to take a subject because it is very important in terms of what you want to do after school, e.g. entry to many Science/Technical courses demands 'H' Mathematics.

- University places are competitive. Minimum qualifications may be insufficient. Some universities consider applications more favourably from students who have achieved 'H' qualifications in one year.

## Education Maintenance Allowance (EMA) – S5 and S6

Financial support is also available to some students who have reached their 16<sup>th</sup> birthday in the form of an Education Maintenance Allowance

To be eligible for an EMA you must be attending school and/or college for a minimum of 21 guided learning hours (timetabled hours including study periods).

If you are eligible from the Autumn intake and apply by the 30 September, you will be paid from the start of term. Alternatively, if you are eligible from the Winter intake, and apply before the last day in February, you will be paid from the start of the January term. No application will be processed for academic year 2025-26 after 31 March 2020.

EMA is currently paid over and above Child Benefit and other benefits

If your family income is less than £24,421, or less than £26,884 if there are two or more dependent children living in the household, you qualify for an EMA providing you meet the other eligibility criteria, eg age and residency. Dependent children are all those up to the age of 16 and those over the age of 16 and up to the age of 25 if they are in full time education and training.

Website where you can access information is: <https://www.mygov.scot/ema>  
or - [Education Maintenance Allowance - Dumfries and Galloway Council \(dumgal.gov.uk\)](http://dumgal.gov.uk)

Documents may also be requested from the Depute Headteacher or School Support Manager.

All EMA students must hold a bank account in their name only, except where the applicant has additional support needs which makes this impractical.

To receive an EMA payment you must hold a bank/building society account which accepts payments by Bank Automated Credit System (BACS) Transfer; if unsure please check with your bank/building society.

Payments will normally be paid directly into your bank/building society account on a fortnightly cycle in arrears.

If you do not keep to the conditions of your Learning Agreement, payments may be withheld.

# Senior School Information Booklet

## SUBJECTS AND LEVELS OPTION FORM 2025/2026

<b>Department</b>	<b>Subject</b>	<b>Levels</b>
Art	Art and Design	Advanced Higher
	Art and Design	Higher
	Art and Design	National 5
	Art and Design	National 4
Art/Drama/Music	Creative Industries	SCQ Level 5
Biology	Biology	Advanced Higher
	Biology	Higher
	Biology	National 5
	Biology	National 4
	Human Biology	Higher
Rural Skills	National 4	
Business Studies	Administration and I.T.	Higher
	Administration and I.T.	National 5
	Administration and I.T.	National 4
	Business Management	Higher
	Business Management	National 5
Business Management	National 4	
Chemistry	Chemistry	Advanced Higher
	Chemistry	Higher
	Chemistry	National 5
	Chemistry	National 4
Computing	Computing Science	Advanced Higher
	Computing Science	Higher
	Computing Science	National 5
	Computing Science	National 4
Drama	Drama	Advanced Higher
	Drama	Higher
	Drama	National 5
	Drama	National 4
English	English	Advanced Higher
	English	Higher
	English	National 3, National 4 and National 5
	Media Studies - Film	Higher
	Media Studies - Film	National 3, National 4 and National 5
Geography	Geography	Advanced Higher
	Geography	Higher
	Geography	National 4 and National 5
Home Economics	Health & Food Technology	Higher
	Health & Food Technology	National 5
	Health & Food Technology	National 4
	Hospitality - Practical Cookery	National 5
	Hospitality - Practical Cookery	National 4
History/Modern Studies	History	Advanced Higher
	History	Higher
	History	National 3, National 4 and National 5



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History/Modern Studies	Modern Studies Modern Studies Modern Studies	Advanced Higher Higher National 3, National 4 and National 5
Mathematics	Mathematics Mathematics Mathematics Mathematics Application of Mathematics	Advanced Higher Higher National 5 National 4 National 4 and National 5
Modern Languages	French French French Spanish Spanish Spanish	Advanced Higher Higher National 3, National 4 and National 5 Advanced Higher Higher National 3, National 4 and National 5
Music	Music Music Music Music Music Technology Music Technology Music Technology Music Technology Music – Performing on One Instrument	Advanced Higher Higher National 5 National 4 Advanced Higher Higher National 5 National 4 National 4/National 5/Higher/ Advanced Higher
Physical Education	P.E. P.E. P.E. P.E. P.E.	Advanced Higher Higher National 5 National 4 Core
Physics	Physics Physics Physics Physics	Advanced Higher Higher National 5 National 4
Religious Education	RMPS	Higher
Sociology	Sociology Sociology	Higher National 5
Technical Education	Design and Manufacture Design and Manufacture Graphic Communication Graphic Communication Graphic Communication Practical Woodworking	Higher National 4 and National 5 Advanced Higher Higher National 4 and National 5 National 4 and National 5

Once you begin to consider your choices you should obtain the appropriate information from Principal Teachers.

**Please note that in all cases the continuation of a class is dependent on the numbers of students choosing it and staffing availability.**



## ST JOSEPH'S COLLEGE SUBJECT CHOICE FORM (2025-2026)

Pupil Name

# S5

Bruce	
Douglas	
Stewart	
Wallace	

To assist you in making your course option choices, a Senior Options Booklet containing advice and course descriptors has been produced. The Senior Option Booklet can be accessed via the St Joseph's College school website at [www.stjosephscollege.co.uk/](http://www.stjosephscollege.co.uk/), or alternatively, a hard copy can be picked up at the school office. Also uploaded to the web-site is a copy of the option form. Course descriptions for all levels of subjects offered are located there. For information about Dumfries and Galloway College Academy courses, please go to <https://www.dumgal.ac.uk/college-academy-senior-phase-offer>.

Instructions for the process of options selection:

This year, options will follow a two-staged process, the details of which can be found below. Pupils must complete stages one and two in order for their options to be considered.

**Stage 1 – Course Approval**

**Stage 2 – Submitting Subject Choices**

### Stage 1: Course Approval

- Write your name in the space provided in this Subject Choice Form. Tick the box for the house group you belong to.
- Pupils entering into S5 must select **five** options from the list of courses offered.
- Options should be written in **order of preference** (numbered 1 – 5 in the 'Choices' column) and should include one reserve choice (**R**) in the event that we are unable to timetable one of your preferred choices due to insufficient numbers, staffing constraints, or a timetabling column conflict.
- For each course you select, please **tick/circle** the level at which you wish to study the course. A staff signature is required to ensure that students have the recommended requirements to progress on to courses at each of the levels indicated. Staff should only be asked for signatures during break, lunch, or when you would normally have that teacher for a lesson.
- Courses appearing in **BLUE** are offered by Dumfries and Galloway College, while those appearing in **GREEN** are offered by SRUC (The Barony). Courses in **PURPLE** are offered as online courses in partnership with Edinburgh College and @South West Connects, across all secondary schools. Courses in **ORANGE** are delivered at one of the other Dumfries schools on networking arrangement. Uncoloured boxes are **likely** to be delivered at St. Joseph's College but may be delivered on network at one of the other Burgh schools. The delivery location of networking courses will be finalised once at the end of the option process before the start of timetabling.
- Please see Mrs Belille-Sharp for information about any of these school link courses.

	<b>Choices (1,2,3,4,5 &amp; R)</b>	<b>Level of Study</b>						<b>Staff Signature</b>
		<b>SCQF Level 4</b>	<b>SCQF Level 5</b>		<b>SCQF Level 6</b>		<b>SCQF Level 7</b>	
Administration and IT		N4	N5	H				
Applications of Mathematics		N4	N5	H				
Art and Design		N4	N5	NPA	H	NPA	AH	
Automotive Skills		SFW						
Barista Skills			SFW					
Biology		N4	N5	H		AH		
Business Management		N4	N5	H		AH		
Chemistry		N4	N5	H		AH		
Childcare		N4	N5	FA				
Classical Studies				H				
Computing Science		N4	N5	H		AH		
Construction Crafts		SFW						
Creative and Digital Media				FA				
Creative Industries			NPA					
Cyber Security			NPA					
Cycle Maintenance		N4						
Design and Manufacture		N4	N5	H				
Digital Media Animation			NPA					
Drama		N4	N5	H		AH		
Early Learning and Childcare			SFW					
Engineering				FA				
English		N4	N5	H		AH		
Environmental Awareness						HNC		
Equine Studies			NPA					
Esports		NPA	NPA					
Events and Tourism			NPA					
Exercise and Fitness				NPA				
Financial Services			SFW	NPA				
Food and Drink Technologies				FA				
French		N4	N5	H		AH		
Geography		N4	N5	H		AH		
German		N4	N5					
Graphic Communication		N4	N5	H		AH		
Health and Food Technology		N4	N5	H				
Health Sector		SFW	SFW					

History		N4	N5	H	AH	
Hospitality			SFW			
Human Biology				H		
Introduction to E-sports			NPA			
Investigation of Modern Agriculture			NPA			
Laboratory Science			SFW			
Legal Studies				NPA		
Make Up, Hair and Beauty Skills			SFW			
Mathematics		N4	N5	H	AH	
Media		N4	N5	H		
Modern Studies		N4	N5	H	AH	
Music		N4	N5	H	AH	
Music Technology		N4	N5	H	AH	
Photography			NPA			
Physical Education		N4	N5	H	AH	
Physics		N4	N5	H	AH	
Politics				H		
Practical Cookery		N4	N5			
Practical Woodworking		N4	N5			
Principles of Animal Care			SRUC Cert			
Professional Cookery		SFW				
Psychology				H		
Renewable Energy Practical Skills			SFW			
RMPS		N4	N5	H		
Rural Skills		SFW				
Social Science Pathway - Criminology			NPA			
Social Services and Healthcare				FA		
Social Services: Children and Young People				FA		
Sociology			N5	H		
Spanish		N4	N5	H	AH	
Sport and Fitness			NPA			
Sport and Recreation			SFW	SFW	NPA	
Travel and Tourism			N5			
UWS Healthcare Foundation Academy			UWS Pathway	UWS Pathway		
Veterinary Terminology				SRUC Cert		
Volunteering Skills		GA	GA			
YASS Module					OU	
Young Enterprise				NPA		

## Stage 2: Submitting Subject Choices

- Along with the Subject Choice Form, you will be sent an email with a link to a Microsoft Form. You will use the online Form to input your subject choices for next academic year.
- Go to your Glow emails and find the email with the subject, '**S6 Options 2025-2026**'. Click on the link to the online Form.
- Using your paper copy of the Subject Choice Form, complete your options online. **You will only be allowed to submit your form once.** If you make an error when submitting your online options, you must see your PSP teacher to make further changes.
- Once you have submitted your choices online, your paper form with your course approval signatures must be handed in to PSP.

## Online Form submissions and Subject Choice Form due by: Friday 28th February 2025

Before submitting your Subject Choice Form to PSP, please ensure that you have done the following:

- I have selected the required number of courses based on my year and level of study.
- I have researched my option choices to ensure they match with my career plans.
- I have obtained the appropriate staff signatures for my subject choices, indicating that I have the prerequisite requirements for the courses selected.
- I have discussed and agreed my option choices with my parents/carers.
- I have completed and submitted my options using the online Form.

Pupil Signature:

Date:

Parent/Carer Signature:

I intend on leaving school at: Summer 2025

Summer 2026

# ADMINISTRATION & INFORMATION TECHNOLOGY

## Higher

### PURPOSE AND AIMS OF THE COURSE

Administration is a growing sector which cuts across the entire economy and offers wide-ranging employment opportunities. Moreover, administrative and IT skills have extensive application not only in employment but also during study, personal administration and voluntary/leisure activities.

The key purpose of this Course is to develop learners' advanced administrative and IT skills and ultimately, to enable them to contribute to the effective functioning of organisations in supervisory administrative positions.

**The Course aims to enable learners to:**

- Develop knowledge and understanding of administration in the workplace and its importance.
- Develop a range of advanced IT skills for processing and managing information.
- Develop a range of skills to communicate complex information effectively, making appropriate use of IT.
- Acquire skills in managing the organisation of events.

### COURSE STRUCTURE

The course is taught through a blend of applied, experiential learning and related theory and uses real life contexts which makes it relevant to the world of work and comprises three areas of study:

**Administrative Theory and Practice**

Learners are enabled to develop an in-depth knowledge and understanding of administration in, and the impact of IT on, the workplace. Learners will acquire an in-depth knowledge and understanding of the factors contributing to the effectiveness of the administrative function, such as effective time and task management, complying with workplace legislation, effective teams and customer care.

**IT Solutions for Administrators**

Learners are enabled to develop skills in IT, some of them advanced, and in organising and managing information in administration-related contexts. Learners will develop the ability to utilise a range of functions, some of them advanced, of IT applications covering word processing, spreadsheets, databases, or emerging equivalent technologies, and to use them to analyse, process and manage information in order to create and edit relatively complex business documents.

**Communication in Administration**

Learners are enabled to develop a range of IT skills, some of them advanced, for research and communicating complex information to others. Learners will develop an understanding of barriers to communication and ways of overcoming them to ensure communication is understood. The Unit will also develop learners' knowledge and understanding of how to maintain the security and confidentiality of information. This will enable learners to communicate information, taking account of the needs of the audience.

# ADMINISTRATION & INFORMATION TECHNOLOGY - *continued*

## Higher

### ASSESSMENT OF AWARD

The course assessment has 2 components;

- A question paper consisting of 50 marks, which represents 42% of the overall marks for the course assessment.
- An assignment consisting of 70 marks, which represents 58% of the overall marks for the course assessment.

A candidate's overall grade is determined by their performance across the course assessment. The course assessment is graded A–D on the basis of the total mark for all course assessment components.

#### **The Question Paper – 50 marks**

This assessment gives learners the opportunity to demonstrate knowledge and understanding of administrative theory from all aspects of the course and draw valid conclusions based on evidence provided. The assessment will be undertaken during the May exam as part of the formal SQA Examination Diet.

#### **The Course Assignment – 70 marks**

This assignment enables learners to demonstrate the ability to use advanced functions in word processing, spreadsheet, database and presentation software effectively. Students will also be assessed on communication theory, electronic research skills and the ability to effectively use email and e-diaries. This assessment will be undertaken during class time in March/April.

### PROGRESSION

By successfully completing this Higher qualification, learners can progress to further or higher education, employment or training.

# ADMINISTRATION & INFORMATION TECHNOLOGY

## National 5

### PURPOSE AND AIMS OF THE COURSE

Administration is a growing sector which cuts across the entire economy and offers wide-ranging employment opportunities. Moreover, administrative and IT skills have extensive application not only in employment but also in other walks of life.

This course will allow emerging technologies to be incorporated to ensure that its content remains current and relevant. The key purpose of this course is to develop learners' administrative and IT skills and, ultimately, to enable them to contribute to the effective functioning of organisations in administrative positions.

#### **This Course aims to enable the learner to:**

- Develop an understanding of administration in the workplace and key legislation affecting both organisations and employees.
- Develop an understanding of good customer care and its benefits to organisations.
- Develop IT skills and use them to perform administrative tasks.
- Gather information from reliable sources and communicate appropriately taking into consideration the context, audience and purpose.

Acquire organisational skills in the context of organising and supporting events (including meetings).

### COURSE STRUCTURE

This Course comprises:

#### **Administrative Practices**

This unit gives learners a broad introduction to administration within organisations. Learners will develop an understanding of the nature of the sector, legislation affecting employees and employers, good customer care and the skills, qualities and attributes required of administrators.

#### **IT Solutions for Administrators**

This unit aims to develop learners' skills in IT and problem solving. It will also help develop the ability to organise and manage information in familiar administration-related contexts. Learners will use word processing, spreadsheets and databases.

#### **Communication in Administration**

This unit will enable learners to use IT for gathering and sharing information and be able to present it to an audience using the most effective media. Learners will gain knowledge on how to research effectively, use email and e-diary, Cloud drive as well as effectively using publisher and powerpoint to present information.

### ASSESSMENT OF AWARD

There are 2 assessments for this course:

#### **The Course Assignment – 70 marks**

This assignment enables learners to demonstrate the ability to use word processing, presentation and desktop publishing software effectively. Students will also be assessed on communication theory. In addition, the ability to effectively use email and e-diaries will be assessed. This assessment will be undertaken during class time in February/March.

#### **The Question Paper – 50 marks**

This assessment gives learners the opportunity to demonstrate the ability to manipulate the I.T. functions of spreadsheets and databases. It also assesses the I.T. and administration theory. The assessment will be undertaken during the May exam as part of the formal SQA Examination Diet.

### PROGRESSION

By successfully completing this National 5 qualification you will be able to progress to Higher Administration and IT, employment or training.



# ADMINISTRATION & INFORMATION TECHNOLOGY

## National 4

### PURPOSE AND AIMS OF THE COURSE

Administration is a growing sector which cuts across the entire economy and offers wide-ranging employment opportunities. Moreover, administrative and IT skills have extensive application not only in employment but also in other walks of life.

This course will allow emerging technologies to be incorporated to ensure that its content remains current and relevant.

The key purpose of this course is to develop learners' administrative and IT skills and, ultimately, to enable them to contribute to the effective functioning of organisations in junior administrative positions.

The Course aims to enable learners to:

- Develop a basic understanding of administration in the workplace and key legislation affecting employees.
- Develop an appreciation of good customer care.
- Develop IT skills and use them to perform straightforward administrative tasks.
- Gather information from reliable sources and communicate this through presentation software.
- Acquire organisational skills in the context of organising and supporting small-scale events (including meetings).

### COURSE STRUCTURE

This Course comprises:

#### **Administrative Practices**

This unit gives learners a basic introduction to administration within organisations. Learners will begin to appreciate the nature of the sector, legislation affecting employees, good customer care and the skills, qualities and attributes required of junior administrators.

#### **IT Solutions for Administrators**

This unit aims to develop learners' basic skills in IT and organising/processing simple information in familiar administration-related contexts. Learners will use word processing, spreadsheets and databases.

#### **Communication in Administration**

This unit will enable learners to use IT for gathering and sharing simple information through the creation of a powerpoint presentation.

#### **Administration in Action**

This unit involves learners undertaking a practical administration/IT based assignment which will involve a range of straightforward tasks related to small scale events.

### ASSESSMENT OF AWARD

All units are assessed internally on a pass/fail basis.

### PROGRESSION

By successfully completing this National 4 qualification you will be able to progress to National 5, progress to further education, including other National Qualifications and Skills for Work. It may also lead to employment and/or training in various industries.

# APPLICATION OF MATHEMATICS

## National 4 and National 5

### PURPOSE AND AIMS OF THE COURSES

The aims of this course at National 4 and 5 are to enable learners to:

- Motivate and challenge candidates by enabling them to select and apply mathematical techniques in a variety of mathematical and real-life situations.
- Develop confidence in the subject and a positive attitude towards practical uses for mathematical skills.
- Develop skills recognising patterns and being able generalise to solve problems in familiar context.
- Allow candidates to interpret, communicate and manage information in a mathematical form.
- Develop candidates' skills and confidence in using mathematical language and in exploring mathematical ideas and communicating their findings with others.
- Develop skills relevant to learning, life and work in an engaging and enjoyable way.

### COURSE STRUCTURE

Applications of Mathematics is particularly suitable for learners who wish to develop the mathematical reasoning and numerical skills which are useful in other curriculum areas and the workplace. Through this, learners will develop reasoning skills that can be applied across subject areas. There are three units which pupils learn to apply these skills.

#### Geometry and Measure

Develops skills that focus on the use of mathematical ideas and strategies that can be applied to geometry and measurement in real-life contexts. This includes using skills in interpreting and in using shape, space and measures to determine and explain solutions.

#### Finance and Statistics

Focuses on the use of mathematical ideas and strategies that can be applied to managing finance and statistics in real-life contexts. This includes using skills in budgeting, banking and investments as well as skills in organising and presenting data, to explain solutions and/or draw conclusions.

#### Numeracy

This unit is embedded in all topics throughout the course and aims to develop links between topics as learners tackle real-life problems, they will decide what numeracy and information handling skills to use, and how to apply those skills to an appropriate level of accuracy.

### ASSESSMENT OF AWARD

To achieve National 4 in Applications of Mathematics pupils will be required to sit and pass each unit assessments and an Added Value Unit (a written test under exam conditions).

To achieve National 5 in Application of Mathematics, pupils will be required to show a good understanding of all topics by sitting the national exam. This consists of a non-calculator paper worth 35 marks and a calculator paper worth 65 marks.

### PROGRESSION

Upon the successful completion of National 4 learners may move on to National 5 application of Mathematics. Learners who are successful in the National 5 exam may progress to other qualifications in Mathematics or related areas, employment and/ or job specific training.

# ART & DESIGN

## Advanced Higher

### PURPOSE AND AIMS OF THE COURSE

The purpose of the Advanced Higher Art and Design course is to enable learners to develop aesthetic understanding, creativity and visual awareness, knowledge and appreciation. The course encourages learners to use a range of media and technology to understand, appreciate and respond to the world. Learners will be encouraged to think creatively, independent thought, initiative, innovation, problem solving and the development of personal opinions.

**The aims of the course are to enable learners to:**

- Communicate a range of personal thoughts, feelings and ideas using Art and Design and media, materials, techniques and technologies.
- Demonstrate knowledge, understanding and appreciation of a range of Art and Design practices.
- Work imaginatively and develop individual creativity, developing a range of skills in problem solving, critical thinking and reflective practice.
- Understanding the social and cultural influences on a range of artists and designers and their work.

### COURSE STRUCTURE

Learners will choose to either produce a Design or an Expressive folio based upon their chosen area of specialism. For Design, learners could choose to specialise on Architecture, Fashion, Jewellery, Product, Textile or Graphic Design. For Expressive learners choose a theme from the expressive arts that could be based upon Portrait, Landscape or Still Life.

### ASSESSMENT OF AWARD

Learners work will be assessed continually throughout the year. Learners will complete their portfolio to be submitted to SQA to be marked externally. Marks will be awarded for the practical design work/ expressive work, the critical analysis and the evaluation.

### PROGRESSION

Exciting opportunities in the Fine Arts including Painting, Photography, Film and Video, Interactive Media, Sculpture. With many more including Graphic Design, Advertising, Jewellery, Fashion, Interior, Ceramic, Architecture, Computer Games Design, Film, Animation and Television.

# ART & DESIGN

## Higher

### PURPOSE AND AIMS OF THE COURSE

The purpose of the Higher Art and Design course is to enable learners to experience a broad, practical experience of art and design practice and related critical activities. The course allows learners to develop their practical skills and investigate how artists and designers create and develop their ideas. Learners will develop their knowledge and understanding of art and design practice and develop their critical thinking skills.

**The aims of the course are to enable learners to:**

- Communicate a range of personal thoughts, feelings and ideas using Art and Design and media, materials, techniques and technologies.
- Demonstrate knowledge, understanding and appreciation of a range of Art and Design practices.
- Work imaginatively and develop individual creativity, developing a range of skills in problem solving, critical thinking and reflective practice.
- Understanding the social and cultural influences on a range of artists and designers and their work.

### COURSE STRUCTURE

The course is divided into 2 units:

#### **Expressive with Critical Activity**

Learners will develop their personal thoughts and ideas in visual form. They will develop critical understanding of artists' working practices and the social and cultural influences affecting their work. Learners will select an area of interest and produce analytical drawings, studies and expressive development work showing visual continuity and the creative development of the stimuli. Learners will develop and refine their expressive ideas and artwork, experimenting with and using a range of materials and techniques.

#### **Design with Critical Activity**

Learners will plan, research and develop creative design work in response to a design brief. They will develop their creativity, problem solving and critical thinking skills as they consider design opportunities and work to resolve design issues and constraints. Learners will develop critical understanding of designer's working practices and the main social and cultural influences affecting their work. Learners will develop and refine their design ideas using a range of materials, techniques in 2D or 3D formats.

### ASSESSMENT OF AWARD

A continuous assessment approach will be used throughout the course. Learners will be required to submit a folio of art work, this will include one expressive and one design development idea from their previous work. Learners will use this as the basis for planning and producing a finished piece of expressive art work and a design solution. This folio will be marked externally.

Learners will complete a question paper to demonstrate their knowledge and understanding of art and design practice. Learners will critically analyse and evaluate the works of artists and designers showing awareness of the visual qualities and/or functional impact of their work.

### PROGRESSION

The skills and knowledge learned at Higher will allow progression to Advanced Higher Art and Design and Higher Photography.

