

# DYCE ACADEMY



**S5-6 Subject Choice  
Session 2017-18**

## S5-6 COURSE CHOICE – 2017-18

### INTRODUCTION

This booklet aims to supply you with the necessary information to help you choose courses for your fifth and sixth year at school. It is important that you read the booklet carefully. As you will discover, choosing courses in the senior year is a rather different procedure to the last time you had to choose courses at the end of third year.

This booklet contains information on the following:

- Your Learning Agreement with the school
- What factors to consider when choosing your courses
- What level of course you should choose within a department
- The course choice process
- What is meant by Young Person Status
- Which courses are offered by each department in the school

### Your Learning Agreement with the School

Entry to the senior school involves a commitment on the part of students to a worthwhile timetable; to attend classes; to be on time and to apply themselves to their studies and the life of the school.

As such you will be asked to sign a Learning Agreement with the school on your return to S5/6. By signing the Learning Agreement you accept the meaning of these conditions. It is important you realise this. The conditions may appear to be simple and obvious but their meaning is very important, particularly as you are in post-compulsory education.

If you break this agreement in any serious way, the school may review whether you should continue with your fifth or sixth year courses or if you should be asked to leave. It is in your best interests to take this contract between yourself and the school seriously.

The school will fulfil its part of the agreement by providing you with the opportunity to make the best use of your own talents and abilities. The agreement will work if you make the most of the opportunities that the school provides. You will be asked to sign the agreement for the following conditions:

#### Condition 1 – Attendance

- I will ensure that I attend school and all my classes unless I am medically unfit
- For unplanned absence (medical illness) I shall bring a note of explanation from my parents on the first day back
- A medical certificate is required for non-attendance at a Unit Assessment.
- **For any absence other than medical I will seek permission from the school in advance**
- I will ensure that I am punctual to school in the mornings, afternoons and to all my classes
- If my attendance falls below 90% in any of my subjects, I may be withdrawn from presentation in the SQA examination in that particular subject

## Condition 2 – Application to Study

- My study programme shall be 27 periods minimum for S5 and 23 periods minimum for S6
- I will ensure that I will do my best work at all times
- I will ensure that I bring to school all required books, resources etc for each of my subjects
- I will complete assigned homework accurately and promptly
- I will ensure that I meet deadlines for SQA folios, projects etc.
- I will ensure that I make sensible use of study time at school and at home
- If I fail to complete homework, meet deadlines without reasonable explanation or underachieve in any coursework or unit assessments I may be withdrawn from the presentation in the final SQA examination in that particular subject

## Condition 3 – Expectations of Behaviour and Learning

- As a member of the senior school I will display a positive attitude to my learning and participation in classes
- I will pay attention in class and be respectful towards other pupils' learning
- In every other way I shall behave in a manner which is appropriate to a member of the senior school
- I will not undertake more than 10 hours paid employment per week, neither during the school day nor after 10.00 pm at night
- I will attend registration daily or as agreed with Guidance or the Depute Head Teacher in charge of S5/6

## **Young Person's Status**

Most students who return to school for fifth or sixth year will be in the 16–18 age group and will have chosen, rather than be compelled by law, to attend school. You will be beyond the stage of compulsory education, unless, because of your age, you are a Christmas Leaver. The school hopes that you will accept the change in status and responsibility in a sensible way.

The 'Education Scotland Act' (1981) makes you responsible for your own decisions when you are over the age of sixteen. The act gives your rights as a 'Young Person'. This means that the school does not deal directly with your parents regarding any decisions about your education. We deal directly with you! We obviously hope that you and your parents will discuss school and agree on the decisions that you make.

All fifth and sixth years, including those who are not yet sixteen, are treated as 'Young Persons' by the school. The school feels that it is fairer to treat all senior students in the same way.

The school is obliged to keep your parents/guardians informed of all major decisions regarding your education. They will be sent a copy of your timetable after the summer holidays and should there be any problems with your attendance, attitude to work or your behaviour we will inform them and ask for their assistance.

Parents/guardians will receive Report Cards and Early Warnings where necessary. They will be invited to come to Parents' Consultation Meetings as in previous years.

If for any reason you want to attend a different school, you are free to do so subject to the constraints of the Education (Scotland) Act 1981 - 'The Parents Charter.'

## **The Course Choice Process**

Choosing your courses for fifth or sixth year is really a two-stage process.

You will be asked to start to consider the courses you may wish to take in mid February. This may seem early but it is important for the following reasons. Firstly, it is important to start thinking about your future at school and to consider your