# ART & DESIGN

## National 5

### PURPOSE AND AIMS OF THE COURSE

The purpose of the National 5 Art and Design course is to enable learners to experience a broad, practical experience of art and design practice and related critical activities. The course allows learners to develop their practical skills and investigate how artists and designers create and develop their ideas. Learners will develop their knowledge and understanding of art and design practice and develop their critical thinking skills.

**The aims of the course are to enable learners to:**

- Communicate a range of personal thoughts, feelings and ideas using Art and Design and media, materials, techniques and technologies.
- Demonstrate knowledge, understanding and appreciation of a range of Art and Design practices.
- Work imaginatively and develop individual creativity, developing a range of skills in problem solving, critical thinking and reflective practice.
- Understanding the social and cultural influences on a range of artists and designers and their work.

### COURSE STRUCTURE

The course is divided into 2 units:

**Expressive with Critical Activity**

Learners will develop their personal thoughts and ideas in visual form. They will develop critical understanding of artists' working practices and the social and cultural influences affecting their work. Learners will select an area of interest and produce analytical drawings and studies. Learners will develop and refine their expressive ideas and artwork, experimenting with and using a range of materials and techniques.

**Design with Critical Activity**

Learners will plan, research and develop creative design work in response to a design brief. They will develop their creativity, problem solving and critical thinking skills as they consider design opportunities and work to resolve design issues and constraints. Learners will develop critical understanding of designer's working practices and the main social and cultural influences affecting their work. Learners will develop and refine their design ideas using a range of materials, techniques in 2D or 3D formats.

### ASSESSMENT OF AWARD

A continuous assessment approach will be used throughout the course. Learners will be required to submit a folio of art work; this will include one expressive and one design development idea from their previous work. Learners will use this as the basis for planning and producing a finished piece of expressive art work and a design solution. This folio will be marked externally.

Learners will complete a question paper to demonstrate their knowledge and understanding of art and design practice. Learners will critically analyse and evaluate the works of artists and designers showing awareness of the visual qualities and/or functional impact of their work.

### PROGRESSION

The skills and knowledge learned at National 5 will allow progression to Higher Art and Design and Creative Industries.

# ART & DESIGN

## National 4

### PURPOSE AND AIMS OF THE COURSE

The purpose of the National 4 Art and Design course is to enable learners to experience a broad, practical experience of art and design practice and related critical activities. The course allows learners to develop their practical skills and investigate how artists and designers create and develop their ideas. Learners will develop their knowledge and understanding of art and design practice and develop their critical thinking skills.

**The aims of the course are to enable learners to:**

- Communicate a range of personal thoughts, feelings and ideas using Art and Design and media, materials, techniques and technologies.
- Demonstrate knowledge, understanding and appreciation of a range of Art and Design practices.
- Work imaginatively and develop individual creativity, developing a range of skills in problem solving, critical thinking and reflective practice.
- Understanding the social and cultural influences on a range of artists and designers and their work.

### COURSE STRUCTURE

The course is divided into 2 units:

#### **Expressive with Critical Activity**

Learners will develop their personal thoughts and ideas in visual form. They will develop critical understanding of artists' working practices and the social and cultural influences affecting their work. Learners will select an area of interest and produce analytical drawings and studies. Learners will develop and refine their expressive ideas and artwork, experimenting with and using a range of materials and techniques.

#### **Design with Critical Activity**

Learners will plan, research and develop creative design work in response to a design brief. They will develop their creativity, problem solving and critical thinking skills as they consider design opportunities and work to resolve design issues and constraints. Learners will develop critical understanding of designer's working practices and the main social and cultural influences affecting their work. Learners will develop and refine their design ideas using a range of materials, techniques in 2D or 3D formats.

### ASSESSMENT OF AWARD

A continuous assessment approach will be used throughout the course. Learners will be required to pass a 'value added' practical activity where they will select one expressive and one design development idea from their previous work. Learners will use this as the basis for planning and producing a finished piece of expressive art work and a design solution.

### PROGRESSION

The skills and knowledge learned at National 4 will allow progression to National 5 Art and Design and Creative Industries.

# CREATIVE INDUSTRIES

## SCQF Level 5

### PURPOSE AND AIMS OF THE COURSE

The Creative Industries is a Skill for Work course which explores the Expressive Arts within the Creative Industries. The course is designed to link broadly to the Creative Industries sector and provides some of the underpinning knowledge required for the industry. The course also gives students experience of the practical skills required to work within the sector and helps prepare them for further training. The course introduces students to the Creative Industries, and works towards a creative project. The theme of the project is chosen by the students and they have to work both independently and in different groups to put together the project. The creative project will then be showcased to the school at the end of the course.

#### **Projects might include:**

◆ musical show ◆ art exhibition/display ◆ production of school year book ◆ production of music CD ◆ drama production ◆ animated short film ◆ website or blog ◆ fashion show ◆ community project

### COURSE STRUCTURE

You will learn through a variety of active learning, co-operative learning and self-evaluation. You will also visit various places of interest with regards to the Creative Industries.

### ASSESSMENT OF AWARD

There are 4 Units to complete during class time. There is no exam at the end and students are awarded a pass for each Unit they successfully complete. This course involves written work aimed at students capable of National 5 English.

Each student is given a folder to collect and research information throughout the course. Students work is individually reviewed during an interview with their class teacher. Students also have to self- evaluate their skills for work and set themselves targets throughout the course. The assessment process is continuous throughout the year.

### PROGRESSION

The Skills and Knowledge learned at SCQF Level 5 will allow progression to National 5 Art and Design, Drama, Music and Music Technology. This would enable students to further develop their chosen area of interest.

# BIOLOGY

## Advanced Higher

### PURPOSE AND AIMS OF THE COURSE

The purpose of the Advanced Higher course is to build on the knowledge, understanding and skills developed by the learner in Higher Biology and Higher Human Biology, and to provide a useful bridge towards further study of Biology.

The course is based on integrative ideas and unifying principles of modern biological science. It covers key aspects of life science at the molecular scale and extends to aspects of the biology of whole organisms that are among the major driving forces of evolution. In addition, the Advanced Higher Biology course aims to develop a sound theoretical understanding and practical experience of experimental investigative work in biological science.

### COURSE STRUCTURE

The Advanced Higher Biology Course will be divided into three biological areas:

#### **Investigative Biology:**

Scientific method; literature and communication; pilot studies; variables; experimental design; controls; sampling and ensuring reliability; evaluating background information; data analysis and conclusions.

Learners will develop knowledge and understanding of the principles and practice of investigate Biology and its communication.

#### **Cells and Proteins:**

Proteomics; protein structure; membrane proteins; detecting and amplifying protein signals; protein control of cell division.

The study surrounding proteins is primarily laboratory-based so this area also includes the practice of various different laboratory techniques for biologists.

#### **Organisms and Evolution:**

Evolution; variation; reproduction; animal behaviour.

The central concept of this unit is biological variation which is best observed in the natural environment and various field trips involving ecological study may be included.

### ASSESSMENT OF AWARD

This qualification will be assessed using a question paper and a project. The question paper has 100 marks. This is scaled by SQA to represent 75% of the overall marks for the course assessment. The project has 30 marks. This is scaled by SQA to represent 25% of the overall marks for the course assessment. Students will be awarded a grade A – D.

### PROGRESSION

Success in Advanced Higher Biology would prepare pupils for entry into further education courses at an HND/degree level or a career in a Biology-based discipline or related area.

The Advanced Higher Biology course can lead to opportunities in further study or employment in the following fields: laboratory research and development (R&D), biotechnology, pharmaceuticals, nuclear industry, oil and gas industry, chemical industry, petroleum and polymer industries, biomedical engineering, agriculture, agro business, land management, horticulture, forestry, aquaculture, health care, dentistry, paramedics, technicians, etc.



# BIOLOGY

## Higher

### PURPOSE AND AIMS OF THE COURSE

The purpose of the Higher Biology course is to develop learners' interest and enthusiasm for Biology. The skills of scientific inquiry and investigation are developed throughout the course, by investigating applications of Biology. Learners are encouraged to become scientifically literate citizens by communicating their knowledge in a variety of ways and interpreting relevant media items.

The course allows learners to obtain a deeper understanding of the underlying themes of Biology and enables the development of both analytical thinking and problem-solving skills in an up-to-date real-life context.

### COURSE STRUCTURE

The Higher Biology Course is divided into three Units:

#### **DNA and the Genome**

This unit covers the following key areas: structure of DNA; replication of DNA; gene expression; cellular differentiation; the structure of the genome; mutations; evolution; genomic sequencing.

Learners will explore evolution and biodiversity with an emphasis on gene expression, leading to the study of differentiation in organisms, the structure of the genome and genomics.

#### **Metabolism and Survival**

This unit covers the following key areas: metabolic pathways; cellular respiration; metabolic rate; metabolism in conformers and regulators; metabolism and adverse conditions; environmental control of metabolism; genetic control of metabolism. Learners will investigate the central metabolic pathways of ATP synthesis by respiration in different organisms, how these are controlled, and why the control of these pathways is essential for survival.

#### **Sustainability and Interdependence**

This unit covers the following key areas: food supply; plant growth and productivity; plant and animal breeding; crop protection; animal welfare; symbiosis; social behaviour; components of biodiversity; threats to biodiversity.

Learners will explore the importance of plant productivity with emphasis on the manipulation of genetic diversity to maintain food security. They will investigate inter-relationships and dependence, through symbiosis and social behaviour and study the impact of humans on the environment in relation to mass extinction.

### ASSESSMENT OF AWARD

This qualification will be assessed using an external examination along with an assignment completed in class which contributes 20% to the final award.

Students will be awarded a grade A – D.

### PROGRESSION

Students achieving a strong grade at Higher would be encouraged to progress on to Advanced Higher Biology. Success in this would prepare pupils for entry into further education courses or employment which encompass Biology or other Sciences.

The Higher Biology course can lead to opportunities in further study or employment in the following fields: laboratory research and development (R&D), biotechnology, pharmaceuticals, nuclear industry, oil and gas industry, chemical industry, petroleum and polymer industries, biomedical engineering, agriculture, agro business, land management, horticulture, forestry, aquaculture, health care, dentistry, paramedics, technicians, etc.

# BIOLOGY

## National 5

### PURPOSE AND AIMS OF THE COURSE

The aims of this course are to provide students with an understanding of biological systems and the natural world in which they live, and to help them to become responsible citizens. The study of Biology should provide students with an insight into the application of biological principles to areas such as health care, environmental management and technology, and encourage pupils to strengthen their literacy and numeracy skills. National 5 qualification courses provide a basis for further study and allow an appreciation of the place of Biology in related employment opportunities.

### COURSE STRUCTURE

Candidates may progress onto this course from National 4 Biology or another National 5 science subject. The content of the course requires candidates to be able to cope with an extensive biological vocabulary.

The course is divided into three units.

Units	Content
Cell Biology	<ul style="list-style-type: none"><li>• Cell structure</li><li>• Transport across membranes</li><li>• DNA and the production of proteins</li><li>• Proteins</li><li>• Genetic Engineering</li><li>• Respiration</li></ul>
Multicellular Organisms	<ul style="list-style-type: none"><li>• Producing new cells</li><li>• Control and communication</li><li>• Reproduction</li><li>• Variation and inheritance</li><li>• Transport systems in plants</li><li>• Transport systems in animals</li><li>• Absorption of materials</li></ul>
Life On Earth	<ul style="list-style-type: none"><li>• Ecosystems</li><li>• Distribution of organisms</li><li>• Photosynthesis</li><li>• Energy in ecosystems</li><li>• Food production</li><li>• Evolution of species</li></ul>

### ASSESSMENT OF AWARD

This qualification will be assessed using an external examination along with an assignment completed in class which will contribute 20% to the final grade. Students will be awarded a grade A – D.

### PROGRESSION

Students achieving grade A or B at National 5 would be encouraged to progress on to Higher Biology or Higher Human Biology. Success in either of these would allow students to progress to Advanced Higher studies in Biology.

A Biology qualification is beneficial for those wishing to pursue training or a career in the following sectors: laboratory research and development, biotechnology, pharmaceuticals, nuclear industry, oil and gas industry, chemical industry, petroleum and polymer industries, biomedical engineering, agriculture, agro business, land management, horticulture, forestry, aquaculture, health care, dentistry, paramedics, technicians, etc.

# BIOLOGY

## National 4

### PURPOSE AND AIMS OF THE COURSE

The purpose of the Course is to develop learners' interest and enthusiasm for Biology in a range of contexts. The skills of scientific inquiry and investigation are developed, throughout the Course, by investigating the applications of Biology. This will enable learners to become scientifically literate citizens, capable of reviewing the science-based claims which they will meet.

The Course covers major areas of Biology ranging from cellular to whole organism and up to ecosystems. The key areas of biodiversity, interdependence, body systems and cells and inheritance are developed through the Course.

### COURSE STRUCTURE

The course has four mandatory Units including the Added Value Unit.

Units	Content
<b>Cell Biology</b>	<ul style="list-style-type: none"><li>* Cell division and its role in growth and repair</li><li>* DNA, genes and chromosomes</li><li>* Therapeutic use of cells</li><li>* Properties of enzymes and their use in industries</li><li>* Properties of microorganisms and their use in industries</li><li>* The process of respiration and the factors that can affect it</li><li>* Controversial biological procedures</li></ul>
<b>Multicellular Organisms</b>	<ul style="list-style-type: none"><li>* Sexual and asexual reproduction and their importance for survival of species</li><li>* Propagating and growing plants</li><li>* Commercial use of plants</li><li>* Genetic information</li><li>* Growth and development of different organisms</li><li>* Biological actions in response to internal and external changes to maintain stable body conditions</li></ul>
<b>Life On Earth</b>	<ul style="list-style-type: none"><li>* Animal and plant species depend on each other</li><li>* Impact of population growth and natural hazards on biodiversity</li><li>* Nitrogen cycle</li><li>* Fertilisers design and environmental impact of fertilisers</li><li>* Adaptations for survival</li><li>* Learned behaviour in response to stimuli linked to species survival</li></ul>

#### Added Value Unit: Biology Assignment (National 4)

In this Unit, learners will draw on and extend the skills they have learned from across the other Units. They will have opportunities to demonstrate the breadth of knowledge and skills acquired, in unfamiliar contexts and/or integrated ways.

#### Learning Outcome 1:

During the course of National 4 Biology pupils will be required to complete a learning outcome 1. This includes planning an investigate, following procedures safely, making and recording observations/measurements correctly, presenting results in an appropriate format, drawing valid conclusions, and evaluating experimental procedures.

### ASSESSMENT OF AWARD

To achieve the National 4 Biology Course Award, learners must achieve 50% in each of the required Unit assessments, AVU and Learning Outcome 1. There is no final examination and students will receive a 'Pass/Fail'

### PROGRESSION

An award at National 4 could lead to progression to National 5 Biology or another National 4 qualification in Science.

This course would also provide a good foundation for progression to employment in a laboratory setting.

The course can also assist entry into employment, training or further education.

# BUSINESS MANAGEMENT

## Higher

### PURPOSE AND AIMS OF THE COURSE

Business plays an important role in society. We all rely on businesses to create wealth, prosperity, jobs and product choices. Therefore, it is essential for society to have effective businesses and business managers if they are to be successful in this society role.

This Course will build on the skills, knowledge and understanding gained in National 5 Business Management. For some learners it can be taken as a crash higher.

The Course aims to enable learners to develop and extend:

- Knowledge and understanding of the ways in which society relies on businesses and other organisations to satisfy its needs.
- An understanding of a range of methods businesses use to ensure customers' needs are met through the effective management of marketing.
- Understanding of the way in the theories of leadership and motivation help organisations to ensure the effective management of staff.
- Understanding of financial document and their role in supporting the management of a business.
- An understanding of the ways businesses and other organisations can use all their resources to work towards achieving maximum efficiency.
- Knowledge and understanding of the main effects that external influences, such as economic impact and sustainability, have on large organisations.

### COURSE STRUCTURE

There are 3 key areas of study;

#### **Understanding Business**

In this section, learners will extend their understanding of the ways in which large organisations in the private, public and third sectors operate. Learners will carry out activities and do case- study research that focuses on multi-national organisations and highlights the importance placed on different structure to help them achieve their goals. It also allows learners to analyse the impact that effective management decision making, stakeholders and the external environment have on an organisation's activity and success.

#### **Management of People and Finance**

In this section, learners will develop their knowledge of the issues facing large organisations in the management of people and finance. This section will allow learners to appreciate the importance of good leadership methods, motivation approaches in supporting higher productivity among staff. It will further develop an understanding of recruitment, selection and training methods used to improve the quality of staffing within an organisation. Additionally it will assess the importance of the different financial documents used to improve cost effectiveness.

#### **Management of Marketing and Operations**

- In this section, learners will develop their understanding of the importance to large organisations of having effective marketing and operations systems. This section will allow learners to carry out activities to learn about market research, consumer buyer behaviour and the extended marketing mix to develop products and services that meet the needs and wants of their target market. Additionally in this section learners will extend their knowledge of inventory, production and quality methods used by large organisations to make and supply the products to meet customer needs.

### ASSESSMENT OF AWARD

The course assessment has 2 components;

- A question paper consisting of 90 marks, which represents 75% of the overall marks for the course assessment.
- An assignment consisting of 30 marks, which represents 25% of the overall marks for the course assessment.

A candidate's overall grade is determined by their performance across the course assessment. The course assessment is graded A–D on the basis of the total mark for all course assessment components.

### PROGRESSION

By successfully completing this Higher qualification, learners can progress to Advanced Higher, further or higher education, employment or training

# BUSINESS MANAGEMENT

## National 5

### PURPOSE AND AIMS OF THE COURSE

Business plays an important role in society. We all rely on businesses and entrepreneurs to create wealth, prosperity, jobs and product choices.

The National 5 Business Management Course builds on the skills, knowledge and understanding gained in CfE Level 4 Business and can act as an introduction to the world of business.

Learners will learn through both practical experience gained through case studies and theoretical knowledge of the different types of organisations operating in the public, private and third sector. They will also develop a clear understanding of the different functional areas that support a business and how these are managed to help enable it to successfully contribute to society.

The course enables learners to develop:

- knowledge and understanding of the ways in which society relies on business to satisfy needs and wants.
- an insight into the systems organisations use to ensure customers' needs are met.
- enterprising skills and become more aware of the different approaches to leading and motivating staff..
- an awareness of the purpose and benefit of the approaches to managing Finance.
- an insight into how organisations manage their resources so that it is able to be cost-effective while improving its overall performance.
- an awareness of how external influences can impact on organisations.

### COURSE STRUCTURE

The course comprises five areas of learning:

#### **Understanding Business**

Learners are introduced to the business environment while developing skills, knowledge and understanding of enterprise, and the role of different types of organisations play in society. The organisations that are reviewed include different type of private enterprises; public sector organisations and charities. Learners will also learn about the internal and external environments in which organisations operate, and the role of stakeholders in business.

#### **Management of Marketing**

Learners develop skills, knowledge and understanding of the importance to organisations of having effective marketing approaches in place. They learn about how marketing can be used to communicate effectively with consumers to maximise customer satisfaction and sales revenue. This includes learning about the marketing mix, including the importance of product development, pricing strategies, promotion and the various places where products are sold. To help embed learning, learners will use a variety of real-life case studies to help them to appreciate the role of and importance marketing.

#### **Management of Operations**

Learners will develop an understanding of inventory management; production methods, distribution methods and the importance of quality management and ethical business practice when developing an effective business operation.

#### **Management of People**

Learners develop an understanding of the issues facing organisations when managing people. They learn about the theories and concepts relating to Human Resource Management, and also how employees contribute to the success of organisations. Recruitment, selection and training approaches are learned together with the different approaches in motivating staff that include exploring the different payment systems and working arrangements that are available to encourage productivity.

#### **Management of Finance**

Learners develop an understanding of the role of managing finance. They learn about the importance of preparing and interpreting information to solve financial problems facing organisations. Learners appreciate the importance of break-even analysis, budgeting and profit statements as well as finding out about the various sources of finance that is available to support businesses.

# **BUSINESS MANAGEMENT - *continued***

## **National 5**

### **ASSESSMENT OF AWARD**

**The course assessment has 2 components;**

- A question paper consisting of 90 marks, which represents 75% of the overall marks for the course assessment.
- An assignment consisting of 30 marks, which represents 25% of the overall marks for the course assessment.

A candidate's overall grade is determined by their performance across the course assessment. The course assessment is graded A–D on the basis of the total mark for all course assessment components.

### **PROGRESSION**

By successfully completing this National 5 qualification, learners can progress to Higher Business Management, employment or training.

# BUSINESS MANAGEMENT

## National 4

### PURPOSE AND AIMS OF THE COURSE

Business plays an important role in society. We all rely on businesses and entrepreneurs to create wealth, prosperity and jobs. They are fundamental in providing the wide range of goods and services offered to today's society. We need businesses and businesses need staff!

The National 4 Business Course develops learners' understanding of the way in which businesses operate in the current competitive economic environment.

The Course aims to enable learners to develop:

- an insight into the impact of the economy on businesses and our daily lives, thus gaining economic awareness.
- knowledge and understanding of different organisations operating in the private, public and third sectors.
- an awareness of the methods and approaches used to help ensure customers' needs are met.
- enterprising skills, and adopt enterprising attributes, by participating in practical activities that help to simulate realistic business situations.
- financial awareness, including the understanding of the need for budgeting and producing financial statements.
- an understanding of marketing methods to promote and sell products.
- an understanding of the for staff, including recruitment, training and motivation.

### COURSE STRUCTURE

The Course consists of three mandatory Units including the Added Value Unit.

#### **Business in Action**

In this Unit, learners will carry out activities that will give them an appreciation of how and why businesses develop and operate in today's society. Learners will develop skills and knowledge and understanding relating to the role of business and entrepreneurship within society, and of the actions taken by business to meet customers' needs. Learners will discover how businesses are organised by exploring the functional activities, such as marketing, finance, operations and human resources, and applying their understanding of these areas to support business planning and decision making.

#### **Influences on Business**

In this Unit, learners will carry out activities that will give them an appreciation of the impact that a range of internal and external influences has on business decision making. Learners will investigate stakeholders' influence on businesses and will acquire skills and knowledge and understanding relating to the financial, economic, competitive and social environment in which businesses have to operate. This will provide learners with a growing understanding of how these influences can affect business survival and success.

#### **Added Value Unit: Business Assignment**

In this Unit, learners will draw on and apply the skills, knowledge and understanding they have gained from across the other Units of the Course. This will be demonstrated by an assignment. The criteria for the assignment will be sufficiently flexible and open to allow for a degree of personalisation and choice as to the aspect of business to be investigated and how the findings may be presented.

### ASSESSMENT OF AWARD

To achieve the National 4 Business Course, learners must pass all of the Units, including the Added Value Unit. All Units are internally assessed against the National standards on a pass/fail basis within the school.

### PROGRESSION

By successfully completing this National 4 qualification, learners can progress to National 5 Business Management, employment or training.

# CHEMISTRY

## Advanced Higher

### PURPOSE AND AIMS OF THE COURSE

The Advanced Higher Chemistry course extends learners' knowledge and understanding of the physical and natural environments beyond Higher level by continuing to develop the underlying theories of Chemistry and the practical skills used in the Chemistry laboratory. The skills of independent study and thought that are essential in a wide range of occupations are also developed throughout the course. Learners are equipped with an understanding of the impact of Chemistry on everyday life, and with the knowledge and skills to be able to reflect critically on scientific publications and media reports concerning Chemistry.

Candidates learn how to communicate in an evidence-based manner allowing them to make their own reasoned decisions on many issues within a modern society increasingly dependent on Chemistry, science and technology. The relevance of Chemistry is highlighted by the study of the applications of Chemistry in everyday contexts. Practical investigative skills are particularly important at this level.

The purpose of the course is to build on the knowledge, understanding and skills developed by the learner in Higher Chemistry and to provide a useful bridge towards further study of Chemistry or related subjects.

During their Advanced Higher year, learners are given the opportunity to participate in national competitions such as the RSC Chemistry Olympiad, in addition to becoming involved in other extra-curricular activities within the Science Department.

### COURSE STRUCTURE

Units	Key Areas
1. Inorganic & Physical Chemistry	<ul style="list-style-type: none"><li>• Electromagnetic radiation &amp; atomic spectra</li><li>• Atomic orbitals electronic configurations and the Periodic Table</li><li>• Transition metals</li><li>• Chemical equilibrium</li><li>• Reaction feasibility</li><li>• Kinetics</li></ul>
2. Organic Chemistry & Instrumental Analysis	<ul style="list-style-type: none"><li>• Molecular orbitals</li><li>• Molecular structure</li><li>• Stereochemistry</li><li>• Synthesis</li><li>• Experimental determination of structure</li><li>• Pharmaceutical chemistry</li></ul>
3. Researching Chemistry	<ul style="list-style-type: none"><li>• Gravimetric analysis</li><li>• Volumetric analysis</li><li>• Practical skills and techniques</li><li>• Stoichiometric calculations</li></ul>

Laboratory work includes the use of technology and equipment that reflects current scientific use in Chemistry. Learners have the opportunity to become familiar with the apparatus, practical techniques and data-analysis strategies that are used at an advanced level of study.

### ASSESSMENT OF AWARD

This course is externally assessed and graded A-D. There are 2 components:

A written exam (3 hours) and an assignment (**worth 25% of overall grade**) which is carried out over a number of weeks.

### PROGRESSION

On successful completion of this course, learners could progress to:

- HND/degree programmes in a Chemistry-based course or a related area, such as medicine, law, dentistry, veterinary medicine, engineering, environmental and health sciences
- Careers in a Chemistry-based discipline or related area, or in a wide range of other areas, such as oil and gas exploration, renewable energy development, engineering, technology, pharmaceuticals, environmental monitoring, forensics, research and development, management, civil service and education.

As well as providing an excellent grounding for the future study of Chemistry and Chemistry-related subjects, the course also equips all learners with an understanding of the positive impact of Chemistry on everyday life.



# CHEMISTRY

## Higher

### PURPOSE AND AIMS OF THE COURSE

The Higher Chemistry course aims to further develop candidates' curiosity, interest and enthusiasm for Chemistry through the study of its application in a range of relevant everyday contexts. Emphasis is placed on developing skills of scientific inquiry and literacy, enabling candidates to become scientifically literate citizens, able to review science-based claims they will meet in the media. Problem solving, planning and safe working, are all areas of focus. Learners develop an appreciation of the impact of chemistry on their everyday lives through the application of a detailed knowledge and understanding of key concepts in practical situations.

Many opportunities are presented for collaborative and independent learning, set within familiar and unfamiliar contexts, and for high-quality experimental work.

A broad, versatile and adaptable skill set is developed, which is valued in the workplace and forms the basis for progression to the study of Chemistry at an advanced level.

### COURSE STRUCTURE

Units	Topics Covered
4. Chemical Changes & Structure	<ul style="list-style-type: none"><li>• Periodicity</li><li>• Structure &amp; bonding</li><li>• Oxidising and reducing agents</li></ul>
5. Nature's Chemistry	<ul style="list-style-type: none"><li>• Systematic Carbon-Chemistry</li><li>• Alcohols</li><li>• Carboxylic Acids</li><li>• Esters</li><li>• Fats and Oils</li><li>• Soaps</li><li>• Detergents and Emulsions</li><li>• Proteins</li><li>• Oxidation of Food</li><li>• Fragrances</li><li>• Skin Care</li></ul>
6. Chemistry In Society	<ul style="list-style-type: none"><li>• Getting the most from reactants</li><li>• Controlling the Rate</li><li>• Chemical Energy</li><li>• Equilibria</li><li>• Chemical Analysis</li></ul>
7. Researching Chemistry	<ul style="list-style-type: none"><li>• Common Chemical Apparatus</li><li>• General Practical Techniques</li><li>• Reporting Experimental Work</li></ul>

### ASSESSMENT OF AWARD

This course is externally assessed and graded A-D. There are 2 components:

A written exam worth 80% of final award -

**Paper 1** – Multiple Choice questions (40 minutes)

**Paper 2** – Extended answer questions (2 hours 20 minutes)

An assignment worth 20% of final award -

Research and experimental data gathered over a number of class periods. Written under controlled conditions (2 hours)

### PROGRESSION

Students gaining an A or a high B grade at Higher will be encouraged to study Chemistry at Advanced Higher level.

The department encourages participation in a number of extra-curricular opportunities throughout the year so that pupils may boost the content of their CV and personal statement.

A qualification in Chemistry is welcomed for entry to careers as diverse as agriculture, biological and physical sciences, computing and business studies. It is necessary for many types of engineering and environmental studies, forensic science, medicine and related medical courses. Entrants to courses in printing, publishing and psychology also benefit from studying chemistry at some level. Similarly, it is recommended for certain courses in sports studies, statistics and surveying.

# CHEMISTRY

## National 5

### PURPOSE AND AIMS OF THE COURSE

The National 5 Chemistry course aims to develop candidates' curiosity, interest and enthusiasm for Chemistry in a range of relevant everyday contexts including the chemistry of the materials; everyday consumer products and chemical analysis. Emphasis is placed on developing skills of scientific inquiry and literacy enabling candidates to become scientifically literate citizens who are able to review the science-based claims they will meet. Problem solving; responding to open-ended questions by applying knowledge in new contexts; planning and safe working, are all areas of focus.

Further opportunities are offered for candidates to improve their ability to think analytically and to make reasoned evaluations. Candidates develop a broad, versatile and adaptable skill set which is valued in the workplace and forms the basis for progression to the study of Chemistry at a higher level.

Chemistry is a central science and provides knowledge useful in the study of all scientific disciplines.

### COURSE STRUCTURE

Units	National 5
Chemical Changes & Structure	<ul style="list-style-type: none"><li>• Rates of reaction</li><li>• Atomic structure &amp; bonding related to properties of materials</li><li>• Formulae &amp; reacting quantities</li><li>• Acids &amp; bases</li></ul>
Nature's Chemistry	<ul style="list-style-type: none"><li>• Homologous series</li><li>• Everyday consumer products</li><li>• Energy from fuels</li></ul>
Chemistry In Society	<ul style="list-style-type: none"><li>• Metals</li><li>• Plastics</li><li>• Fertilisers</li><li>• Nuclear chemistry</li><li>• Chemical analysis</li></ul>

Throughout the course candidates become familiar with key apparatus and practical chemical techniques. They learn how to risk assess an experiment and carry out practical activities safely.

Students develop confidence in being able to process experimental data (by carrying out calculations and drawing a variety of graphs) and evaluating experimental procedures so that improvements can be suggested

### ASSESSMENT OF AWARD

This course is externally assessed by SQA. There are 2 components to the assessment:

A written exam (worth 80% of final award) - 2 hours 30 minutes

An assignment (worth 20% of final award) - researched over a number of class periods and written up under controlled conditions - 1 hour 30 minutes

Candidates receive a grade A-D.

### PROGRESSION

Students gaining an A or B pass at National 5 will be encouraged to study Chemistry at Higher level.

A qualification in Chemistry is welcomed for entry to careers as diverse as agriculture, biological and physical sciences, computing and business studies. It is necessary for many types of engineering and environmental studies, forensic science, medicine and related medical courses. Entrants to courses in printing, publishing and psychology also benefit from studying Chemistry at some level. Similarly, it is recommended for certain courses in sports studies, statistics, surveying hair dressing and beauty therapy.

# CHEMISTRY

## National 4

### PURPOSE AND AIMS OF THE COURSE

The National 4 Chemistry course aims to develop candidates' curiosity, interest and enthusiasm for Chemistry in a range of relevant everyday contexts including the chemistry of the Earth's resources; everyday consumer products and chemical analysis. Sustainability and the impact of Chemistry on the environment is considered. Emphasis is placed on developing skills of scientific inquiry and literacy enabling candidates to become scientifically literate citizens who can review the science-based claims they will meet. Problem solving, planning and safe working, are all areas of focus.

Chemistry is a practical and central science, providing knowledge useful in the study of all scientific disciplines.

### COURSE STRUCTURE

Units	National 4 Chemistry Key Areas
<b>Chemical Changes &amp; Structure</b>	<ul style="list-style-type: none"><li>• Rates of reaction</li><li>• Atomic structure &amp; bonding related to properties of materials</li><li>• Energy changes in chemical reactions</li><li>• Acids &amp; bases</li></ul>
<b>Nature's Chemistry</b>	<ul style="list-style-type: none"><li>• Fuels</li><li>• Hydrocarbons</li><li>• Everyday consumer products</li><li>• Plants to products</li></ul>
<b>Chemistry In Society</b>	<ul style="list-style-type: none"><li>• Metals &amp; alloys</li><li>• Materials</li><li>• Fertilisers</li><li>• Nuclear Chemistry</li><li>• Chemical analysis</li></ul>

Students develop confidence in being able to process experimental data (by carrying out calculations and drawing a variety of graphs) and evaluating experimental procedures so that improvements can be suggested. Risk assessments and safe working practices are embedded in the practical experiences.

Careers education is embedded in the course and is developed through visits from professionals working in chemistry-related roles and an excursion to a local employer.

### ASSESSMENT OF AWARD

This qualification is internally assessed throughout the year. To achieve a course award, passes are required in each of the three Unit Assessments and in an experimental investigation report. Students must also complete and pass a topical assignment in a fourth unit called the 'Added Value' unit. There is no final national examination.

### PROGRESSION

Students achieving a Pass at National 4 may wish to study for National 5 Chemistry. This course would also provide a good foundation for progression to employment in a laboratory setting or for progression to a National 5 Laboratory Science or National Progression Award in Applied Sciences.

A qualification in Chemistry is welcomed for entry to careers as diverse as agriculture, biological and physical sciences, computing and business studies. It is necessary for many types of engineering and environmental studies, forensic science, medicine and related medical courses. Entrants to courses in sports sciences also benefit from studying Chemistry.

# COMPUTING SCIENCE

## Advanced Higher

### PURPOSE AND AIMS OF THE COURSE

The purpose of this Course is to build on the knowledge, understanding and practical skills developed by the learner in the Higher Computing Science Course, and to provide a useful bridge towards study of computing science and other disciplines in higher education. This is achieved by consolidating and extending learners' depth and breadth of learning, providing opportunity for independent and investigative work, while encouraging teamwork and requiring candidates to develop and present a proposal for a computing-based project.

The aims of the Course are to enable learners to:

- understand and apply computational thinking skills across a range of computing contexts
- extend and apply knowledge and understanding of advanced concepts and processes in computing science
- apply skills and knowledge in analysis, design, development, implementation and evaluation to a range of digital solutions with increasingly complex aspects
- apply creative problem-solving skills across a range of contexts
- develop autonomous learning, investigative and research skills
- communicate advanced computing concepts clearly and concisely, using appropriate terminology
- develop an informed understanding of the role and impact of computing technologies in transforming and influencing our environment and society

### COURSE STRUCTURE

Areas of study;

#### **Software Design and Development**

This area explores a range of advanced concepts and processes relating to software design and development, including the use of standard algorithms, structured data types and a range of programming constructs. Learners will develop skills in, developing well-structured, complex modular programs through practical tasks, using appropriate programming languages.

#### **Database Design and Development**

This area explores a range of advanced concepts and processes relating to the design and development of complex information systems. Learners will develop skills in developing and implementing complex information systems through practical tasks using appropriate development tools. Learners will develop their independent learning skills by investigating a contemporary development, describing its purpose, features and applications, a related technical challenge or current area of development, examining its legal and/or ethical implications, and evaluating its environmental, economic and/or social impact.

#### **Web Design and Development**

Candidates develop knowledge, understanding and advanced practical problem-solving skills in web design and development. They do this through a range of practical and investigative tasks. Candidates will learn about server-side processing using PHP and advanced CSS and HTML coding.

### ASSESSMENT OF AWARD

The course assessment has 2 components;

- A question paper
- A project

A candidate's overall grade is determined by their performance across the course assessment.

The course assessment is graded A–D on the basis of the total mark for all course assessment components.

# COMPUTING SCIENCE

## Higher

### PURPOSE AND AIMS OF THE COURSE

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. Because of its relevance and its focus on developing transferable skills, it will be valuable to many learners, particularly those considering a career or further study in computing science disciplines.

The aims of the Course are to enable learners to:

- develop and apply aspects of computational thinking in a range of contemporary contexts.
- extend and apply knowledge and understanding of advanced concepts and processes in computing science.
- apply skills and knowledge in analysis, design, implementation and evaluation to a range of digital solutions with some complex aspects.
- communicate advanced computing concepts and explain computational behaviour clearly and concisely, using appropriate terminology.
- develop awareness of current trends in computing technologies and their impact in transforming and influencing our environment and society.

### COURSE STRUCTURE

#### Software Design and Development

Candidates develop knowledge and understanding of advanced concepts and practical problem-solving skills in software design and development. They do this by using appropriate modular software development environments. Candidates develop modular programming and computational-thinking skills by analysing, designing, implementing, testing, and evaluating practical solutions and explaining how these programs work.

#### Computer Systems

Candidates develop their understanding of how data and instructions are stored in binary form and factors affecting system performance. They gain an awareness of the environmental impact of intelligent systems, as well as the security risks, precautions and laws that can protect computer systems.

#### Database Design and Development

Candidates develop knowledge, understanding and advanced practical problem-solving skills in database design and development. They do this through a range of practical tasks, using a minimum of three linked tables and implemented in SQL. Candidates apply computational thinking skills to analyse, design, implement, test, and evaluate practical solutions, using a range of development tools.

#### Web Design and Development

Candidates develop knowledge, understanding and advanced practical problem-solving skills in web design and development. They do this through a range of practical and investigative tasks. Candidates apply computational-thinking skills to analyse, design, implement, test, and evaluate practical solutions to web-based problems, using a range of development tools including HTML, Cascading Style Sheets (CSS) and JavaScript. Candidates apply interpretation skills to tasks involving some complex features in both familiar and new contexts.

### ASSESSMENT OF AWARD

The course assessment has 2 components;

- A question paper consisting of 80 marks sat under exam conditions and lasting 2 hours.
- An assignment consisting of 40 marks. This allows the candidate to design, implement, test and evaluate digital solutions.

The question paper has two sections containing questions that sample from the 'Skills, knowledge and understanding for the course assessment' detailed in this document. Candidates must answer all the questions.

#### Question Paper

**Section 1** is worth 55 marks and consists of short-answer, restricted-response questions from Software Design and Development plus Computer Systems.

**Section 2** is worth 25 marks and candidate has a choice to either attempt Database or Web Development. This section consists of short-answer, restricted-response questions.

#### Assignment

Assignment is worth 40 marks where 25 marks are allocated from Software Design and Development and 15 marks are either choosing Database Design and Development or Web Design and Development.

A candidate's overall grade is determined by their performance across the course assessment. The course assessment is graded A–D on the basis of the total mark for all course assessment components.

### PROGRESSION

By successfully completing this Higher qualification, learners can progress to Advanced Higher, further or higher education, employment or training.

# COMPUTING SCIENCE

## National 5

### PURPOSE AND AIMS OF THE COURSE

The National 5 Computing Science Course is a creative course where pupils will be challenged how to code using programming languages such as Python to solve problems. They will learn the principles of programming, the process of analysing a customer need, designing a program in response to that need, creating the program and then testing it.

Pupils will learn how to analyse, design, create and test their information systems, further developing their problem-solving skills. In addition, pupils will learn about the insides of a computer and the threats and precautions to take when using a computer. This course is an excellent foundation for the many, many IT jobs available at present.

The course highlights how computing professionals are problem-solvers and designers, and the far-reaching impact of information technology on our environment and society.

It enables candidates to:

- apply computational-thinking skills to a wide range of problems.
- apply knowledge and understanding of the key concepts in computing science.
- apply skills and knowledge in analysis, design, implementation, testing and evaluation to a range of digital solutions such as websites, databases, and other software environments.

### COURSE STRUCTURE

The course has four areas of study:

#### **Software design and development**

Learners develop knowledge, understanding and practical problem-solving skills in software design and development, through a range of practical and investigative tasks using the Python programming language. Pupils work through a graded series of tasks, which increasingly become more complex. They are expected to analyse problems, and design, implement, test and evaluate their solutions.

#### **Computer systems**

Learners develop an understanding of how data and instructions are stored in binary form and basic computer architecture. They gain an awareness of the environmental impact of the energy use of computing systems and security precautions that can be taken to protect computer systems.

#### **Database design and development**

Learners develop knowledge, understanding and practical problem-solving skills in database design and development, through a range of practical and investigative tasks. Pupils learn how to code and search databases using the specialist Database language SQL, which again has many possible career paths.

#### **Web design and development**

Learners develop knowledge, understanding and practical problem-solving skills in web design and development, through a range of practical and investigative tasks. This allows learners to apply computational-thinking skills to analyse, design, implement, test, and evaluate web sites, using a range of development tools such as HTML, CSS and Javascript.

### ASSESSMENT OF AWARD

The course assessment has 2 components.

- A question paper consisting of 80 marks
- A practical assignment consisting of 40 marks

The practical assignment is completed in class before the final exam.

### PROGRESSION

By successfully completing this National 5 qualification, learners can progress to Higher Computing Science, Advanced Higher Computing, or any computing course at College or University, employment or further training.

# COMPUTING SCIENCE

## National 4

### PURPOSE AND AIMS OF THE COURSE

The National 4 Computing Science Course is a creative course where pupils will be challenged how to develop software using the Python programming language. They will learn the principles of programming, the process of analysing a customer need, designing a program in response to that need, creating the program and then testing it. They will also learn how to create information systems – namely databases and websites.

Pupils will learn how to analyse, design, create and test their information systems, further developing their problem-solving skills. In addition, pupils will learn about the insides of a computer and the threats and precautions to take when using a computer. This course is an excellent foundation for the many, many IT jobs available at present.

The course highlights how computing professionals are problem-solvers and designers, and the far-reaching impact of information technology on our environment and society.

It enables candidates to:

- apply computational-thinking skills to a wide range of problems.
- apply knowledge and understanding of the key concepts in computing science.
- apply skills and knowledge in analysis, design, implementation, testing and evaluation to a range of digital solutions such as websites, databases, and other software environments.

### COURSE STRUCTURE

The Course consists of three mandatory Units including the Added Value Unit.

The course has three areas of study:

#### **Software design and development**

Learners develop knowledge, understanding and practical problem-solving skills in software design and development, through a range of practical and investigative tasks using a very friendly language, developed by Microsoft called Visual Basic. This language is an excellent basis for all commercial programs. Pupils work through a graded series of tasks, which increasingly become more complex. They are expected to analyse problems, and design, implement, test and evaluate their solutions.

#### **Computer systems**

Learners develop an understanding of basic computer design and security precautions that can be taken to protect computer systems.

#### **Database design and development**

Learners develop knowledge, understanding and practical problem-solving skills in database design and development, through a range of practical and investigative tasks. Pupils learn how to search, sort and produce professional output from a database.

### ASSESSMENT OF AWARD

To achieve the National 4 Computing Science Course, learners must pass all of the Units, including the Added Value Unit.

All units are internally assessed against the National standards on a pass/fail basis within the school. Assessments are mainly practical in nature.

### PROGRESSION

By successfully completing this National 4 qualification, learners can progress to National 5 Computing Science, employment, or training.

# CREATIVE INDUSTRIES

## SCQF Level 5

### PURPOSE AND AIMS OF THE COURSE

The Creative Industries is a Skill for Work course which explores the Expressive Arts within the Creative Industries. The course is designed to link broadly to the Creative Industries sector and provides some of the underpinning knowledge required for the industry. The course also gives students experience of the practical skills required to work within the sector and helps prepare them for further training. The course introduces students to the Creative Industries, and works towards a creative project. The theme of the project is chosen by the students and they have to work both independently and in different groups to put together the project. The creative project will then be showcased to the school at the end of the course.

#### **Projects might include:**

◆ musical show ◆ art exhibition/display ◆ production of school year book ◆ production of music CD ◆ drama production ◆ animated short film ◆ website or blog ◆ fashion show ◆ community project

### COURSE STRUCTURE

You will learn through a variety of active learning, co-operative learning and self-evaluation. You will also visit various places of interest with regards to the Creative Industries.

### ASSESSMENT OF AWARD

There are 4 Units to complete during class time. There is no exam at the end and students are awarded a pass for each Unit they successfully complete. This course involves written work aimed at students capable of National 5 English.

Each student is given a folder to collect and research information throughout the course. Students work is individually reviewed during an interview with their class teacher. Students also have to self- evaluate their skills for work and set themselves targets throughout the course. The assessment process is continuous throughout the year.

### PROGRESSION

The Skills and Knowledge learned at SCQF Level 5 will allow progression to National 5 Art and Design, Drama, Music and Music Technology. This would enable students to further develop their chosen area of interest.



# DESIGN & MANUFACTURE

## Higher

### PURPOSE AND AIMS OF THE COURSE

The main purpose of the course is to allow candidates to develop the skills and knowledge associated with designing and manufacturing. Candidates study the lifecycle of products from their inception through design, manufacture, and use, including their disposal and/or re-use. It helps candidates to appreciate the impact commercial manufacture has on design and the need for balance and compromise when developing successful commercial products. Candidates develop:

- Research skills.
- Higher order thinking skills when designing products.
- Knowledge and understanding of resistant materials and commercial manufacture processes.
- Knowledge and understanding of the design factors.
- An understanding of the impact of design and manufacturing technologies on society, the environment, and the world of work.

### COURSE STRUCTURE

The course has two areas of study:

#### Design

Candidates study the design process from brief to design proposal. This helps them to develop skills in initiating, developing, articulating, and communicating design proposals. Candidates explore and refine design proposals using the design/make/test process and by applying knowledge of materials, processes, and design factors to reach a viable solution. This helps them to develop an understanding of the iterative nature of the design process. Candidates also develop an understanding of the factors that influence the design, marketing, and use of commercial products.

#### Manufacture

Candidates study the manufacture of commercial products. They develop knowledge of resistant materials, manufacturing and production processes and strengthen their understanding of how this influences the design of products. This provides candidates with the knowledge and understanding required to develop a viable design proposal for a commercial product and to plan its production. Integrating the two areas of study is fundamental to delivering the course successfully. It helps candidates to understand the relationship between designing products and manufacturing products and it helps them to see how this connection influences a product's lifecycle. By combining the study of design with the study of manufacturing, candidates also learn to appreciate the impact design and manufacturing technologies have on society, the environment, and the world of work.

### ASSESSMENT OF AWARD

Students will be continuously assessed as each unit of work is undertaken, building on prior knowledge, and strengthening the depth of knowledge required at Higher level.

- Exam 2hr 15mins – 80 marks
- Assignment – 90 marks

The assignment assesses the ability to apply design and manufacture skills and knowledge developed and acquired during the course in the context of defined tasks, which require candidates to respond to a problem or situation.

Assessment of the project will focus on both Commercial and Visual media and Technical Graphics.

### PROGRESSION

An award at Higher provides progression to related Advanced Higher courses.

The qualification is useful for careers in product design, interior design, graphic design, publishing, construction, engineering, architecture, biomedical engineering, surveying, and teaching.

# DESIGN & MANUFACTURE

## National 4 & 5

### PURPOSE AND AIMS OF THE COURSE

The course comprises two areas of study:

#### **Design – Stool Project**

Candidates study the design process from brief to design proposal. This helps them develop skills in initiating, developing, articulating, and communicating design proposals. They gain an understanding of the design/make/test process and the importance of evaluating and resolving design proposals on an ongoing basis. Candidates also develop an understanding of the factors that influence the design of products.

#### **Manufacture – Shelf Project**

Candidates study the manufacture of prototypes and products. This helps them develop practical skills in the design/make/test process. They gain an appreciation of the properties and uses of materials, as well as a range of manufacturing processes and techniques, allowing them to evaluate and refine design and manufacturing solutions. Candidates also gain an understanding of commercial manufacture.

Integrating the two areas of study is fundamental to success; it allows candidates to ‘close the design loop’ by manufacturing their design ideas.

### COURSE STRUCTURE

This course develops skills in two main study areas. The first being design, providing opportunities for candidates to understand all elements of design and the process of producing a concept idea and seeing it through to production. The other is materials and manufacture, providing opportunities for candidates to explore the properties of a range of materials and processes to produce prototype models within a workshop environment, including studying aspects of commercial manufacture. Each area of study covers a set of product design skills through the completion of a folio for each area of study.

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

- analysing information
- applying knowledge and understanding of:
  - idea-generation techniques
  - design factors
  - graphic techniques
  - modelling techniques
  - planning techniques
  - evaluation techniques
  - tools, materials, and processes
  - manufacturing techniques
- knowledge and understanding of commercial manufacture
- knowledge and understanding of the impact of a range of design and manufacturing technologies on our environment and society.

# DESIGN & MANUFACTURE - *continued*

## National 4 & 5

### ASSESSMENT OF AWARD

To achieve a course award, candidates must complete and pass a written question paper and an assignment in which they produce a solution to an appropriately challenging design problem. This comprises of 2 parts: Design and Practical.

Question paper - 80 marks Duration of exam: 1 hour 45 minutes

Candidates are required to provide reasoned responses to a range of question types which use command words such as: state, select, outline, identify, describe, or explain.

Design Assignment - 55 marks (Externally assessed)

This assesses the application of design skills to develop a proposal to a set brief. The proposal is then manufactured as evidence for the assignment.

Practical Assignment - 45 marks (Internally assessed)

This assesses the application of practical skills to manufacture the proposal developed in the Design part of the Assignment.

National 4 candidates will complete an added value unit that will assess their design skills through the completion of a folio and practical skills through the making of a project. This is internally assessed and subject to verification.

### PROGRESSION

An award at National 4 could lead to study towards a National 5 qualification in Design & Manufacture.

Candidates achieving an A or B grade at National 5 may wish to progress to study Higher Design & Manufacture.

A grade or award at National 4 or 5 may provide progression to other related courses and careers:

- Skills for Work Courses and similar college-based courses.
- Apprenticeships and/or training in crafts, construction, joinery, cabinet making, woodwork drafting, and engineering.

# DRAMA

## Advanced Higher

### PURPOSE AND AIMS OF THE COURSE

This purpose of this course is to encourage learners to be inspired and challenged through a range of learning experiences, which will develop important skills that focus on the creative exploration of the art of theatre, its forms and its practices - as well as practical aspects of theatre. It also provides opportunities to develop transferable skills for learning, life and work.

The Advanced Higher Drama Course allows learners to explore both the practical and analytical aspects of the subject. It provides opportunities for learners to develop skills through practical aspects of theatre, the creative exploration of the art of theatre and its forms and practices.

#### **The aims of the Course are to enable learners to:**

- develop autonomy and independent thinking skills
- develop skills in performing within their chosen area of acting, directing or design
- develop individual creativity when applying skills in problem solving, analysis and evaluation
- analyse current theatre performance
- develop analytical skills in the interpretation of texts
- develop knowledge and understanding of theatre practice and key practitioners
- develop knowledge and understanding of the social and cultural influences on drama

### COURSE STRUCTURE

The course is divided into 2 units:

#### **Drama Skills**

Learners will develop the skills and knowledge required to create and present drama through the exploration and use of drama skills. Learners will have the opportunity to develop skills in response to a variety of stimuli, applying creative ideas within the drama process. Learners will also use acting skills in order to explore and develop and portray character and communicate ideas to an audience.

#### **Production Skills**

Learners will develop the skills and knowledge required to investigate and use production skills when presenting drama. Learners will have the opportunity to explore and use skills in various production areas, which may include any of the following: lighting, sound, costume, make-up, props; and acting.

### ASSESSMENT OF AWARD

A continuous assessment approach will be used throughout the course. Learners will take part in assessed performances throughout the year; production areas work will be continually monitored and will be evaluated via homework tasks, individual exercises and performances.

The final performance will be assessed by a visiting SQA examiner in school where all learners will participate in two pieces of drama including a monologue and a group performance or three production areas. This is externally marked by a visiting SQA examiner.

The learner is required to complete a project and is asked to identify a performance issue, carry out appropriate research and communicate their findings in the form of a dissertation: word processed; 2500 to 3000 words in length; acknowledging sources; and including visual evidence as appropriate. This is externally marked.

# DRAMA

## Higher

### PURPOSE AND AIMS OF THE COURSE

The purpose of the course is to provide opportunities for learners to develop skills in creating and presenting drama. Learners will focus on their development of drama skills and on using production skills to present drama. As learners develop practical skills in creating and presenting drama, they will also develop an understanding of cultural and social influences on drama. Learners will investigate and reflect on how the use of self-expression, language and movement can develop their drama ideas. Learners will develop problem-solving skills as they explore and develop drama skills.

The aims of the course are to enable learners to:

- generate and communicate thoughts and ideas when creating drama
- develop a knowledge of social and cultural influences on drama
- develop skills when presenting drama
- develop production skills when presenting drama
- use drama skills in a drama performance
- explore form, structure, genre and style

### COURSE STRUCTURE

The course is divided into 2 units:

#### **Drama Skills**

Learners will develop the skills and knowledge required to create and present drama through the exploration and use of drama skills. Learners will have the opportunity to develop skills in response to a variety of stimuli, applying creative ideas within the drama process. Learners will also use acting skills in order to explore and develop and portray character and communicate ideas to an audience.

#### **Production Skills**

Learners will develop the skills and knowledge required to investigate and use production skills when presenting drama. Learners will have the opportunity to explore and use skills in various production areas, which may include any of the following: lighting, sound, costume, make-up, props; and acting.

### ASSESSMENT OF AWARD

A continuous assessment approach will be used throughout the course. Learners will take part in assessed performances throughout the year; production areas work will be continually monitored and will be evaluated via homework tasks, individual exercises and tests.

The final performance will be assessed by a visiting SQA examiner in school where all learners will participate in two pieces of drama through acting or production area.

Learners will be required to complete a final question paper demonstrating knowledge and understanding of acting and design concepts, in reference to a set text and a performance analysis.

### PROGRESSION

The skills and knowledge learned at Higher will allow progression to Advanced Higher Drama for some pupils. This course requires a high level of literacy and analytical perception. For those pupils interested in Musical Theatre the progression to the NPA Musical Theatre would be recommended.

# DRAMA

## National 5

### PURPOSE AND AIMS OF THE COURSE

The purpose of the course is to provide opportunities for learners to develop skills in creating and presenting drama. Learners will focus on their development of drama skills and on using production skills to present drama. As learners develop practical skills in creating and presenting drama, they will also develop an understanding of cultural and social influences on drama. Learners will investigate and reflect on how the use of self-expression, language and movement can develop their drama ideas. Learners will develop problem-solving skills as they explore and develop drama skills.

The aims of the course are to enable learners to:

- generate and communicate thoughts and ideas when creating drama
- develop a knowledge of social and cultural influences on drama
- develop skills when presenting drama
- develop production skills when presenting drama
- use drama skills in a drama performance
- explore form, structure, genre and style

### COURSE STRUCTURE

The course is divided into 2 units:

#### **Drama Skills**

Learners will develop the skills and knowledge required to create and present drama through the exploration and use of drama skills. Learners will have the opportunity to develop skills in response to a variety of stimuli, applying creative ideas within the drama process. Learners will also use acting skills in order to explore and develop and portray character and communicate ideas to an audience.

#### **Production Skills**

Learners will develop the skills and knowledge required to investigate and use production skills when presenting drama. Learners will have the opportunity to explore and use skills in various production areas, which may include any of the following: lighting, sound, costume, make-up, props; and acting.

### ASSESSMENT OF AWARD

A continuous assessment approach will be used throughout the course. Learners will take part in assessed performances throughout the year; production areas work will be continually monitored and will be evaluated via homework tasks, individual exercises and tests.

The final performance will be assessed by a visiting SQA examiner in school where all learners will participate in a drama through acting or production area.

Learners will be required to complete a final question paper demonstrating knowledge and understanding of acting and design concepts, answering a range of question types.

### PROGRESSION

The skills and knowledge learned at National 5 will allow progression to Higher Drama. This course requires a high level of literacy. For those pupils interested in Musical Theatre the progression to the NPA Musical Theatre would be recommended.

# DRAMA

## National 4

### PURPOSE AND AIMS OF THE COURSE

The purpose of the course is to provide opportunities for learners to develop skills in creating and presenting drama. Learners will focus on their development of drama skills and on using production skills to present drama. As learners develop practical skills in creating and presenting drama, they will also develop an understanding of cultural and social influences on drama. Learners will investigate and reflect on how the use of self-expression, language and movement can develop their drama ideas. Learners will develop problem-solving skills as they explore and develop drama skills.

The aims of the course are to enable learners to:

- generate and communicate thoughts and ideas when creating drama
- develop a knowledge of social and cultural influences on drama
- develop skills when presenting drama
- develop production skills when presenting drama
- use drama skills in a drama performance
- explore form, structure, genre and style

### COURSE STRUCTURE

The course is divided into 2 units:

#### **Drama Skills**

Learners will develop the skills and knowledge required to create and present drama through the exploration and use of drama skills. Learners will have the opportunity to develop skills in response to a variety of stimuli, applying creative ideas within the drama process. Learners will also use acting skills in order to explore and develop and portray character and communicate ideas to an audience.

#### **Production Skills**

Learners will develop the skills and knowledge required to investigate and use production skills when presenting drama. Learners will have the opportunity to explore and use skills in various production areas, which may include any of the following: lighting, sound, costume, make-up, props; and acting.

### ASSESSMENT OF AWARD

A continuous assessment approach will be used throughout the course. Learners will take part in assessed performances throughout the year; production areas work will be continually monitored and will be evaluated via homework tasks, individual exercises and tests.

Learners will be required to pass a 'value added' unit in performance; this requires a continuous performance in front of a 'live' audience.

### PROGRESSION

The skills and knowledge learned at National 4 will allow progression to National 5 Drama and Creative Industries

# ENGLISH

## Advanced Higher

### PURPOSE AND AIMS OF THE COURSE

The aims of this course is to develop the ability for learners 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 of personal interest.
- Create a range of complex texts, as appropriate to different purposes and audiences.
- Apply knowledge and understanding of complex language in a wide range of contexts and use creative and critical thinking to synthesise ideas and arguments.

As well as developing high levels of analytical thinking, the course raises the understanding of the impact of language.

### COURSE STRUCTURE

The course covers a range of texts and themes. At Advanced Higher, candidates will sit SQA examinations.

### ASSESSMENT OF AWARD

**Advanced Higher** – The Advanced Higher course is assessed through the following components:

- Question paper: Literary Study – 20 marks
- Question paper: Textual Analysis – 20 marks
- Portfolio: Writing – 30 marks
- Project: Dissertation – 30 marks

**Weightings: Question Papers – 40%**  
**Dissertation – 30%**  
**Writing Portfolio – 30%**

Pupils will be graded A, B, C or D by external SQA markers.

### PROGRESSION

Advanced Higher English leads on to further studies at College or University at the end of S6.

This course provides learners with opportunities to continue to acquire and develop the attributes and capabilities of the four capacities as well as Skills for Learning, Skills for Life and Skills for Work.

More careers are requiring higher language skills, such as Journalism, Commerce, ICT, Tourism etc.



# ENGLISH

## Higher

### PURPOSE AND AIMS OF THE COURSE

The aims of this course is to:

- Develop the literacy skills of all pupils.
- Provide pupils with the opportunity to experience and practise English in the three elements of Reading, Writing and Talking/Listening.
- Develop understanding, analysis, evaluation and use of detailed language for a range of purposes.
- Allow pupils to encounter and engage with a wide range of texts across literature, language, and the media.
- Think critically, and to be thoughtful and creative.
- Encourage reflection and build understanding of, own experiences, environment and culture, and the experiences, environments and cultures of others.
- Develop an appreciation of Scotland's own literary heritage, whilst fostering awareness and celebration of cultural diversity.

### COURSE STRUCTURE

The course covers a range of texts and themes leading to the assessment of the award as set out below.

### ASSESSMENT OF AWARD

**Higher** – The units that were previously part of the Higher course have become freestanding units at SCQF level 6 and are no longer a requirement to achieve the course award. The course has four components:

- Reading for Understanding, Analysis and Evaluation (30 marks)
- Critical Reading (40 marks)
- Writing Portfolio (30 marks)
- Performance – Spoken Language - achieved on a pass/fail basis

Pupils will be graded A, B, C or D by external SQA markers.

### PROGRESSION

Pupils with a suitable pass at National 5 may choose to study English at Higher. Higher English leads on to Advanced Higher.

# ENGLISH

## National 3, National 4 & National 5

### PURPOSE AND AIMS OF THE COURSE

The aims of these courses are to:

- Develop the literacy skills of all pupils.
- Provide pupils with the opportunity to experience and practise English in the three elements of Reading, Writing and Talking/Listening.
- Develop understanding, analysis, evaluation and use of detailed language for a range of purposes.
- Allow pupils to encounter and engage with a wide range of texts across literature, language, and the media.
- Think critically, and to be thoughtful and creative.
- Encourage reflection, and build understanding of, own experiences, environment, and culture, and the experiences, environments and cultures of others.
- Develop an appreciation of Scotland's own literary heritage, whilst fostering awareness, and celebration of cultural diversity.

### COURSE STRUCTURE

The courses cover a range of texts and thematic units. The National 3 and 4 courses are internally assessed as detailed below. However, National 5, Higher and Advanced Higher candidates will sit SQA examinations.

### ASSESSMENT OF AWARD

**National 3** – There are 3 units in this course. They are assessed internally by the department on a pass/ fail basis. Rigorous internal and external quality assurance is exercised to ensure assessment judgements are consistent and meet national standards.

**National 4** – There are 4 units in this course. They are internally assessed by the department on a pass/fail basis. Rigorous internal and external quality assurance is exercised to ensure assessment judgments are consistent and meet national standards.

**National 5** – The units that were previously part of the National 5 course are now freestanding units at SCQF level 5. They can no-longer be used to contribute to the achievement of the National 5 course. The National 5 English course is now assessed through the following components:

- Reading for Understanding, Analysis and Evaluation – 30 marks
- Critical Reading – 40 marks
- Writing Portfolio – 30 marks
- Performance in Spoken language – achieved on a pass/fail basis.

Pupils will be graded A, B, C or D by external SQA markers.

### PROGRESSION

Most pupils who have successfully completed National 4 to the satisfaction of the department and the SQA, will have the opportunity to progress to National 5 in S5 or S6. Those with a suitable pass at National 5 may go on to Higher in S5 or S6, but this will depend on their level of achievement at the end of S4/S5.

# **GEOGRAPHY**

## **Advanced Higher**

### **PURPOSE AND AIMS OF THE COURSES**

Advanced Higher Geography covers so many aspects to help prepare students for life beyond school. It will encourage learners to become informed and active citizens in their community. They will develop deeper understandings of how we interact with our environment. Crucially, they will be able to scientifically measure the impact and discuss the effect of any activity. Learners will develop high-level skills which are transferable to other areas of study and which they will use in everyday life. Learners will carry out independent research and take responsibility for their own learning but with support from the teacher as appropriate

It is also a requirement to undertake detailed field work studies. Although this may vary, it will normally involve a residential stay at a field study centre to collect data.

### **COURSE STRUCTURE**

Advanced Higher Geography has 2 sections:

Unit 1 – Geographical Skills – Compromising of Geographical Methods and Techniques and Fieldwork Techniques

Unit 2 – Geographical Issues

### **ASSESSMENT OF AWARD**

The course is externally assessed by the SQA. Students are required to submit two pieces of work in the form of a folio as well as complete one exam to gain their award.

Component 1 — question paper 50 marks

Component 2 — project-folio 100 marks (Geographical Study and Geographical Issue)

# GEOGRAPHY

## Higher

### PURPOSE AND AIMS OF THE COURSES

The purpose of this Course is to develop the learner's understanding of our changing world and its human and physical processes. In the 21st century, with growing awareness of the impact of human activity upon the environment and scarce resources, the study of Geography fosters positive life-long attitudes of environmental stewardship, sustainability and global citizenship. This qualification will furnish learners with the skills, knowledge and understanding to enable them to contribute effectively to their local communities and wider society. Crucially, Higher Geography explores detailed strategies to overcome any issues as well as being able to evaluate effectively.

### COURSE STRUCTURE

Higher Geography has 4 sections:

- Physical Environments – Biosphere, Hydrosphere, Atmosphere, Lithosphere
- Human Environments – Population, Rural, Urban
- Global Issues – Development and Health & Climate Change
- Application of Geographical Skills

### ASSESSMENT OF AWARD

Higher Geography is externally assessed. The pupils complete two question papers:

1. Physical and Human Environments (100 marks).
2. Global Issues and Geographical Skills (40 marks).

Both question papers are marked by the SQA, who award a grade for the course.

### PROGRESSION

Students who achieve an A or B in Higher Geography will be able to progress to Advanced Higher Geography.

# GEOGRAPHY

## National 4 and National 5

### PURPOSE AND AIMS OF THE COURSES

The main aims of Geography are to enable learners to:

- Explore physical environments, looking in detail at the impact of weather and landscapes on local areas.
- Explore the impact human activity has on our world, through detailed studies of rural and urban areas.
- Develop skills in problem solving and map work as well as research and field work techniques.

### COURSE STRUCTURE

#### Why study Geography?

In the 21<sup>st</sup> century, with growing awareness of the impact of human activity upon the environment and scarce resources, the study of Geography fosters positive lifelong attitudes of environmental stewardship, sustainability and global citizenship. This qualification will furnish learners with the knowledge and skills to enable them to contribute effectively to their local communities and wider society. Learners will develop skills which are transferable to other areas of study and which they will use in everyday life.

**There are three units covered in National Geography.**

- Physical Environments – Weather, Glaciated Landscapes, Coastal Landscapes, Land Use and Conflict
- Human Environments – Urban, Rural and Population
- Global Issues – Climate Change and Health

#### Equipment

Students require pens and pencils for general course work. Coloured pencils and a ruler will also come in handy.

### ASSESSMENT OF AWARD

#### Assessment:

**National 4 Geography** is internally assessed and students must complete three unit assessments.

**National 5 Geography** is externally assessed. Students complete a 70 mark exam paper. This is marked by the SQA, who award a grade for the course.

### PROGRESSION

Students who achieve a National 5 qualification will be able to progress to Higher Geography.

Students who achieve a National 4 qualification will be able to progress to National 5 Geography.

# GRAPHIC COMMUNICATION

## Advanced Higher

### PURPOSE AND AIMS OF THE COURSES

The course is designed for all learners who can respond to a level of challenge, particularly those considering further study or a career in graphic design, computer-aided design and drafting, publishing and graphic promotional activities or electronic and moving graphic media-related disciplines.

It is also suitable for those who have an interest in pursuing a career in architecture or construction engineering or those interested in its applications in the world of business and other industries.

Learners develop a deeper understanding of the broad roles, contributions and responsibilities of those working in a graphic discipline. They learn how to analyse, problem solve, present, innovate and create visual solutions to specific technological, informational or complex commercial graphic needs and requirements.

The department have strong links with professionals working in this field and, during the assignment, students are encouraged to find assignment topics with real-life applications and seek advice from relevant professionals.

Course activities provide many opportunities to develop learners' planning and organisational skills; to work in teams and to communicate effectively when carrying out self- and peer-evaluation, in a graphic context.

### COURSE STRUCTURE

**2 units are covered:**

#### **Technical Graphics**

Learners use a range of knowledge and skills through manual and/or electronic-based communication activities. Significant opportunities are offered to explore the use of detailed 2D and 3D graphics in modelling, graphic visualisation and technical/mechanical animation in relation to technical activities.

#### **Commercial and Visual Media Graphics**

This unit covers the commercial and visual media use of graphics which might include presentation work, magazines, newspapers, informational manuals, static promotional work, website page layout, graphic design, advertising and point of sale, digital media, games, animation, expressive arts, electronic-based learning and advertising. Students are expected to engage in review, evaluation, amendment and presentation, and have a deep understanding of the needs of the intended audience.

### ASSESSMENT OF AWARD

Students will be continuously assessed as each unit of work is undertaken, building on prior knowledge and strengthening the depth of knowledge required at Higher level. The written exam will represent 50% of the overall grade and the assignment makes up the remaining 50% which will be externally marked.

External Assessment: Candidates complete a written exam (2 hours 30 mins) - 90 marks

Project – 90 marks.

The assignment assesses the ability to apply graphic communication skills and knowledge developed and acquired during the course in the context of defined tasks, which require candidates to respond to a problem or situation. Assessment of the project will focus on both Commercial and Visual media Graphics and Technical Graphics. It will include the following sets of skills: analysis, research, planning, evaluation, preliminary graphics, production graphics and promotional graphics.

### PROGRESSION

An award at Advanced Higher provides progression to related HND and degree courses.

The qualification is useful for careers in graphic design, publishing, construction, engineering, architecture, biomedical engineering, surveying and teaching.

# GRAPHIC COMMUNICATION

## Higher

### PURPOSE AND AIMS OF THE COURSES

The Higher Graphic Communication course offers a broad and creative experience in the subject of graphic communication and graphic design and provides scope for personalisation and choice.

Candidates are encouraged to exercise imagination, creativity and logical thinking. They will develop an awareness of graphic communication as an international language and they will find that the skills they acquire by successfully completing this course will be invaluable for learning, for life and for the world of work.

The Course provides skills that are complementary to other curricular areas, such as expressive arts, sciences, and mathematics. It also provides skills that are valuable for learners in the other areas of study in the technologies.

**The course develops skills in two main areas:**

- 2D Graphics
- 3D and Pictorial Graphic Communication

In both, candidates plan and produce relevant graphics for unfamiliar contexts and containing some complex features. They develop their skills of evaluation, learning how to critique their work and apply suggestions for improvement.

### COURSE STRUCTURE

- A unit approach is taught in which students follow a series of different related topics involving Manual Graphic Techniques, Computer Aided Drawing, Desk Top Publishing and Project Assignments.
- Ongoing theory relating to these topics will permeate the course work in order to strengthen the student's knowledge and application of graphic skills.
- Project related assignments are introduced as preparation for the SQA assignment.
- SQA Assignment Folio.

### ASSESSMENT OF AWARD

Students will be continuously assessed as each unit of work is undertaken, building on prior knowledge and strengthening the depth of knowledge required at Higher level. The written exam will represent 64% of the overall grade and the assignment makes up the remaining 36% which will be externally marked.

**External Assessment:**

Candidates complete a written exam (2 hours 30 mins) - 90 marks - 64% of overall grade

Assignment – 50 marks – 36% of overall grade

The assignment assesses the ability to apply graphic communication skills and knowledge developed and acquired during the course in the context of defined tasks, which require candidates to respond to a problem or situation.

**Marks will be awarded for:**

- Preliminary graphics
- Production drawings and CAD models
- Promotional documents or publication

Evidence will be in the form of a graphic communication assignment folio.

### PROGRESSION

It is preferred that candidates should have achieved the National 5 level for Graphic Communication at Grades A or B.

An award at Higher could lead to progression to Advanced Higher.

**An award at Higher may also provide progression to other related courses:**

- Design & Manufacture Course at Higher Level
- College Courses in Graphic Design, Construction Engineering, Surveying,

University Courses in Design Related Courses, Construction Engineering, Architecture and Teaching.

# GRAPHIC COMMUNICATION

## National 4 & 5

### PURPOSE AND AIMS OF THE COURSES

The course allows candidates to develop an awareness of Graphic Communication as an international language and an understanding of how Graphic Communication technologies impact on society and the environment. Candidates broaden their skills in a creative environment and are encouraged to exercise imagination, creativity and logical thinking.

The course develops skills in two main areas. Candidates are able to apply these skills to produce graphics that provide relevant visual impact and graphics that transmit information.

#### **2D Graphic Communication**

Candidates develop creativity and skills within a 2D graphic communication context. They initiate, develop and communicate ideas using graphic techniques in straightforward and familiar contexts, as well as in some less familiar or new contexts. Candidates also develop 2D graphic spatial awareness.

#### **3D and Pictorial Graphic Communication**

Candidates develop creativity and skills within a 3D and pictorial graphic communication context. They initiate, develop and communicate ideas using graphic techniques in straightforward and familiar contexts, as well as in some less familiar or new contexts. Candidates also develop 3D graphic spatial awareness.

### COURSE STRUCTURE

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

- replicating basic, familiar and some new graphic forms in 2D, 3D and pictorials.
- initiating and producing simple preliminary, production and promotional graphics in straightforward, familiar and some new contexts.
- initiating and producing simple informational graphics in straightforward, familiar and some new contexts.
- visual literacy by interpreting simple but unfamiliar graphic communications.
- spatial awareness in straightforward but unfamiliar 2D, 3D and pictorial graphic situations.
- using standard graphic communication equipment, software and materials effectively for simple tasks with some complex features.
- knowledge of graphic communication standards, protocols and conventions in straightforward but unfamiliar contexts.
- applying design skills, including creativity, when developing solutions to simple graphics tasks with some complex features.
- the ability to take initiative in evaluating work in progress and completed graphics and applying suggestions for improvement in presentation.
- knowledge of a range of computer-aided graphics techniques and practices
- knowledge of colour, illustration and presentation techniques in straightforward, familiar and some unfamiliar contexts.
- knowledge and understanding of the impact of graphic communication technologies on our environment and society.



# GRAPHIC COMMUNICATION - *continued*

## National 4 & 5

### ASSESSMENT OF AWARD

For a National 5 Award, Candidates complete a written exam (1hr 30mins) and an assignment. Both are externally assessed.

Question paper – 80 marks - 67% of overall grade

The question paper has one section and gives candidates the opportunity to demonstrate skills, knowledge and understanding relating to:

- Computer-aided design techniques
- Graphic items in specific situations
- Manual and electronic methods of graphic communication
- Spatial awareness
- Drawing standards, protocols and conventions
- Use of colours, layout and presentation techniques

Assignment – 40 marks - 33% of overall grade

The assignment assesses the ability to apply graphic communication skills and knowledge developed and acquired during the course in the context of defined tasks, which require candidates to respond to a problem or situation. It has three areas covering preliminary, production and promotional graphics.

At National 4, there is no exam. Candidates complete 3 internally assessed units. If all units are completed a course pass is awarded.

### PROGRESSION

An award at National 4 could lead to study towards National 5 Graphic Communication.

Candidates achieving an A or B grade at National 5 will be encouraged to study for Higher Graphic Communication.

**Achievement of a National 4 or 5 award may provide progression to other related courses:**

- Skills for Work Courses and similar college based courses.
- Apprenticeships and/or training in crafts, construction, joinery, cabinet making, woodwork, drafting and engineering.

# HEALTH & FOOD TECHNOLOGY

## National 5

### PURPOSE AND AIMS OF THE COURSE

**The aims of this Course are:**

- to allow learners to develop and apply the knowledge and skills of research, analysis and evaluation in order to make, informed food and dietary choices.
- to allow learners to develop an understanding surrounding contemporary issues affecting food and nutrition, including ethical and moral considerations, sustainability of sources, food production and development, and their effects on consumer choices.
- to allow learners to develop and apply understanding and skills related to the functional properties of food.
- to investigate contemporary issues affecting food and consumer choices.
- to 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.

### COURSE STRUCTURE

**The Course includes:**

- Development of practical and cognitive skills.
- Practical, experiential learning in relevant contexts. It is used as a vehicle for development of knowledge, understanding and skills and promotes independence in learning.
- The use of real life situations, and where appropriate, takes account of local, cultural and media influences and technological innovations.

### ASSESSMENT OF AWARD

**Current course is made up of 3 areas of study:**

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

**2 externally assessments in the format of:**

- Assignment (50%)
- External exam (50%)

Higher is graded at A, B, C and D.

### ENTRY REQUIREMENT

National 5 Health and Food Technology AND/OR  
National 5 in Numeracy and Literacy

### PROGRESSION

Advanced Higher Health and Food Technology

# HEALTH & FOOD TECHNOLOGY

## National 5

### PURPOSE AND AIMS OF THE COURSE

**The aims of this Course are:**

- to allow learners to develop their basic knowledge and understanding surrounding the relationship between health, nutrition and lifestyle
- to allow learners to understand the functional properties of food within the context of food production in modern society
- to allow learners to develop their knowledge and understanding of contemporary food issues and current food trends
- to allow learners to develop the skills to apply their knowledge in practical contexts
- to allow learners to develop safe and hygienic practices in practical food preparation
- to develop learners organisational and technological skills to contribute to their own and others health and nutritional needs

### COURSE STRUCTURE

**The Course includes:**

- Development of practical and cognitive skills.
- Practical, experiential learning in relevant contexts. It is used as a vehicle for development of knowledge, understanding and skills.
- The understanding and range of skills developed in the Course and prepare learners for complex decisions required in learning, life and work.
- Learners completing the Course will focus on health, food, food product development and contemporary food issues and develop practical skills that are transferable to a range of contexts including employment.
- The course uses an experiential, practical and problem-solving approach to learning, which develops knowledge and understanding, and practical skills. The course uses real-life situations taking account of local, cultural and media influences and technological innovations.

### ASSESSMENT OF AWARD

**This Course consists of:**

Internal assessments including class tests, research projects and practical tasks are carried out throughout the National 5 course relating to 3 subject areas:

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

Pupils will be expected to gain a level of knowledge, understanding and progression throughout the academic year to progress to 2 externally assessments in the format of:

- Assignment (50%)
- External exam (50%)

National 5 is graded at A,B,C and D

### PROGRESSION

Higher Health and Food Technology

# HEALTH & FOOD TECHNOLOGY

## National 4

### PURPOSE AND AIMS OF THE COURSE

**The aims of this Course are:**

- to allow learners to develop basic knowledge and understanding surrounding the relationship between health, nutrition and lifestyle
- to allow learners to understand the functional properties of food within the context of food production in modern society
- to allow learners to develop knowledge and understanding of contemporary food issues and current food trends
- to allow learners to develop the skills to apply their knowledge in practical contexts
- to allow learners to develop safe and hygienic practices in practical food preparation
- to develop learners organisational and technological skills to contribute to their own and others health and nutritional needs

### COURSE STRUCTURE

**The course includes:**

- Development of practical and cognitive skills.
- Practical, experiential learning in relevant contexts. It is used as a vehicle for development of knowledge, understanding and skills.
- The understanding and range of skills developed in the Course and prepare learners for complex decisions required in learning, life and work.
- Learners completing the Course will focus on health, food, food product development and contemporary food issues and develop practical skills that are transferable to a range of contexts including employment.

### ASSESSMENT OF AWARD

**This Course is internally assessed pass / fail**

**3 units:**

- Food for health
- Food product development
- Contemporary Food Issues

**Having passed all three units pupils progress to an end of course assessment:**

- Added Value Unit (AVU):

This AVU is in the format of a research assignment.

### PROGRESSION

National 5 Health and Food Technology  
Higher Health and Food Technology

# HISTORY

## Advanced Higher

### PURPOSE AND AIMS OF THE COURSES

The purpose of this Course is to allow learners to acquire depth in their knowledge and understanding of historical themes and to develop further the skills of analysing complex historical issues, evaluating sources and drawing conclusions.

The Course makes a distinctive contribution to the curriculum by engaging in the issues which arise from significant historical events and developments. The depth of study enables learners to engage fully in historical debate and thereby develop a deeper appreciation of the forces which have shaped historical developments.

#### The aims of this Course are to enable learners to:

- develop a rigour and thoroughness of independent thought
- critically analyse existing historical research, including identifying important lines of argument and evaluating schools of thought on particular historical issues
- analyse historical sources with regard to authorship and purpose, standpoint and historical and historiographical context
- develop an understanding of the relationship between factors that contribute to historical complex historical events
- develop an understanding of the impact of contributing factors, and their relationship with one another, on historical events
- synthesise primary sources and perspectives from historical research to analyse complex historical issues and sustain lines of argument which reflect the complexity of the issues they address
- adopt a relevant and structured approach to the research of a historical issue drawing conclusions in a clear and well-reasoned way, while reflecting the complexity of the issue under consideration and the limitations of the available evidence.

### COURSE STRUCTURE

The Course consists of two Units: *Historical Study (Advanced Higher)*, and *Researching Historical Issues (Advanced Higher)*. There is considerable flexibility in themes which can be studied to allow personalisation and choice.

Through the successful completion of this Course, learners will develop a wide range of important and transferable skills, including: the ability to carry out independent research and investigate historical themes and events; synthesising information from a wide range of sources to produce detailed and sustained lines of argument; evaluating historical sources; analysing historical issues; and communicating well-reasoned conclusions supported by evidence. The skills listed above will be developed through the detailed study of one historical field in the following Units. Each Unit also offers opportunities for learners to focus on particular skills.

Units are statements of standards for assessment and not programmes of learning and teaching. They can be delivered in a number of ways.

#### **Historical Study (Advanced Higher)**

In this Unit, learners will undertake a detailed study of a single historical period. Through this study they will develop their ability to evaluate a wide range of historical sources which have some complex features, taking into account their provenance, content and historical and historiographical contexts. In doing this, they will engage with the views of a range of historians, analyse the issues to sustain a coherent line of argument and draw well-reasoned conclusions supported by detailed evidence.

Learners select one Field of Study from a choice of specified fields.

#### **Researching Historical Issues (Advanced Higher)**

In this Unit, learners will develop skills of: justifying appropriate research issues; planning a complex programme of research; researching; collating and recording information; explaining approaches to organising; presenting and referencing findings; and using an appropriate referencing convention.

# HISTORY - *continued*

## Advanced Higher

### ASSESSMENT OF AWARD

#### Unit assessment

Both Units are internally assessed against the requirements shown in the *Unit Specification*.

They can be assessed on a Unit-by-Unit basis or by combined assessment.

They will be assessed on a pass/fail basis within centres. SQA will provide rigorous external quality assurance, including external verification, to ensure assessment judgments are consistent and meet national standards.

**The assessment of the Units in this Course will be as follows:**

#### Historical Study (Advanced Higher)

In this Unit, the learner will be required to give evidence of:

- drawing on factual and theoretical knowledge and understanding of complex historical issues
- critically analysing a range of historical sources
- critically evaluating the causes or impact of complex historical developments

#### Researching Historical Issues (Advanced Higher)

In this Unit, the learner will be required to give evidence of:

- the ability to carry out independent research on complex historical issues

#### Course assessment

Courses from National 4 to Advanced Higher include assessment of added value. At National 5, Higher and Advanced Higher, the added value will be assessed in the Course assessment. The added value for the Course must address the key purposes and aims of the Course, as defined in the Course Rationale. It will do this by addressing one or more of breadth, challenge or application.

Learners will draw on, extend and apply the knowledge and skills from across the Course. This will be assessed by a question paper and a project. The question paper will require demonstration of depth of knowledge and understanding in addressing issues that may overlap a number of content areas within the Field of Study. The project will require learners to extend and apply their skills, knowledge and understanding and will be sufficiently open and flexible to allow for personalisation and choice.

# HISTORY

## Higher

### PURPOSE AND AIMS OF THE COURSES

The purpose of the Course is to open up the world of the past for learners. History provides learners with insights into their own lives and of the society and the wider world in which they live.

By examining the past, learners can better understand their own communities, their country and the wider world. Through an understanding of the concept of continuity, they can better appreciate change and its significance, both in their own times and in the past.

The learner will acquire breadth and depth in their knowledge and understanding of the past through the study of Scottish, British, European and world contexts in a variety of time periods. Options cover topics from the Later Modern periods and include elements of political, social, economic and cultural history. The approach developed and the understanding gained can be applied to other historical settings and issues.

#### **The main aims of the Course are to develop:**

- a conceptual understanding of the past and an ability to think independently
- a range of skills including the ability to apply a detailed historical perspective in a range of contexts
- the skills of analysing various interpretations of historical sources and critically evaluating a variety of views
- an understanding of the relationship between factors contributing to, and the impact of, historical events
- the skills of analysing, evaluating and synthesising historical information
- the skills of researching complex historical issues, drawing well-reasoned conclusions

### COURSE STRUCTURE

This Course develops a range of cognitive skills. It encourages active learning in the process of developing an understanding of people and society in the past. Learners will acquire and apply relevant knowledge and learn to apply skills of investigating, analysing and evaluating sources in order to understand and explain important historical events and themes.

This Course has three mandatory Units. Within each Unit there is a considerable degree of flexibility in contexts and themes which can be studied to allow personalisation and choice.

By undertaking this Course, learners will develop a wide range of transferable skills, including: researching and investigating themes and events; analysing, evaluating and synthesising information from a wide range of sources to produce detailed and reasoned lines of argument; and drawing well-reasoned conclusions supported by evidence.

The skills listed above will be developed and applied over a range of historical contexts. Each Unit also offers opportunities for learners to focus on particular skills.

Units are statements of standards for assessment and not programmes of learning and teaching. They can be delivered in a number of ways.

#### **Historical Study: Scottish (Higher)**

In this Unit, learners will develop techniques to evaluate a range of historical sources. Complex issues in Scottish history may be studied from the Medieval, Early Modern or Later Modern period. Learners will develop knowledge and understanding of an area of historical study.

#### **Historical Study: British (Higher)**

In this Unit, learners will develop techniques to evaluate the impact of historical developments. Complex issues in British history will be studied from the Later Modern period. Learners will develop knowledge and understanding of an area of historical study.

#### **Historical Study: European and World (Higher)**

In this Unit, learners will develop techniques to evaluate the factors contributing to historical developments. Complex issues in European and world history will be studied from the Later Modern period. Learners will develop knowledge and understanding of an area of historical study.

# HISTORY - *continued*

## Higher

### ASSESSMENT OF AWARD

#### Course assessment

Courses from National 4 to Advanced Higher include assessment of added value. At National 5, Higher and Advanced Higher, the added value will be assessed in the Course assessment. The added value for the Course must address the key purposes and aims of the Course as defined in the Course Rationale. It will do this by addressing one or more of breadth, challenge or application.

#### In the Higher History Course, added value will focus on:

- breadth
- challenge
- application

The learner will draw on, extend and apply the skills, knowledge and understanding they have acquired during the Course. This will be assessed by two question papers and an assignment. The first question paper will consist of two essays which will assess the British and European and World Units. The second question paper assesses the Scottish Unit in the form of source questions. The assignment will require learners to extend and apply their skills, knowledge and understanding and will be sufficiently open and flexible to allow for personalisation and choice.

### PROGRESSION

<b>S5</b>	<b>National 4</b>	<b>National 5</b>	<b>Higher</b>
<b>S6</b>	<b>National 5</b>	<b>Higher</b>	<b>* Advanced Higher</b>

\* Students who achieve an A or B in Higher History will be able to progress automatically to Advanced Higher.



# HISTORY

## National 3, National 4 and National 5

### PURPOSE AND AIMS OF THE COURSES

The purpose of History is to provide learners with insights into their own lives and the society in which they live. By examining the past, they discover their heritage as members of a community, a country and a wider world.

**The main aims of History are to:**

- develop learners' conceptual understanding and foster their ability to think independently
- develop learners' skills of explaining historical developments and events, drawing conclusions and evaluating historical sources
- enable learners to detect bias and propaganda and to challenge prejudice
- encourage learners to debate issues and, on the basis of evidence, form views and respect those of others
- develop learners' imagination and empathy with people living in other periods
- foster in learners an interest in history which will provide a life-long source of enjoyment

The National 3, National 4, and National 5 History Courses contribute to general education and the wider curriculum. They will help create informed and active citizens by helping learners develop a greater understanding of political and social institutions and processes. Learners will develop skills which are transferable to other areas of study and which they will use in everyday life.

### COURSE STRUCTURE

The National 3, National 4, and National 5 History courses consist of three Units.

**The three Units are:**

- Historical Study: Scottish – The Era of the Great War, 1900-1928
- Historical Study: Atlantic Slave Trade 1770-1807
- Historical Study: European and World – Hitler and Nazi Germany, 1919-1939

There is also an Added Value Unit in which learners will exercise choice in selecting a theme and context for personal study drawn from Scottish, British, or European and World contexts.

### ASSESSMENT OF AWARD

At National 3 and National 4 all Units will be internally assessed against specified requirements. The Added Value Unit will be assessed through a project in which learners will research and communicate findings on a theme drawn from the course. These assessments will be quality assured by SQA.

Learners will sit an external question paper which will require demonstration of a breadth of knowledge, understanding and skills from across the course. The external question paper will make up 80% of a pupils final grade. Learners will also complete an Assignment in which they will research and communicate findings on a theme drawn from the course. These Assignments will be completed under exam conditions and will contribute 20% to the learner's final grade.

### PROGRESSION

<b>S4</b>	<b>National 3</b>	<b>National 4</b>	<b>National 5</b>
<b>S5</b>	<b>National 4</b>	<b>National 5</b>	<b>Higher</b>
<b>S6</b>	<b>National 5</b>	<b>Higher</b>	<b>Advanced Higher</b>

# HOSPITALITY PRACTICAL COOKERY

## National 5

### PURPOSE AND AIMS OF THE COURSE

The aims of this Course are to:

- Become familiar with a range of cookery skills, food preparation techniques and cookery processes.
- Understand ingredients from a variety of different sources, their uses and responsible sourcing and sustainability
- Understand the functionality of ingredients and the impact they have in food production
- Understand the impact of the choice of ingredients on health and wellbeing
- Follow recipes to produce dishes
- Develop an appropriate planning structure to aid in organisation skills
- Plan and prepare a three- course meal and present appropriately
- Develop an understanding of the importance of food safety and hygiene and work safely and hygienically.

### COURSE STRUCTURE

The course is practical and experiential in nature, develops a range of cookery skills and food preparation techniques, as well as planning, organisational and time management, in hospitality related contexts.

- Through its emphasis on safety and hygiene, it will ingrain in learners the ability to follow safe and hygienic practices in all cookery contexts.
- It also develops the thinking skills of understanding, applying, analysing and evaluating, aspects of numeracy and skills supporting physical wellbeing.

### ASSESSMENT OF AWARD

The National 5 Hospitality: Practical Cookery course is assessed through 3 components:

- Component 1 – Question Paper (25%)
- Component 2 – Assignment
- Component 3 – Practical Activity

Component 2 & Component 3 equate to 75% of total marks awarded

The course assessment is graded A - D

# HOSPITALITY PRACTICAL COOKERY

## National 4

### PURPOSE AND AIMS OF THE COURSE

**The aims of this Course are to:**

- Become familiar with a range of cookery skills, food preparation techniques and cookery processes.
- Understand ingredients from a variety of different sources, their uses and responsible sourcing and sustainability.
- Understand the impact of the choice of ingredients on health and wellbeing.
- Follow recipes to produce dishes.
- Plan and produce meals and present them appropriately.
- Develop understanding of the importance of food safety and hygiene and to work safely and hygienically.

### COURSE STRUCTURE

The course is practical and experiential in nature, develops a range of cookery skills and food preparation techniques, as well as planning, organisational and time management, in hospitality – related contexts.

- Through its emphasis on safety and hygiene, it will ingrain in learners the ability to follow safe and hygienic practices in all cookery contexts.
- It also develops the thinking skills of understanding, applying, analysing and evaluating, aspects of numeracy and skills supporting physical wellbeing.

### ASSESSMENT OF AWARD

This Course is internally assessed pass / fail

4 units –

- Cookery Skills Techniques and Processes
- Understanding and Using Ingredients
- Organisational Skills

### PROGRESSION

National 5 Hospitality

# HUMAN BIOLOGY

## Higher

### PURPOSE AND AIMS OF THE COURSE

The Higher Human Biology course encourages an interest and enthusiasm for the subject in a range of contexts. Learners develop and apply their knowledge and understanding of Human Biology through an experimental and investigative approach.

Human Biology plays a crucial role in our everyday existence and is an increasingly important subject in the modern world. Advances in technologies have made this varied subject more exciting and relevant than ever. Candidates have opportunities to consider the impact of these advances on society and the environment. Learners develop their skills of scientific inquiry and investigation, as well as analytical thinking skills.

Due to the interdisciplinary nature of the sciences, learners may benefit from studying Higher Human Biology along with other science subjects, as this may enhance their skills, knowledge and understanding.

### COURSE STRUCTURE

The course consists of three units.

Units	Key areas covered
Human Cells	<ul style="list-style-type: none"><li>• Division and differentiation in human cells</li><li>• Structure and replication of DNA</li><li>• Gene expression</li><li>• Mutations</li><li>• Human genomics</li><li>• Metabolic pathways</li><li>• Cellular respiration</li><li>• Energy systems in muscle cells</li></ul>
Physiology & Health	<ul style="list-style-type: none"><li>• Gamete production and fertilisation</li><li>• Hormonal control of reproduction</li><li>• The biology of controlling fertility</li><li>• Antenatal and postnatal screening</li><li>• The structure and function of blood vessels</li><li>• The structure and function of the heart</li><li>• Pathology of cardiovascular disease (CVD)</li><li>• Blood glucose level and obesity</li></ul>
Neurobiology & Immunology	<ul style="list-style-type: none"><li>• Division of the nervous system and neural pathways</li><li>• The cerebral cortex</li><li>• Memory</li><li>• The cells of the nervous system and neurotransmitters at synapses</li><li>• Non-specific body defences</li><li>• Specific cellular defences against pathogens</li><li>• Immunisation</li><li>• Clinical trials of vaccines and drugs</li></ul>

# **HUMAN BIOLOGY - *continued***

## **Higher**

### **ASSESSMENT OF AWARD**

This qualification will be assessed using an external examination along with an assignment completed in class which contributes 20% to the final award. Students will be awarded a grade A – D.

### **PROGRESSION**

Students achieving grade A or B at Higher level would be encouraged to progress to Advanced Higher Biology.

A course award in Higher Human Biology is relevant for candidates wishing to pursue higher education courses in medicine and related subjects such as dentistry. It is also desirable for employment in the following sectors: healthcare (including nursing, physiotherapy and paramedic training), laboratory research and development, biotechnology and pharmaceutical.

# MATHEMATICS

## Advanced Higher

### PURPOSE AND AIMS OF THE COURSE

Mathematics helps us to make sense of the world around us. It is the study of relationships, patterns, proofs and the properties of numbers. Mathematics takes a reasoned approach to thinking and is characterised by order and the use of carefully designed terms and processes. Mathematics can be used to model real-life situations and can equip us with the skills we need to interpret and analyse information, simplify and solve problems, assess risk, and make informed decisions. 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, both practical and abstract
- extend and apply skills in problem solving and logical thinking
- extending skills in interpreting, analysing, communicating and managing information in mathematical form, while exploring more advanced techniques
- clarify their thinking through the process of rigorous proof

### COURSE STRUCTURE

There are 3 units of study in Advanced Higher Mathematics:

#### **Mathematics: Methods in Algebra and Calculus**

The general aim of the 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 calculus and integral calculus, as well as methods for solving both first order and second order differential equations. The importance of logical thinking and proof is emphasised throughout.

#### **Mathematics: Applications of Algebra and Calculus**

The general aim of the Unit is to develop advanced knowledge and skills that involve the application of algebra and calculus to real-life and mathematical situations, including applications of geometry. Learners will acquire skills in interpreting and analysing problem situations where these skills can be used. The Outcomes cover the binomial theorem, the algebra of complex numbers, properties of functions, rates of change and volumes of revolution. Aspects of sequences and series are introduced, including summations, proved by induction.

#### **Mathematics: Geometry, Proof and Systems of Equations**

The general aim of the Unit is to develop advanced knowledge and skills that involve geometry, number and algebra, and to examine the close relationship between them. Learners will develop skills in logical thinking. The Outcomes cover matrices, vectors, solving systems of equations, the geometry of complex numbers, as well as processes of rigorous proof.

### ASSESSMENT OF AWARD

To gain the award of the Course, the learner must pass the Course assessment. The Course assessment consists of:

- a non-calculator paper worth 35 marks
- a calculator paper worth 80 marks

The question paper is completed under SQA exam conditions.

An overall grade is determined by performance in this course assessment. The course assessment is graded A–D.

### PROGRESSION

By successfully completing this National 7 qualification, learners can progress to further study, employment or training.

# MATHEMATICS

## Higher

### PURPOSE AND AIMS OF THE COURSE

Mathematics is important in everyday life, allowing us to make sense of the world around us and to manage our lives.

Using mathematics enables us to model real-life situations and make connections and informed predictions. It equips us with the skills we need to interpret and analyse information, simplify and solve problems, assess risk and make informed decisions.

**The Higher Mathematics Course aims to:**

- motivate and challenge learners by enabling them to select and apply mathematical techniques in a variety of mathematical situations
- develop confidence in the subject and a positive attitude towards further study in mathematics and the use of mathematics in employment
- deliver in-depth study of mathematical concepts and the ways in which mathematics describes our world
- allow learners to interpret, communicate and manage information in mathematical form; skills which are vital to scientific and technological research and development
- deepen the learner's skills in using mathematical language and exploring advanced mathematical ideas

This Course is suitable for learners who are secure in their attainment of the National 5 Mathematics Course.

### COURSE STRUCTURE

There are 3 units of study in Higher Mathematics:

#### **Mathematics: Expressions and Functions**

The general aim of this Unit is to develop knowledge and skills that involve the manipulation of expressions, the use of vectors and the study of mathematical functions. The Outcomes cover aspects of algebra, geometry and trigonometry, and also skills in mathematical reasoning and modelling.

#### **Mathematics: Relationships and Calculus**

The general aim of this Unit is to develop knowledge and skills that involve solving equations and to introduce both differential calculus and integral calculus. The Outcomes cover aspects of algebra, trigonometry, calculus, and also skills in mathematical reasoning and modelling.

#### **Mathematics: Applications**

The general aim of this Unit is to develop knowledge and skills that involve geometric applications, applications of sequences and applications of calculus. The Outcomes cover aspects of algebra, geometry, calculus, and also skills in mathematical reasoning and modelling.

### ASSESSMENT OF AWARD

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

The Course assessment has 2 components;

- A non-calculator question paper consisting of 50 marks.
- A calculator question paper consisting of 60 marks.

These question papers are completed under SQA exam conditions.

An overall grade is determined by performance across these 2 course assessments. The course assessment is graded A–D on the basis of the total mark for both course assessments.

### PROGRESSION

By successfully completing this National 6 qualification, learners can progress to Advanced Higher Mathematics, further study, employment or training.

# MATHEMATICS

## National 5

### PURPOSE AND AIMS OF THE COURSE

The National 5 Mathematics Course enables learners to select and apply mathematical techniques in a variety of mathematical and real-life situations. Learners interpret, communicate and manage information in mathematical form.

**The course aims to:**

- motivate and challenge candidates by enabling them to select and apply mathematical techniques in a variety of mathematical and real-life situations
- develop confidence in the subject and a positive attitude towards further study in mathematics
- develop skills in manipulation of abstract terms to generalise and to solve problems
- allow candidates to interpret, communicate and manage information in mathematical form: skills which are vital to scientific and technological research and development
- develop candidates' skills in using mathematical language and in exploring mathematical ideas
- develop skills relevant to learning, life and work in an engaging and enjoyable way

This is a suitable course for learners who have achieved the fourth level of learning across the mathematics experiences and outcomes in the broad general education.

### COURSE STRUCTURE

**This course is based on 3 units of study:**

**Expressions and Formula**

During the unit learners further develop their algebraic thinking and are able to apply this to real and abstract situations. Topics studied include algebraic expressions, algebraic fractions and working with formulae.

**Relationships**

During the unit learners develop a deep understanding of geometric links between information and are able to appreciate the links between geometric and algebraic methods of solving problems. Topics studied include straight-line equations, solving simultaneous equations, working with formula and functions, similar shapes and trigonometric graphs.

**Applications**

In this unit, pupils are exposed to studying applications of mathematics within life. These include percentages, statistics, further trigonometry and vectors.

### ASSESSMENT OF AWARD

**The course assessment has 2 components:**

- A non-calculator question paper consisting of 40 marks.
- A calculator question paper consisting of 50 marks.

These question papers are completed under SQA exam conditions.

An overall grade is determined by performance across these 2 course assessments. The course assessment is graded A–D on the basis of the total mark for both course assessments.

Achievement of this course gives automatic certification for National 5 Numeracy.

Learners may be given the opportunity to achieve certification for individual units of work as an alternative to a course award.

### PROGRESSION

By successfully completing this National 5 qualification, learners can progress to Higher Mathematics, employment or training.



# MATHEMATICS

## National 4

### PURPOSE AND AIMS OF THE COURSE

Mathematics is important in everyday life, allowing us to make sense of the world around us and to manage our lives. Using mathematics enables us to model real-life situations and make connections and informed predictions. It equips us with the skills we need to interpret and analyse information, simplify and solve problems, assess risk and make informed decisions.

**This Course aims to:**

- motivate and challenge learners by enabling them to select and apply straightforward mathematical skills in a variety of mathematical and real-life situations
- develop confidence in the subject and a positive attitude towards further study in mathematics
- enable the use of numerical data and abstract terms and develop the idea of generalisation
- allow learners to interpret, communicate and manage information in mathematical form; skills which are vital to scientific and technological research and development
- develop the learner's skills in using mathematical language and to explore straightforward mathematical ideas
- develop skills relevant to learning, life and work in an engaging and enjoyable way

This is a suitable course for learners who have experienced breadth and depth of learning across mathematics experiences and outcomes across the third level of learning within the Broad General Education.

### COURSE STRUCTURE

In this course, there are 3 units of study:

**Mathematics: Expressions and Formulae**

The general aim of this Unit is to develop skills linked to straightforward mathematical expressions and formulae. These include the manipulation of abstract terms, the simplification of expressions and the evaluation of formulae. The Outcomes cover aspects of algebra, geometry, statistics and reasoning.

**Mathematics: Relationships**

The general aim of this Unit is to develop skills linked to straightforward mathematical relationships. These include solving equations, understanding graphs and working with trigonometric ratios. The Outcomes cover aspects of algebra, geometry, trigonometry, statistics and reasoning.

**Numeracy**

The general aim of this Unit is to develop learners' numerical and information handling skills to solve straightforward, real-life problems involving number, money, time and measurement. As learners tackle real-life problems, they will decide what numeracy skills to use and how to apply these skills to an appropriate level of accuracy. Learners will also interpret graphical data and use their knowledge and understanding of probability to identify solutions to straightforward real-life problems involving money, time and measurement. Learners will use their solutions to make and explain decisions.

**Mathematics Test**

This is the Added Value Unit of the National 4 Mathematics Course. The general aim of this Unit is to enable the learner to provide evidence of added value for the National 4 Mathematics Course through the successful completion of a test which will allow the learner to demonstrate breadth and challenge.

### ASSESSMENT OF AWARD

To achieve the National 4 Mathematics Course, learners must pass all of the required Units, including the Added Value Unit. National 4 Courses are not graded. The AVU in mathematics takes the form of an internally assessed exam. This consists of one calculator and one non-calculator paper.

### PROGRESSION

By successfully completing this National 4 qualification, learners can progress to National 5 Mathematics, National 5 Applications of Mathematics, National 5 Numeracy, employment or training.

# MEDIA

## Higher

### PURPOSE AND AIMS OF THE COURSE

**The aims of this course is to:**

- develop the ability to analyse and create media content as appropriate to purpose, audience and context.
- develop knowledge and understanding of the key aspects of media literacy as appropriate to content.
- develop knowledge and understanding of the role of media within society.
- develop the ability to plan and research when creating media content as appropriate to purpose, audience and context.
- develop pupils' abilities in evaluating their own practice.
- encourage creativity and teamwork (camera, production, make-up, music/ sound, acting, scriptwriting).

### COURSE STRUCTURE

Media is divided into two parts. In Higher, you will analyse films in-depth in relation to relevant media theories. You may also produce a film project and/ or create your own series of film posters. You will be required to detail the steps undertaken for production and analyse effects and impact in relation to key media concepts: Narrative, Representation, Audience, Institution, Society, Language, Categories. Such analysis is vital to success and achievement. Pupils will be required to have suitable skills in literacy appropriate to Higher.

### ASSESSMENT OF AWARD

**Higher** - The units that were previously part of the Higher Media course have become freestanding units at SCQF level 6 and will no longer be a requirement for the course award. The new Higher course is assessed through the following components:

Question paper – 50 marks

Assignment – 50 marks

The purpose of the question papers is to assess the pupil's ability to apply knowledge and understanding by Analysing Media Content in Context and the Role of Media.

Pupils will carry out an assignment set by SQA, using a brief negotiated with their teacher.

### PROGRESSION

Entry into Higher will be at the discretion of the department, pupils will normally be expected to have attained a suitable pass at National 5 Media or to have acquired the necessary literacy skills for Content Analysis as well as skills in digital literacy. The Media course is a good basis for further study at College and University. There is no Advanced Higher Media.

Jobs directly related to Media include: Digital Marketer, Media Researcher, Music Producer, Public Relations Officer, Runner, Broadcasting/Film/Video/Social Media Manager, Journalism and Editorial Assistant.

# MEDIA

## National 3, National 4 and National 5

### PURPOSE AND AIMS OF THE COURSES

**The aims of these courses are to:**

- develop the ability to analyse and create media content as appropriate to purpose, audience and context.
- develop knowledge and understanding of the key aspects of media literacy as appropriate to content.
- develop knowledge and understanding of the role of media within society.
- develop the ability to plan and research when creating media content as appropriate to purpose, audience and context.
- develop pupils' abilities in evaluating their own practice.
- encourage creativity and teamwork (camera, production, make-up, music/ sound, acting, scriptwriting).

### COURSE STRUCTURE

Media is divided into two parts. In the various courses, you will analyse films in-depth in relation to relevant media theories. You may produce a film trailer and/ or create your own film's poster. You will be required to detail the steps undertaken in production and analyse their effects and impact. Such analysis is vital to success and achievement at all levels from National 3 to National 5. Pupils will be required to have suitable skills in literacy appropriate to the level of course they are undertaking.

### ASSESSMENT OF AWARD

**National 3** – There are two units in this course (Analysing Media Content and Creating Media Content). They are assessed internally by the department on a pass/fail basis. Rigorous internal and external quality assurance is exercised to ensure assessment judgments are consistent and meet national standards.

**National 4** – There are three units in this course (Analysing Media Content, Creating Media Content and a Media Assignment). They are assessed internally by the department on a pass/fail basis. Rigorous internal and external quality assurance is exercised to ensure assessment judgments are consistent and meet national standards.

**National 5** – The units that were previously part of the National 5 course are now freestanding units at SCQF level 5. They can no-longer be used to contribute to the achievement of the National 5 course. The National 5 Media course is now assessed through the following components:

- Question paper – 60 marks (50%)
- Assignment – 48 marks (scaled up to 60 marks) (50%)

In Section One of the question paper, pupils answer questions on previously studied media content in terms of the Analysis of Media Content in Context, the Role of the Media, and the application and understanding of the relevant key aspects of media literacy. In Section Two, pupils choose one of the three media print texts provided in the question paper – a film poster, an advertisement or a magazine front cover. They are asked to explain in detail how relevant aspects of media literacy have been used with particular purpose/s and for specific audience segments.

For the Assignment, pupils must plan and develop media content in response to a negotiated brief. Pupils will be graded A, B, C or D by external SQA markers.

### PROGRESSION

National 3 should lead to National 4. Most pupils who have successfully completed National 4 to the satisfaction of the department and the SQA will have the opportunity to progress to National 5.

# MODERN LANGUAGES - FRENCH

## Advanced Higher

### PURPOSE AND AIMS OF THE COURSE

**The aims of the course is to:**

- develop the ability to communicate in the foreign language.
- learn how language works.
- learn about ways of life in other countries.
- appreciate the richness and interconnected nature of languages.

Studying French helps us to understand and appreciate the culture and traditions of our European neighbours. Also, in these days of foreign travel, many students and parents regard the acquisition of a foreign language as a worthwhile pursuit, even if the language is not intended to lead to a career.

### COURSE STRUCTURE

**Language skills are further developed in a range of situations within the four contexts:**

Society	– social pressures, globalisation, human rights.
Learning	– learning styles, education systems.
Employability	- career plans, equality, job opportunities.
Culture	- Multicultural society, living abroad, literature, film and television.

### ASSESSMENT OF AWARD

**Advanced Higher -**

There are three unit assessments as part of this course, which must be passed in order to gain the full course award. Each unit equates to 8 SCQF credit points at level 7. The Advanced Higher course is assessed through the following components:

- Question paper 1: Reading and Translation 50 marks
- Question paper 2: Listening and Discursive Writing 70 marks
- Portfolio 30 marks
- Performance 50 marks

**Weightings:**

- Question Paper 1 – 25%
- Question Paper 2 – 35%
- Portfolio – 15%
- Performance – Talking – 25%

Pupils will be graded A, B, C or D by external SQA markers.

### PROGRESSION

Advanced Higher French leads on to further studies at college or university at the end of S6.

It allows you to do a great many things such as:

- Specialising in the language and culture of the foreign language at University.
- Studying other subjects while keeping the foreign language going (mainly Universities offer the chance to study abroad for a year or a term.
- Communication with similarly educated nationals.
- Use the foreign language for pleasure; reading, watching television, surfing the internet etc.

# MODERN LANGUAGES - FRENCH

## Higher

### PURPOSE AND AIMS OF THE COURSE

**The aims of the course is to:**

- Develop the ability to communicate in the foreign language.
- Learn how language works.
- Learn about ways of life in other countries.
- Appreciate the richness and interconnected nature of languages.

Studying French helps us to understand and appreciate the culture and traditions of our European neighbours. Also, in these days of foreign travel, many students and parents regard the acquisition of a foreign language as a worthwhile pursuit, even if the language is not intended to lead to a career.

### COURSE STRUCTURE

French will be taught via structured teaching course books which combine the communicative approach with a clear structural and grammatical progression. The course develops the skills of Listening, Talking, Reading and Writing through purposeful and entertaining activities designed to build up the language gradually. All four skills are interdependent. The French language will be developed by means of communicative tasks, quizzes, pair work practice, role-play practice, extraction of information from magazines, advertisements, authentic tasks, interviews, conversations, telephone messages, instructions, etc.

### ASSESSMENT OF AWARD

**Higher** - The units that were previously part of the Higher course have become freestanding units at SCQF level 6. The Higher course is assessed through the following components:

- Reading paper (30 marks)
- Directed Writing paper (15 marks)
- Listening paper (30 marks)
- Writing Assignment (15 marks)
- Performance – Talking (30 marks)

The four contexts of society, learning, employability and culture will be covered across the assessments.

Pupils will be graded A, B, C or D by external SQA markers.

### PROGRESSION

Entry to Higher French will be at the discretion of the department, pupils will normally be expected to have attained a suitable pass at National 5. Higher French leads on to Advanced Higher.

# MODERN LANGUAGES - FRENCH

## National 3, National 4 and National 5

### PURPOSE AND AIMS OF THE COURSES

The aims of the Courses are to:

- Develop the ability to communicate in the foreign language.
- Learn how language works.
- Learn about ways of life in other countries.
- Appreciate the richness and interconnected nature of languages.

Studying French helps us to understand and appreciate the culture and traditions of our European neighbours. Also, in these days of foreign travel, many students and parents regard the acquisition of a foreign language as a worthwhile pursuit, even if the language is not intended to lead to a career.

### COURSE STRUCTURE

At each level the language will be taught via structured teaching course books which combine the communicative approach with a clear structural and grammatical progression. The various courses develop the skills of Listening, Talking, Reading and Writing through purposeful and entertaining activities designed to build up the language gradually. All four skills are interdependent. The language will be developed by means of communicative tasks, quizzes, pair work practice, role-play practice, extraction of information from magazines, advertisements, authentic tasks, interviews, conversations, telephone messages, instructions, etc.

### ASSESSMENT OF AWARD

**National 3** – There are two units in this course. Both units will be assessed internally by the department. The units will be assessed on a pass/fail basis. Rigorous internal and external quality assurance is exercised to ensure assessment judgments are consistent and meet national standards.

**National 4** - There are three units in this course. All units will be assessed internally by the department. The units will be assessed on a pass/fail basis. SQA will provide rigorous external quality assurance, including external verification, to ensure assessment judgments are consistent and meet national standards.

**National 5** - The units that were previously part of the National 5 course are now freestanding units at SCQF level 5. They can no-longer be used to contribute to the achievement of the National 5 course. The course will contain a mixture of externally set and marked material and internally marked material which will be rigorously checked by SQA appointed verifiers. The course assessment will consist of four components: a Listening paper (30 marks), a Reading paper (30 marks), a Writing paper (15 marks), a Writing Assignment (15 marks) and an assessment in the Spoken language (30 marks). Pupils will be graded A, B, C or D by external SQA markers.

### PROGRESSION

National 3, National 4 and National 5 are available for pupils to study in S4 as appropriate to pupil abilities. Entry to Higher French will be at the discretion of the department though pupils will normally be expected to have attained a suitable pass at National 5.

# MODERN LANGUAGES – SPANISH

## Advanced Higher

### PURPOSE AND AIMS OF THE COURSE

**The aims of the course is to:**

- Develop the ability to communicate in the foreign language.
- Learn how language works.
- Learn about ways of life in other countries.
- Appreciate the richness and interconnected nature of languages.

Studying Spanish helps us to understand and appreciate the culture and traditions of our European neighbours. Also, in these days of foreign travel, many students and parents regard the acquisition of a foreign language as a worthwhile pursuit, even if the language is not intended to lead to a career.

### COURSE STRUCTURE

**Language skills are further developed in a range of situations within the four contexts:**

Society	- social pressures, globalisation, human rights.
Learning	- learning styles, education systems.
Employability	- career plans, equality, job opportunities.
Culture	- multicultural society, living abroad, literature, film and television.

### ASSESSMENT OF AWARD

**Advanced Higher -**

The Advanced Higher course is assessed through the following components:

- Question paper 1: Reading and Translation (50 marks)
- Question paper 2: Listening and Discursive Writing (70 marks)
- Portfolio (30 marks)
- Performance (50 marks)

**Weightings:**

- Question Paper 1 – 25%
- Question Paper 2 – 35%
- Portfolio – 15%
- Performance – Talking – 25%

Pupils will be graded A, B, C or D by external SQA markers.

### PROGRESSION

Advanced Higher Spanish can lead to further studies at College or University at the end of S6.

**It allows you to do a great many things such as:**

- Specialising in the language and culture of the foreign language at University.
- Studying other subjects while keeping the foreign language going (often Universities offer the chance to study abroad for a year or a term).
- Communication with similarly educated nationals.
- Use the foreign language for pleasure; reading, watching television, surfing the internet etc.

# MODERN LANGUAGES - SPANISH

## Higher

### PURPOSE AND AIMS OF THE COURSE

**The aims of the course is to:**

- Develop the ability to communicate in the foreign language.
- Learn how language works.
- Learn about ways of life in other countries.
- Appreciate the richness and interconnected nature of languages.

Studying Spanish helps us to understand and appreciate the culture and traditions of our European neighbours. Also, in these days of foreign travel, many students and parents regard the acquisition of a foreign language as a worthwhile pursuit, even if the language is not intended to lead to a career.

### COURSE STRUCTURE

Spanish will be taught via structured teaching course books which combine the communicative approach with a clear structural and grammatical progression. The course develops the skills of Listening, Talking, Reading and Writing through purposeful and entertaining activities designed to build up the language gradually. All four skills are interdependent. The Spanish language will be developed by means of communicative tasks, quizzes, pair work practice, role-play practice, extraction of information from magazines, advertisements, authentic tasks, interviews, conversations, telephone messages, instructions, etc.

### ASSESSMENT OF AWARD

**Higher** - The units that were previously part of the Higher course have become freestanding units at SCQF level 6. The Higher course is assessed through the following components:

- Reading paper (30 marks)
- Directed Writing paper (15 marks)
- Listening paper (30 marks)
- Writing Assignment (15 marks)
- Performance – Talking (30 marks)

The four contexts of society, learning, employability and culture will be covered across the assessments.

Pupils will be graded A, B, C or D by external SQA markers.

### PROGRESSION

Entry to Higher Spanish will be at the discretion of the department but pupils will normally be expected to have attained a suitable Passat National 5.

Higher Spanish leads on to Advanced Higher.



# MODERN LANGUAGES - SPANISH

## National 3, National 4 and National 5

### PURPOSE AND AIMS OF THE COURSES

**The aims of the courses are to:**

- develop the ability to communicate in the foreign language.
- learn how language works.
- learn about ways of life in other countries.
- appreciate the richness and interconnected nature of languages.

Studying Spanish helps us to understand and appreciate the culture and traditions of our European neighbours. Also, in these days of foreign travel, many students and parents regard the acquisition of a foreign language as a worthwhile pursuit, even if the language is not intended to lead to a career.

### COURSE STRUCTURE

At each level the language will be taught via structured teaching course books which combine the communicative approach with a clear structural and grammatical progression. The various courses develop the skills of Listening, Talking, Reading and Writing through purposeful and entertaining activities designed to build up the language gradually. All four skills are interdependent. The language will be developed by means of communicative tasks, quizzes, pair work practice, role-play practice, extraction of information from magazines, advertisements, authentic tasks, interviews, conversations, telephone messages, instructions, etc.

### ASSESSMENT OF AWARD

**National 3** – There are two units in this course. Both units will be assessed internally by the department. The units will be assessed on a pass/fail basis. Rigorous internal and external quality assurance is exercised to ensure assessment judgments are consistent and meet national standards.

**National 4** - There are three units in this course. All units will be assessed internally by the department. The units will be assessed on a pass/fail basis. SQA will provide rigorous external quality assurance, including external verification, to ensure assessment judgments are consistent and meet national standards.

**National 5** - The units that were previously part of the National 5 course are now freestanding units at SCQF level 5. They can no longer be used to contribute to the achievement of the National 5 course. The course will contain a mixture of externally set and marked material and internally marked material which will be rigorously checked by SQA appointed verifiers. The course assessment will consist of four components: a Listening paper (30 marks), a Reading paper (30 marks), a Writing paper (15 marks), a Writing Assignment (15 marks) and an assessment in the Spoken language (30 marks). Pupils will be graded A, B, C or D by external SQA markers.

### PROGRESSION

Most pupils who have successfully completed National 4 to the satisfaction of the department and the SQA will have the opportunity to progress to National 5. While entry to Higher Spanish will be at the discretion of the department, pupils will normally be expected to have attained a suitable pass in the National 5 examination.

# MODERN STUDIES

## Advanced Higher

### PURPOSE AND AIMS OF THE COURSES

The purpose of Modern Studies is to develop learners' knowledge and understanding of contemporary political and social issues in local, Scottish, UK Wide and international contexts. Within these, learners will develop an awareness of the social and political issues they may meet in their lives.

**The main aims of Modern Studies are to:**

- engage as active and informed members of society and local and global citizens.
- have an appreciation of the changing nature of modern society.
- understand and respect human and legal rights and responsibilities as well as democratic modes of government.
- understand the democratic process and the ways in which people are informed about and participate in society.
- have an awareness of social and economic issues at local, Scottish, national and international levels and ways of addressing needs and inequalities.
- be aware of different views about the extent of state involvement in society.
- be aware of the nature and processes of conflict resolution at all levels.

### COURSE STRUCTURE

The Advanced Higher courses consist of the theme of Crime and the Law. Within each Unit there is a considerable degree of flexibility in themes which can be studied to allow personalisation and choice.

**The two Units are:**

- Understanding Criminal Behaviour
- Responses to Criminal Behaviour

There is also a Dissertation in which learners will develop their interdependent research skills in conjunction with learning how to present and communicate information.

### ASSESSMENT OF AWARD

At Advanced Higher learners will sit an external question paper which will require demonstration of a breadth of knowledge, understanding and skills from across the course. A substantial part of the course will be through the Dissertation making up of 36% of the overall mark. This will be sent to the SQA.

### PROGRESSION

**This Course or its components may provide progression to:**

- Further study at College or University, employment and/or training

# MODERN STUDIES

## Higher

### PURPOSE AND AIMS OF THE COURSES

The Modern Studies course allows students to study the modern world.

We look at political, social and economic issues that affect life in Scotland, the United Kingdom and across the world.

In addition to giving pupils knowledge and understanding of important contemporary issues, the following skills will be developed through the course:

- Handling and analysing complex data
- Constructing valid lines of argument
- Evaluating evidence and presenting conclusions
- Evaluating evidence and making judgements
- Participation in debates/discussion

### COURSE STRUCTURE

**There are three main areas of study within the course:**

- Democracy in Scotland and the United Kingdom
- Social Issues in the United Kingdom: Crime and the Law
- International Issues: Terrorism

### ASSESSMENT OF AWARD

There are three elements to the course assessment:

**Examination** comprising **two Question Papers**

- **Question Paper 1:** 1 hour 45 minutes **52 marks** (47%)
- **Question Paper 2:** 1 hour 15 minutes **28 marks** (26%)

**Assignment** (a report on a specific topic) **30 marks** (27%)

### PROGRESSION

Pupils who receive an A or B at Higher Modern Studies will be able to progress to Advanced Higher.

# MODERN STUDIES

## National 3, National 4 and National 5

### PURPOSE AND AIMS OF THE COURSES

The purpose of Modern Studies is to develop learners' knowledge and understanding of contemporary political and social issues in local, Scottish, United Kingdom and international contexts. In these contexts, learners will develop an awareness of the social and political issues they will meet in their lives.

The main aims of Modern Studies are to:

- ◆ engage as active and informed members of society and local and global citizens
- ◆ have an appreciation of the changing nature of modern society
- ◆ understand and respect human and legal rights and responsibilities as well as democratic modes of government
- ◆ understand the democratic process and the ways in which people are informed about and participate in society
- ◆ have an awareness of social and economic issues at local, Scottish, national and international levels and ways of addressing needs and inequalities
- ◆ be aware of different views about the extent of state involvement in society
- ◆ be aware of the nature and processes of conflict resolution at all levels

### COURSE STRUCTURE

The National 3, National 4 and National 5 courses consist of three Units. Within each Unit there is a considerable degree of flexibility in themes which can be studied to allow personalisation and choice.

**The three Units are:**

- Democracy in Scotland and the United Kingdom
- Social Issues in the United Kingdom
- International Issues

There is also an Added Value Unit in which learners will exercise choice in selecting a theme from one of the course Units.

### ASSESSMENT OF AWARD

At National 3 and National 4 all Units will be internally assessed against specified requirements. The Added Value Unit will be assessed through a project in which learners will research and communicate findings on a theme drawn from the course. These assessments will be quality assured by SQA.

In addition learners will sit an external question paper which will require demonstration of a breadth of knowledge, understanding and skills from across the course. The Added Value Unit will be assessed through an assignment in which learners will research and communicate findings on a theme drawn from the course. These assignments will be conducted under a high degree of control and supervision within the school and then submitted to SQA for external marking.

### PROGRESSION

**This Course or its components may provide progression to:**

- Higher Modern Studies.
- Other SQA qualifications in Social Subjects Courses.
- Further study, employment and/or training.

# MUSIC

## Advanced Higher

### PURPOSE AND AIMS OF THE COURSE

The purpose of the Advanced Higher is to enable learners to extend their knowledge and understanding of music technology concepts and relevant music concepts where appropriate. They develop technical and creative skills through practical learning. The course provides opportunities for candidates to develop their interest in music technology and to develop skills and knowledge relevant to the needs of the sound production and creative industries.

The course aims to enable candidates to:

- develop and extend understanding of the role of music technology within the creative industries
- develop and extend skills in:
  - investigating and analysing audio recording and production techniques, including relevant musical analysis where appropriate
  - using music technology hardware and software to capture, manipulate, and master audio
  - evaluate and critically reflect on their own work and that of others
  - develop and apply investigation and research skills in the context of music technology
  - apply music technology skills creatively in a large-scale production within a chosen context
  - develop autonomy and independent thinking skills

### COURSE STRUCTURE

**The course is divided into two areas of work:**

#### **Project- Research**

Learners can choose their research project topic from any appropriate music technology context that provides sufficient scope for investigation and analysis, experimentation, and synthesis of music technology skills, techniques, and processes.

#### **Project- Production**

Learner can choose their production project from any appropriate music technology context that provides sufficient scope to demonstrate all of the required skills, knowledge and understanding for the course assessment. This includes the new skills, techniques, and processes they have acquired through research. Learners can also draw links to their Research Project if they wish but this is not a mandatory requirement.

### ASSESSMENT OF AWARD

Learners will apply knowledge and skills from the areas of work to create a proposal, research, experiment and concluded their final results for their Research Task and create a proposal, plan, implement, master and evaluate one creative production using music technology. The projects will be marked externally.

# MUSIC

## Higher

### PURPOSE AND AIMS OF THE COURSE

The purpose of the course is to provide a focused practical experience of performing and creating music whilst relating knowledge through the understanding of music. Course activities allow learners to work independently or in collaboration with others; to help learners to plan and organise; to make decisions and to take responsibility for their own learning. The course also provides opportunities for learners to develop a range of fundamental skills in the use of music technology.

**The aims of the course are to enable learners to:**

- develop performing skills on two instruments in solo and/or group settings.
- perform challenging music with excellent accuracy and control
- creating original music using compositional methods and music concepts
- broaden their knowledge and understanding of music and music literacy through listening to music
- self-reflect on their own work and that of others

### COURSE STRUCTURE

The course is divided into areas of work:

**Performing Skills**

Learners will develop skills on two selected instruments, or on one selected instrument and voice. Through regular practise and reflection, learners will develop technical skills to enable them to perform their chosen pieces of music to a minimum of grade 4 standard.

**Composing Skills**

Learners will develop their understanding of the creative process and basic techniques used to compose music in order to create their own individual piece of music. Technology is used to support learners with each stage of the process.

**Understanding Music**

Learners will develop their knowledge and understanding of a variety of music concepts and music literacy by exploring styles of music through listening.

### ASSESSMENT OF AWARD

Through regular practise and reflection, learners will be required to develop a range of technical and musical performing skills resulting in practical performances. The final performance will be assessed by a visiting SQA examiner in school where all learners will perform for 12 minutes.

Learners will also be required to develop a range of skills in composing to create their own original music. The composition process which includes evidence of planning and creating music will be marked externally.

Learners will be required to complete a final question paper demonstrating knowledge and understanding of music through listening to different styles of music and answering a range of question types.

### PROGRESSION

The skills and development learned at Higher Music will allow progression to Advanced Higher Music and Higher Music Technology.

Professional Musician, Teacher, Occupational Therapist, Sound Engineer etc. are the obvious examples of careers related to music but the study of music provides many other skills including personal coaching, working with others, reflective skills and lifelong learning. For those pupils interested in Musical Theatre the progression to the NPA Musical Theatre would be recommended.

# MUSIC

## National 5

### PURPOSE AND AIMS OF THE COURSE

The purpose of the course is to provide a broad practical experience of performing and creating music whilst relating knowledge through the understanding of music. Course activities allow learners to work independently or in collaboration with others; to help learners to plan and organise; to make decisions and to take responsibility for their own learning. The course also provides opportunities for learners to develop a range of fundamental skills in the use of music technology.

**The aims of the course are to enable learners to:**

- develop performing skills on two instruments in solo and/or group settings.
- perform challenging music with increasing accuracy and control
- creating original music using compositional methods and music concepts
- broaden their knowledge and understanding of music and music literacy through listening to music
- self-reflect on their own work and that of others

### COURSE STRUCTURE

The course is divided into areas of work:

**Performing Skills**

Learners will develop skills on two selected instruments, or on one selected instrument and voice. Through regular practise and reflection, learners will develop technical skills to enable them to perform their chosen pieces of music to a minimum of grade 3 standard.

**Composing Skills**

Learners will develop their understanding of the creative process and basic techniques used to compose music in order to create their own individual piece of music. Technology is used to support learners with each stage of the process.

**Understanding Music**

Learners will develop their knowledge and understanding of a variety of music concepts and music literacy by exploring styles of music through listening.

### ASSESSMENT OF AWARD

Through regular practise and reflection, learners will be required to develop a range of technical and musical performing skills resulting in practical performances. The final performance will be assessed by a visiting SQA examiner in school where all learners will perform for 8 minutes.

Learners will also be required to develop a range of skills in composing to create their own original music. The composition process which includes evidence of planning and creating music will be marked externally.

Learners will be required to complete a final question paper demonstrating knowledge and understanding of music through listening to different styles of music and answering a range of question types.

### PROGRESSION

The skills and knowledge learned at National 5 will allow progression to Higher Music and Higher Music Technology. For those pupils interested in Musical Theatre the progression to the NPA Musical Theatre would be recommended.

Professional Musician, Teacher, Occupational Therapist, Sound Engineer etc. are the obvious examples of careers related to music but the study of music provides many other skills including personal coaching, working with others, reflective skills and lifelong learning.

# MUSIC

## National 4

### PURPOSE AND AIMS OF THE COURSE

The purpose of the course is to provide a broad practical experience of performing and creating music whilst relating knowledge through the understanding of music. Course activities allow learners to work independently or in collaboration with others; to help learners to plan and organise; to make decisions and to take responsibility for their own learning. The course also provides opportunities for learners to develop a range of fundamental skills in the use of music technology.

**The aims of the course are to enable learners to:**

- develop performing skills on two instruments in solo and/or group settings.
- perform challenging music with accuracy and control
- creating original music using compositional methods and music concepts
- broaden their knowledge and understanding of music and music literacy through listening to music
- self-reflect on their own work and that of others

### COURSE STRUCTURE

The course is divided into 3 units:

**Performing Skills**

Learners will develop skills on two selected instruments, or on one selected instrument and voice. Through regular practise and reflection, learners will develop technical skills to enable them to perform their chosen pieces of music to a minimum of grade 2 standard.

**Composing Skills**

Learners will develop their understanding of the creative process and basic techniques used to compose music in order to create their own individual piece of music. Technology is used to support learners with each stage of the process.

**Understanding Music**

Learners will develop their knowledge and understanding of a variety of music concepts and music literacy by exploring styles of music through listening.

**Added Value Unit: Music Performance**

This Unit adds value by introducing challenge and application. In the music performance, learners will draw on and extend their performing skills in a new context. Learners will prepare and perform a programme of music in a solo setting and/or as part of a group

### ASSESSMENT OF AWARD

A continuous assessment approach will be used throughout the course. Learners will take part in assessed performances throughout the year; composition work will be continually monitored and the understanding of music will be evaluated via homework tasks, individual exercises and listening tests.

Learners will be required to pass a 'value added' unit in performance; this requires a continuous performance on both instruments.

### PROGRESSION

The skills and knowledge learned at National 4 will allow progression to National 5 Music, National 5 Music Technology and Creative Industries.



# MUSIC TECHNOLOGY

## Advanced Higher

### PURPOSE AND AIMS OF THE COURSE

The purpose of the Advanced Higher is to enable learners to extend their knowledge and understanding of music technology concepts and relevant music concepts where appropriate. They develop technical and creative skills through practical learning. The course provides opportunities for candidates to develop their interest in music technology and to develop skills and knowledge relevant to the needs of the sound production and creative industries.

The course aims to enable candidates to:

- develop and extend understanding of the role of music technology within the creative industries
- develop and extend skills in:
  - investigating and analysing audio recording and production techniques, including relevant musical analysis where appropriate
  - using music technology hardware and software to capture, manipulate, and master audio
  - evaluate and critically reflect on their own work and that of others
  - develop and apply investigation and research skills in the context of music technology
  - apply music technology skills creatively in a large-scale production within a chosen context
  - develop autonomy and independent thinking skills

### COURSE STRUCTURE

The course is divided into two areas of work:

#### **Project- Research**

Learners can choose their research project topic from any appropriate music technology context that provides sufficient scope for investigation and analysis, experimentation, and synthesis of music technology skills, techniques, and processes.

#### **Project- Production**

Learner can choose their production project from any appropriate music technology context that provides sufficient scope to demonstrate all of the required skills, knowledge and understanding for the course assessment. This includes the new skills, techniques, and processes they have acquired through research. Learners can also draw links to their Research Project if they wish but this is not a mandatory requirement.

### ASSESSMENT OF AWARD

Learners will apply knowledge and skills from the areas of work to create a proposal, research, experiment and concluded their final results for their Research Task and create a proposal, plan, implement, master and evaluate one creative production using music technology. The projects will be marked externally.

# MUSIC TECHNOLOGY

## Higher

### PURPOSE AND AIMS OF THE COURSE

The purpose of the Higher Music Technology course is to enable learners to develop and extend their knowledge and understanding of music technology and of music concepts, particularly those relevant to 20<sup>th</sup> and 21<sup>st</sup> century music. Learners will engage in the development of in-depth technical and creative skills through practical learning. This course will provide opportunities for learners to develop their interest in music technology and to develop skills and knowledge relevant to the needs of the music industry.

The aims of the course are to enable learners to:

- develop skills in the use of music technology hardware and software to capture and manipulate audio
- use music technology creatively in sound production and in a range of contexts
- develop skills in musical analysis in the context of a range of 20<sup>th</sup> and 21<sup>st</sup> century music styles and genres
- develop a broad understanding of the music industry, including basic awareness of implications of intellectual property rights
- critically reflect on their own work and that of others.

### COURSE STRUCTURE

The course is divided into areas of work:

#### **Music Technology Skills**

Learners will develop a range of skills and techniques relating to the creative use of music technology hardware and software to capture and manipulate audio. Learners will explore a range of uses of this technology through practical activities.

#### **Understanding 20<sup>th</sup> & 21<sup>st</sup> Century Music**

Learners will develop their knowledge and understanding of 20<sup>th</sup> and 21<sup>st</sup> century music styles and genres, and an understanding of how music technology has influenced and been influenced by 20<sup>th</sup> and 21<sup>st</sup> century musical developments. Learners will develop a broad understanding of the music industry, including basic awareness of implications of intellectual property rights

#### **Music Technology in Context**

Learners will use music technology skills in a range of contexts such as live performance, radio broadcast, composing and /or sound design for film, TV themes, adverts and computer gaming.

### ASSESSMENT OF AWARD

Learners will apply knowledge and skills from the areas of work to plan, implement and evaluate one creative production using music technology. The project will be marked externally.

Learners will complete a final question paper by applying knowledge and depth of understanding and listening skills to answer questions about music and music technology concepts.

### PROGRESSION

The skills and knowledge learned at Higher will allow progression to Advanced Higher Music Technology. This is a specialist area of work and students who are interested should discuss this with the Music staff.

# MUSIC TECHNOLOGY

## National 5

### PURPOSE AND AIMS OF THE COURSE

The purpose of the National 5 Music Technology course is to enable learners to develop their knowledge and understanding of music technology and of music concepts, particularly those relevant to 20<sup>th</sup> and 21<sup>st</sup> century music. Learners will engage in the development of technical and creative skills through practical learning. This course will provide opportunities for learners to develop their interest in music technology and to develop skills and knowledge relevant to the needs of the music industry.

The aims of the course are to enable learners to:

- develop skills in the use of music technology hardware and software to capture and manipulate audio
- use music technology creatively in sound production and in a range of contexts
- develop skills in musical analysis in the context of a range of 20<sup>th</sup> and 21<sup>st</sup> century music styles and genres
- develop a broad understanding of the music industry, including basic awareness of implications of intellectual property rights
- critically reflect on their own work and that of others.

### COURSE STRUCTURE

The course is divided into areas of work:

#### **Music Technology Skills**

Learners will develop a range of skills and techniques relating to the creative use of music technology hardware and software to capture and manipulate audio. Learners will explore a range of uses of this technology through practical activities.

#### **Understanding 20<sup>th</sup> & 21<sup>st</sup> Century Music**

Learners will develop their knowledge and understanding of 20<sup>th</sup> and 21<sup>st</sup> century music styles and genres, and an understanding of how music technology has influenced and been influenced by 20<sup>th</sup> and 21<sup>st</sup> century musical developments. Learners will develop a broad understanding of the music industry, including basic awareness of implications of intellectual property rights

#### **Music Technology in Context**

Learners will use music technology skills in a range of contexts such as live performance, radio broadcast, composing and /or sound design for film, TV themes, adverts and computer gaming.

### ASSESSMENT OF AWARD

Learners will apply knowledge and skills from the areas of work to plan, implement and evaluate two creative productions using music technology. The projects will be marked externally.

Learners will complete a final question paper by applying knowledge and depth of understanding and listening skills to answer questions about music and music technology concepts.

### PROGRESSION

The skills and knowledge learned at National 5 will allow progression to Higher Music Technology and Creative Industries.

# MUSIC TECHNOLOGY

## National 4

### PURPOSE AND AIMS OF THE COURSE

The purpose of the National 4 Music Technology course is to enable learners to develop their knowledge and understanding of music technology and of music concepts, particularly those relevant to 20<sup>th</sup> and 21<sup>st</sup> century music. Learners will engage in the development of technical and creative skills through practical learning. This course will provide opportunities for learners to develop their interest in music technology and to develop skills and knowledge relevant to the needs of the music industry.

The aims of the course are to enable learners to:

- develop skills in the use of music technology hardware and software to capture and manipulate audio
- use music technology creatively in sound production and in a range of contexts
- develop skills in musical analysis in the context of a range of 20<sup>th</sup> and 21<sup>st</sup> century music styles and genres
- develop a broad understanding of the music industry, including basic awareness of implications of intellectual property rights
- critically reflect on their own work and that of others.

### COURSE STRUCTURE

The course is divided into areas of work:

#### **Music Technology Skills**

Learners will develop a range of skills and techniques relating to the creative use of music technology hardware and software to capture and manipulate audio. Learners will explore a range of uses of this technology through practical activities.

#### **Understanding 20<sup>th</sup> & 21<sup>st</sup> Century Music**

Learners will develop their knowledge and understanding of 20<sup>th</sup> and 21<sup>st</sup> century music styles and genres, and an understanding of how music technology has influenced and been influenced by 20<sup>th</sup> and 21<sup>st</sup> century musical developments. Learners will develop a broad understanding of the music industry, including basic awareness of implications of intellectual property rights

#### **Music Technology in Context**

Learners will use music technology skills in a range of contexts such as live performance, radio broadcast, composing and /or sound design for film, TV themes, adverts and computer gaming.

#### **Added Value Unit**

Learners will take their knowledge from their Music Technology Skills and Music Technology in context units and apply them to a creative project.

### ASSESSMENT OF AWARD

Learners will apply knowledge and skills from the areas of work to plan, implement and evaluate two creative productions using music technology. The projects will be marked internally.

### PROGRESSION

Learners can then choose to complete the National 5 Music Technology course or take the Creative Industries course for next steps.

# MUSIC

## PERFORMING ON ONE INSTRUMENT UNIT

### National 4/ National 5/ Higher/ Advanced Higher

#### PURPOSE AND AIMS OF THE UNIT

The purpose of the Performing On One Instrument unit is to enable learners to enjoy spending time developing skills on an instrument of their choice. They will rehearse a varied programme of music, develop a broad knowledge of their chosen instrument/voice and its repertoire, and present a musical performance.

For some learners, this can be completed with their Music Instructor through their weekly music lessons.

The aims of the course are to enable learners to:

- Carry out an effective music practice routine.
- Describe music chosen for performance.
- Perform music in contrasting styles.

#### UNIT STRUCTURE

Learners will develop skills on one selected instrument. Through regular practise and reflection, learners will develop technical skills to enable them to perform their chosen pieces of music.

Learners are required to carry out an effective music practice routine detailing appropriate programme content and initial targets, practise independently, regularly, and in an organised fashion, review and evaluates progress effectively and set future targets based on evaluation.

Learners will describe music chosen for performance. They are required to briefly place music performed in context and provide background information, identify key features of the composer's use of the instrument or voice and briefly describes distinctive compositional and stylistic features of the music performed.

Learners will perform music in contrasting styles with sufficient accuracy in pitch and rhythm to communicate the sense of the music and to perform musically, by maintaining the musical flow and by interpreting the composer's intentions with regard to tempo, phrasing and dynamics.

#### ASSESSMENT OF AWARD

The learner will gather written or oral evidence which will list the pieces chosen for the performance programme, detail the initial and future targets set, summarises the record of practice and record the learner's and assessor's review comments. This could be in the form of a practice diary.

Through regular practice and reflection, learners will be required to develop a range of technical and musical performing skills resulting in practical performances. The final performance will be internally assessed in school.

Written or oral evidence, gathered in open-book, supervised conditions, where the learner will provide a description in the form of a programme note for **one** of the pieces performed.

# PHYSICAL EDUCATION

## Advanced Higher

### PURPOSE AND AIMS OF THE COURSE

The main purpose of the course is to engage pupils in research and critical evaluation of the factors that affect and impact on sports performance. Pupils must then apply their knowledge and understanding to the development process of their own performance.

The broad inter-related aims should enable pupils to:

- investigate and critically evaluate how a range of factors impact on performance
- understand and apply methods to develop performance
- develop independent research and investigative skills, and analyse how skills, techniques and strategies combine to produce effective performance
- select and apply a range of movement and performance skills by making informed decisions during high-level performance
- carry out high-level performance in the selected physical activities
- analyse and evaluate the process of performance development.

### COURSE STRUCTURE

The course consists of two internal units:

1. **Performance Skills-** Pupils are advised to focus on their strongest activity. At Advanced Higher level, pupils should be participating in this activity within and out with school at a level suitable to the standards of the course.
2. **Factors Impacting Performance-** Pupils will study the impact of mental, emotional, social and physical factors on their own performance in their activity of choice. Pupils will conduct data collection to gather information on performance strengths and development needs, select appropriate approaches to develop performance and monitor and evaluate the performance development process.

Both Units must be passed through internal assessment.

### ASSESSMENT OF AWARD

#### Component 1: Performance (30 marks)

Pupils are assessed in one physical activity. The assessment takes the form of a single performance in a context that is demanding, competitive and/or challenging. As this is an Advanced Higher level of performance pupils will be assessed against the standards and marking criteria at this level.

#### Component 2: Project (70 marks)

The project assessment allows learners to demonstrate their ability to apply their understanding of the skills, knowledge and understanding from across all units. This is a 5000 word piece of work that will be ongoing throughout the year. The project is completed in school and marked by SQA. A significant amount of this work is conducted independently.

The project is split into four sections:

1. Project proposal
2. Research, conducting a literature review, analysing literature
3. Performance development plan implementation
4. Evaluation of performance development process

### PROGRESSION

This Course may provide progression to:

- Higher National Diplomas in areas such as sports science, sports coaching, or health and fitness.
- Degrees in areas such as physical education, physical activity and health, sport and exercise science, health promotion, or sports psychology.
- further study, employment and/or training related to personal training or health promotion.

# Physical Education

## Higher

### PURPOSE AND AIMS OF THE COURSES

The course enables candidates to demonstrate and develop a broad and comprehensive range of complex skills in challenging contexts in physical activities. Candidates demonstrate initiative, decision making and problem solving by engaging in physical activities.

Candidates develop the ability to use strategies to make appropriate decisions for effective performance. These strategies will be based on an analysis and understanding of the impact of mental, emotional, social and physical factors on performance.

The course supports the way that individual attitudes, values and behaviours are formed by participating in physical education.

The skills, knowledge and understanding that candidates acquire by successfully completing the course are transferable to learning, to life and to the world of work.

The course enables candidates to:

- Develop a broad and comprehensive range of complex movement and performance skills, and demonstrate them safely and effectively across a range of challenging contexts.
- Select and apply skills and make informed decisions to effectively perform in physical activities.
- Analyse mental, emotional, social and physical factors that impact on performance.
- Understand how skills, techniques and strategies combine to produce an effective performance.
- Analyse and evaluate performance.

### COURSE STRUCTURE

The course offers opportunities for personalisation and choice through the selection of physical activities.

The course consists of two areas of study:

#### **Factors impacting on performance**

Candidates develop knowledge and understanding of mental, emotional, social and physical factors that impact on personal performance in physical activities. Through collecting information, candidates consider how these factors can influence effectiveness in performance. They develop knowledge and understanding of a range of approaches for enhancing performance. Candidates select and apply these approaches to factors that impact on their personal performance.

Candidates create and implement Personal Development Plans (PDPs), modify these, and justify decisions relating to future personal development needs.

#### **Performance**

Candidates develop their ability to demonstrate a broad and comprehensive range of complex movement and performance skills through a range of physical activities. They select, demonstrate, apply and adapt these skills, and use them to make informed decisions. They also develop their knowledge and understanding of how these skills combine to produce effective outcomes.

Candidates develop consistency, precision, control and fluency of movement. They also learn how to respond to, and meet, the demands of performance in a safe and effective way.

# Physical Education - *continued*

## Higher

### ASSESSMENT OF AWARD

#### Question paper - 50 marks

The question paper assesses the candidates' ability to integrate and apply knowledge and understanding from across the course. It gives candidates an opportunity to demonstrate the following skills, knowledge and understanding:

- Analysing factors that impact on performance.
- Explaining a range of approaches for developing performance.
- Analysing the recording, monitoring and evaluation of performance development.

The question paper has a total mark allocation of 50 marks. This is 50% of the overall marks for the course assessment.

#### Performance 60 marks

The performance assesses candidates' ability to perform in two different physical activities.

The context for each single performance event must set it apart from normal learning and teaching activities so that it is challenging, competitive and/or demanding. This gives candidates an opportunity to demonstrate the following skills, knowledge and understanding:

- Repertoire of skills — a broad and comprehensive performance repertoire (including complex movement and performance skills).
- Control and fluency of complex movement and performance skills.
- Effective decision making and problem solving.
- Using and applying well established composition, tactics and roles.
- Extent to which rules and regulations are followed and etiquette is displayed (including working with others).
- Extent to which emotions are controlled on the day of the performance.

The performance has 60 marks out of a total of 110 marks. This is scaled by SQA to represent 50% of the overall marks for the course assessment. Each single performance event is marked out of 30.

### PROGRESSION

- Advanced Higher PE in S6 (recommended entry is A pass at Higher and Higher English pass).
- HNC/HND in associated subject area.
- Study at higher/further education.
- Employment and/or training related to health promotion/personal training.



# Physical Education

## National 5

### PURPOSE AND AIMS OF THE COURSES

The purpose of the course is to enable candidates to demonstrate and develop movement and performance skills in physical activities. By engaging in practical activities, candidates can demonstrate initiative, decision-making and problem-solving.

The course encourages candidates to develop a positive attitude towards a healthy lifestyle. It also supports the way that individual attitudes, values and behaviours are formed.

The skills, knowledge and understanding that candidates acquire by successfully completing this course are transferable to learning, to life and to the world of work.

#### **The course aims to enable candidates to:**

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

### COURSE STRUCTURE

This course is suitable for all candidates who have an interest in developing their movement and performance skills in physical activities and who enjoy learning in practical contexts. It is also suitable for candidates who have achieved the National 4 Physical Education course.

The course comprises two areas of study:

- **1. Performance**

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

- **2. Factors impacting on performance**

This aims to develop candidates' knowledge and understanding of the factors that impact on performance in physical activities. Candidates consider the effects of mental, emotional, social and physical factors on performance, and acquire an understanding of how to plan, monitor, record and evaluate the process of performance development.

# Physical Education - *continued*

## National 5

### ASSESSMENT OF AWARD

The course assessment has two components:

- **Component 1- practical performance (60 marks)**

This assesses the candidate's ability to demonstrate:

- a repertoire of skills — including complex skills
- control and fluency
- effective decision-making
- using and applying straightforward composition, tactics or roles safely and effectively
- conforming to rules, regulations and etiquette

Assessment will be based on **two** practical activities, one of which must be an activity studied in school. The other activity may be an activity which a student competes in out with school.

- **Component 2- factors impacting on performance -the portfolio (60 marks)**

This is assessed through the completion of the portfolio. The portfolio has three sections:

Section 1 Understanding factors that impact on performance

Section 2 Planning, developing and implementing approaches to enhance personal performance

Section 3 Monitoring, recording and evaluating performance development

Marks from each component are added together. If a student passes National 5 Physical Education, they will be awarded a grade A-C.

### PROGRESSION

If you complete the course successfully, it may lead to:

- Higher Physical Education
- Further study, training or employment in: Sport, Teaching and Classroom Support, health promotion, Uniformed and Security Services

# PHYSICAL EDUCATION

## National 4

### PURPOSE AND AIMS OF THE COURSES

The main purpose of the Course is 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.

The Course also encourages learners to develop a positive attitude towards a healthy lifestyle, and the contribution that physical activity makes to this.

The skills that learners acquire by successfully completing this Course are transferable to learning, to life and to the world of work.

The main aims of the Course are to enable the learner to:

- develop the ability to safely perform a range of movement and performance skills in straightforward contexts
- develop and demonstrate knowledge of factors impacting on performance
- build capacity to perform effectively
- develop approaches to enhance personal performance
- monitor, record and reflect on performance development

### COURSE STRUCTURE

This course is suitable for all candidates who have an interest in developing their movement and performance skills in physical activities and who enjoy learning in practical contexts.

The Course has two mandatory Units and an Added Value Unit:

- **Physical Education: Performance Skills (National 4)**  
The general aim of this Unit is to provide learners with the opportunity to develop a range of movement and performance skills in physical activities, in straightforward contexts. Learners will develop some consistency in their control, fluency of movement and body and spatial awareness. They will also learn how to respond to and meet the physical demands of performance in a safe and effective way. The Unit offers opportunities for personalisation and choice in the selection of physical activities.
- **Physical Education: Factors Impacting on Performance (National 4)**  
The general aim of this Unit is to provide learners with the opportunity to explore and develop their knowledge of factors that impact on personal performance in physical activities. Learners will record, monitor and reflect on their own performance. There will be opportunities for personalisation and choice through the selection of physical activities used in learning and teaching.

Learners who complete this Unit will be able to:

1. Demonstrate knowledge of factors that impact on personal performance in physical activities
2. Develop personal performance in physical activities
3. Review the performance development process

- **Added Value Unit: Physical Education: Performance (National 4)**  
The general aim of this Unit is to enable learners to provide evidence of added value for the National 4 Physical Education Course. Learners will prepare for and carry out a performance, which will allow them to demonstrate challenge and application.

# PHYSICAL EDUCATION - *continued*

## National 4

### ASSESSMENT OF AWARD

The assessment of the Units in this Course will be as follows:

- **Physical Education: Performance Skills**

The learner will be required to demonstrate movement and performance skills in straightforward contexts. They will demonstrate some consistency in control and fluency of movement and appropriate use of body and spatial awareness. They must also provide evidence of how to respond to and meet the physical demands of performance in a safe and effective way.

- **Physical Education: Factors Impacting on Performance**

The learner will be required to demonstrate knowledge of factors that impact on performance in physical activities. They will also be required to demonstrate that they can monitor, record and reflect on the development of personal performance.

Outcome 1 -Demonstrate knowledge of factors that impact on performance in physical activities

Outcome 2- Develop personal performance in physical activities

Outcome 3 -Review the performance development process

- **Added Value unit**

Learners will integrate, extend and apply the skills and knowledge they have learned during the Course. This will be assessed through a performance, which must provide evidence of their ability to prepare for, carry out and reflect on a performance in a physical activity. Learners will also be required to identify future development needs.

The task will be sufficiently open and flexible to allow for personalisation and choice.

Students will achieve a PASS/FAIL on completion of this course.

### PROGRESSION

If you complete the course successfully, it may lead to:

- National 5 Physical Education
- Further study, training or employment in: Sport, Teaching and Classroom Support, health promotion, Uniformed and Security Services

## CORE PHYSICAL EDUCATION

### PURPOSE AND AIMS OF THE COURSE

Physical education provides learners with a platform from which they can improve aspects of fitness, and develop personal and interpersonal skills and attributes. It enables learners to develop the skills necessary for participation in a wide range of physical activities, sport, dance and outdoor learning, and enhances their physical wellbeing in preparation for leading a fulfilling, active and healthy lifestyle.

They encounter a variety of practical learning experiences, including working on their own, with a partner and in small and large groups, and using small and large equipment and apparatus, both outdoors and indoors.

Learning in, through and about physical education is enhanced by participating on a regular basis in a wide range of purposeful, challenging, progressive and enjoyable physical activities with choice built in for all learners.

# PHYSICS

## Advanced Higher

### PURPOSE AND AIMS OF THE COURSE

Physics is the study of the physical world and how it works. It is an important component of many university courses in Science, Engineering and Technology. AH Physics approaches university level in some areas and so this course offers an excellent introduction to university courses in Sciences, Engineering, Health Care, Mathematics and Technology.

At all levels, Physics teaches transferable skills of problem solving and analysis which are applicable in many walks of life whether your work is in a scientific field or not.

### COURSE STRUCTURE

Advanced Higher Physics is taught in units:

Units	Key Areas
<b>Rotational Motion &amp; Astrophysics</b>	<ul style="list-style-type: none"><li>• Kinematic relationships</li><li>• Angular motion</li><li>• Rotational dynamics</li><li>• Gravitation</li><li>• General relativity</li><li>• Stellar physics</li></ul>
<b>Quanta &amp; Waves</b>	<ul style="list-style-type: none"><li>• Introduction to quantum theory</li><li>• Particles from space</li><li>• Simple harmonic motion</li><li>• Waves</li><li>• Interference</li><li>• Polarisation</li></ul>
<b>Electromagnetism</b>	<ul style="list-style-type: none"><li>• Electric and magnetic fields</li><li>• Circuits, capacitors and inductors</li><li>• Electromagnetic radiation</li></ul>

### ASSESSMENT OF AWARD

Advanced Higher Physics is assessed in a single final exam lasting 3 hours and consists of a written paper only. This paper is worth 75% of the final course award.

There is also a student led experimental research investigation from which a substantial report is written and submitted to the SQA for marking. This is worth 25% of the final course award.

### PROGRESSION

Before beginning studies in Advanced Higher Physics, students should have completed and passed both Physics & Mathematics at Higher level, preferably with A or B grades. Many students will also study AH Mathematics in the same year as AH Physics although this is not essential.

Most students who study AH Physics have plans to continue their studies in Physics, Engineering or another STEM subject at university level. The department also offers opportunities to improve your CV by taking part in a number of STEM extra-curricular opportunities throughout the year.

# PHYSICS

## Higher

### PURPOSE AND AIMS OF THE COURSE

Physics is the study of the physical world and how it works. It is an important component of many college and university courses in Science, Medicine, Engineering and Technology. The study of Physics at this level can support careers in industries such as communications, petrochemical, renewables, aerospace, manufacture, health care, scientific research, design & computing as well as supporting careers in business and finance.

The Higher Physics course is designed as a challenging course most suited to students hoping to apply to university in a STEM related subject. While some of the concepts taught at this level are related to everyday life, most are more abstract and examine some of the fundamental principles of how the universe works.

Physics teaches transferable skills of problem solving and analysis which are applicable in many walks of life whether your work is in a scientific field or not.

### COURSE STRUCTURE

Higher Physics is taught in units:

Units	Key Areas
<b>Our Dynamic Universe</b>	<ul style="list-style-type: none"><li>• Motion – equations &amp; graphs</li><li>• Forces, energy &amp; power</li><li>• Collisions, explosions &amp; impulse</li><li>• Gravitation &amp; Special relativity</li><li>• The expanding universe</li></ul>
<b>Particles &amp; Waves</b>	<ul style="list-style-type: none"><li>• The standard model</li><li>• Nuclear reactions</li><li>• Wave particle duality</li><li>• Interference &amp; diffraction</li><li>• Refraction of light</li><li>• Spectral analysis</li></ul>
<b>Electricity</b>	<ul style="list-style-type: none"><li>• Monitoring &amp; measuring a.c.</li><li>• Current, potential difference, power &amp; resistance</li><li>• Electrical sources &amp; internal resistance</li><li>• Capacitors</li><li>• Conductors, semiconductors, insulators &amp; p-n junctions</li></ul>

All units involve a significant level of scientific & mathematical complexity as they attempt to answer more fully some of the big questions about the world and universe around us.

### ASSESSMENT OF AWARD

Higher Physics is assessed through a final exam consisting of two papers sat on the same day lasting a total of 3 hours. A 45 minute multiple choice paper is followed by 2 hour 15 minute written paper. There is also a practical assignment based on experimental work which is written up under exam conditions. This is worth 20% of a student's course award.

### PROGRESSION

Before beginning studies in Higher Physics, students should have completed and passed both Physics & Mathematics at National 5 level, preferably with A or B grades. Most students will also study Higher Mathematics in the same year as Higher Physics.

Higher Physics is an excellent preparation for university and college courses and allows further progression in school to study Physics at Advanced Higher level.

# PHYSICS

## National 5

### PURPOSE AND AIMS OF THE COURSE

Physics is the study of the physical world and how it works. It is an important component of many college and university courses in Engineering and Technology. The study of Physics can lead to careers in industries such as communications, petrochemical, renewables, manufacture and ICT as well as support careers in business and finance.

The National 5 Physics course is designed to give a solid grounding in the understanding of Physics principles allowing students to progress to Higher and AH level of study. Students require good mathematical abilities in order to achieve success at this level of study.

Physics teaches transferable skills of problem solving and analysis which are applicable in many walks of life whether your work is in a scientific field or not.

### COURSE STRUCTURE

**National 5 Physics is taught in four units:**

- Electricity & Electronics
- Waves and Radiation
- Energy and Heat
- Dynamics and Space

Many of the concepts within each unit are linked to other units within the course.

### ASSESSMENT OF AWARD

National 5 Physics is assessed through a single final exam which lasts 2 ½ hours and consists of a multiple-choice section and a written section. There is also a practical Assignment based on experimental work which is written up under exam conditions. This is worth 20% of a student's course award.

### PROGRESSION

Before beginning studies in National 5 Physics, students should have performed well in studies in both Physics and Mathematics in S3. Alternatively, S5 students that have already passed N5 courses in Mathematics and another Science. Where recommended by their teacher, the N5 Physics course is also suitable for those currently studying National 4 Physics and wishing to continue their studies.

The course is a good preparation for those hoping to gain entry to college courses in Engineering or Science disciplines as well as being suitable for students hoping to progress to Higher Physics later in their studies.

# PHYSICS

## National 4

### PURPOSE AND AIMS OF THE COURSE

Physics is the study of the physical world and how it works. It is an important component of many college and university courses in Engineering and Technology. The study of Physics can lead to careers in industries such as communications, petrochemical, manufacture and ICT as well as support careers in business and finance.

The National 4 Physics course is designed to give a practical and everyday introduction to the world of Physics with a reduced level of mathematical complexity compared to National 5. The course aims to give a basic grounding in the concepts and ideas of Physics which are most relevant to everyday life.

At all levels, Physics teaches transferable skills of problem solving and analysis which are applicable in many walks of life whether your work is in a scientific field or not.

### COURSE STRUCTURE

National 4 Physics is taught in three units:

Units	N4 Physics Key Areas
<b>Waves &amp; Radiation</b>	<ul style="list-style-type: none"><li>• Wave characteristics</li><li>• Sound</li><li>• Electromagnetic spectrum</li><li>• Nuclear radiation</li></ul>
<b>Electricity &amp; Energy</b>	<ul style="list-style-type: none"><li>• Generation of electricity</li><li>• Electrical power</li><li>• Electromagnetism</li><li>• Practical electrical and electronic circuits</li><li>• Behaviour of Gases</li></ul>
<b>Dynamics &amp; Space</b>	<ul style="list-style-type: none"><li>• Speed &amp; acceleration</li><li>• Relationship between forces, motion &amp; energy</li><li>• Satellites</li><li>• Cosmology</li></ul>

Each unit of National 4 Physics attempts to focus on the more practical and less theoretical aspects of the subject making it more interesting and accessible for those who find maths challenging.

### ASSESSMENT OF AWARD

This qualification is internally assessed throughout the year. In order to achieve a course award, passes are required in each of the three Unit Assessments and in an experimental investigation report. Students must also complete and pass a topical assignment in a fourth unit called the 'Added Value' unit. There is no final national examination.

### PROGRESSION

Candidates do not need to have previously studied Physics, but they should have an interest in the subject and have a fair level of numeracy including basic algebra. This course would also provide a good foundation for progression to employment in a laboratory or trade settings.

Those hoping to gain entry to college courses in Engineering or Science disciplines would benefit from taking this course. It is also suitable for students hoping to progress to National 5 Physics later in their studies.



# PRACTICAL WOODWORKING

## National 4 & 5

### PURPOSE AND AIMS OF THE COURSE

National 4 and 5 Practical Woodworking courses provide opportunities for candidates to gain a range of theoretical and practical woodworking skills related to tools and equipment; machining processes, and resistant materials. Literacy skills are developed through reading and interpreting working drawings, reading workshop related documents, and developing an understanding of health and safety procedures.

The courses are practical, exploratory, and experiential in nature. Candidates engage with the technologies, and through their experiences and outcomes, they are given the opportunities to consider the impact that the practical technologies have on our environment and society.

Through this, they develop skills, knowledge and understanding of:

- woodworking techniques
- measuring and marking out timber sections and sheet materials
- safe working practices in workshop environments
- practical creativity and problem-solving skills
- sustainability issues in a practical woodworking context

### COURSE STRUCTURE

These courses develop skills in three areas; each area provides opportunities for candidates to understand safe working practices, sustainability issues, and good practice in recycling within a workshop environment. All areas include skills and associated knowledge in measuring, marking out, cutting and jointing techniques.

**The areas of study at both National 4 and 5 are:**

#### **Flat-frame construction**

Candidates develop skills, knowledge and understanding in the use of woodworking tools and in making woodworking joints and assemblies commonly used in flat-frame joinery, involving complex features. Candidates develop their ability to read and use working drawings and diagrams depicting both familiar and unfamiliar woodwork tasks.

#### **Carcase construction**

Candidates develop skills, knowledge and understanding in the use of woodworking tools and in making woodworking joints and assemblies commonly used in carcass construction, involving complex features. This may include working with manufactured board or with frames and panels. Candidates use working drawings or diagrams in both familiar and unfamiliar contexts that require some interpretation.

#### **Machining and finishing**

Candidates develop skills, knowledge and understanding in using machine and power tools. Candidates also develop skills in a variety of woodworking surface preparations and finishing techniques.

# PRACTICAL WOODWORKING - *continued*

## National 4 & 5

### ASSESSMENT OF AWARD

The National 5 course assessment has 2 components:

Classroom practical assessment – 70 marks 70% of the overall grade– internally assessed.

Candidates independently construct a wooden model from a set of given working drawings.

Exam: 1 hour – 60 marks 30% of the overall grade.

At National 4 the course structure is similar, with candidates completing 3 internally assessed skills units and an Added Value Unit involving the construction of a wooden model. Candidates receive a pass or fail award.

### PROGRESSION

An award at National 4 could lead to progression to National 5.

A grade at National 5 may provide progression to other related courses:

- Skills for Work Courses and similar college-based courses.
- Apprenticeships and/or training in crafts, construction, joinery, cabinet making, drafting, and engineering.

# RMPS

## Higher/ National 5/ National 4

### PURPOSE AND AIMS OF THE COURSES

The purpose of this course is to develop knowledge and understanding of religious, moral and philosophical issues that affect the world today. Religious and non-religious perspectives will be included.

The course will explore the questions raised about ethics, and the human condition the solutions or approaches religion and philosophy offer. Learners will have an opportunity to develop a range of analytical and evaluation skills as well as problem solving and critical thinking.

### COURSE STRUCTURE

You will complete three units of study.

- A World Religion – Christianity/ Buddhism.
- A philosophical question - Origins of the universe/ Existence of God
- Morality – Medicine and The Human Body/ Morality and Relationships

Learners will develop skills which are transferable such as investigation, empathy, reflection and questioning all of which are transferrable to other areas of study and particularly in future careers and further study.

### ASSESSMENT OF AWARD

An assignment is completed under exam conditions.

Higher Paper - The final exam is in two papers with essay questions relating to the three units.  
National 5 – One exam paper.

### PROGRESSION

This Course or its Units may provide progression to:

- Advanced Higher Religious, Moral and Philosophical Studies or its Units.
- Further study, employment and/or training.

RMPS is well suited to those wishing to pursue further study in the following areas; Law, Medicine, Politics, Teaching, Sciences. Emergency Services, Broadcasting, Business, AI, Psychology to name a few.

# RURAL SKILLS

## National 4 - Skills for Work

### PURPOSE AND AIMS OF THE COURSES

The Rural Skills course develops the skills, knowledge and attitudes, needed for work in land-based industries. It allows candidates to begin to develop some of the basic practical skills necessary to work in most of the land-based disciplines — areas such as agricultural livestock, equine industries, horticulture, landscaping and agricultural crops. The course also provides the opportunity to explore the very diverse employment prospects that exist in land-based industries.

St. Joseph's College offers the plant route as this offers candidates many opportunities to participate in tasks that benefit the school estate and community.

They will interact with the Royal Highland Education Trust (RHET) to attend site visits in the land-based sector and gain hands on 'work experience' on farms and in forestry settings.

Learners will also be given the opportunity to participate in the 'Nith Catchment Fisheries Trust' - 'Fishing for the Future' programme. Pupils will participate safely in angling and develop a basic knowledge and understanding of the aquatic environment and fisheries conservation.

This course will not only provide excellent opportunities for pupils who are considering a rural based career but will also be suitable for those who prefer more practical qualifications.

### COURSE STRUCTURE

The course consists of 3 mandatory units and 2 smaller supplementary units which are plant based.

<u>Unit</u>	<u>Overview of content</u>
Estate management	<ul style="list-style-type: none"><li>• Identify and describe the use of a range of tools and equipment and then use these to undertake a range of estate maintenance tasks.</li><li>• Develop manual dexterity that will be useful for progression to higher levels of manual and machinery skills required in specific land-based industries.</li></ul>
Land-based industries	<ul style="list-style-type: none"><li>• Explore some of the many job opportunities that exist within the sector.</li><li>• Identify the qualities &amp; skills that are required to work in some of these industries.</li></ul>
Employability skills for land-based industries	<ul style="list-style-type: none"><li>• Develop employability skills that are valued by the land-based sector including good timekeeping, attendance, safe working and team working.</li><li>• Review and evaluate progress in developing these skills.</li><li>• Examination of risk in a specific task – consideration of safety in all land-based industries.</li></ul>
Crop production	Preparation of the growing medium; establishing and maintaining the plant.
Soft landscaping	Develop the basic skills and knowledge required to establish and maintain soft landscaping

There is a focus on experiential and practical learning in all of the Units. Pupils benefit from well-established partnerships with land-based colleges, training providers and employers, such as RHET and Nith Catchment Salmon Fisheries.

## **RURAL SKILLS - *continued***

### **National 4 - Skills for Work**

#### **ASSESSMENT OF AWARD**

The course is internally assessed. Candidates must pass each of the Units.

This requires completion of a variety of practical tasks and written log sheets related to each unit.

Progress is monitored carefully and assessment occurs throughout each school term.

#### **PROGRESSION**

This Rural Skills Course has been designed to provide a broad basis for progression into further education and training in the land-based sector. It allows candidates to begin to develop some of the basic practical skills necessary to work in most of these disciplines as well as an opportunity to explore the very diverse employment prospects that exist.

Candidates may progress to a career in areas such as: agricultural crops; fencing industries; land-based engineering industries; production horticulture industries; tree and timber related industries; environmental conservation industries; landscaping industries; agricultural livestock; animal care industries; aquaculture; equine industries; farriery; fisheries management; game and wildlife management and veterinary industries.

# SOCIOLOGY

## National 5

### PURPOSE AND AIMS OF THE COURSES

Sociology is about exploring Society and better understanding ourselves as social beings. The aim of the course is to provide students with theories about our society, knowledge of our identity and issues such as inequality. It will also include a grounding in Anthropology – the study of who we are.

### COURSE STRUCTURE

**The course is structured around 3 Units:**

Human Society – Theories and research regarding our Society

Culture and Identity – Who are we? Who are you? Sub-culture groups such as Mods and Skinheads

Social Issues – Inequalities in Social Class and Education

### ASSESSMENT OF AWARD

27 % Assignment on an issue of your choice (examples being ‘Body Image’ Gender and Crime’)

73% Exam

### PROGRESSION

National 5 should lead to Higher Sociology and provides a strong support to students studying other social sciences.

Thereafter Higher Sociology can lead to University courses in Sociology, Anthropology, Social Work, Care, Social Research etc. or a Social Science degree.

# SOCIOLOGY

## Higher

### PURPOSE AND AIMS OF THE COURSES

Sociology is about exploring Society and better understanding ourselves as social beings.

The aim of the course is to provide students with theories about our society, knowledge of our identity and issues such as inequality. It will also include a grounding in Anthropology – the study of who we are.

### COURSE STRUCTURE

**The course is structured around 3 Units:**

Human Society – Theories and research regarding our Society

Culture and Identity – Who are we? Who are you? Sub-culture groups such as Mods and Skinheads

Social Issues – Inequalities in Social Class and Education

### ASSESSMENT OF AWARD

27% Assignment on an issue of your choice

73% Exam

### PROGRESSION

Higher Sociology can lead to University courses in Sociology, Anthropology, Social Work, Care, Social Research etc. or a Social Science degree.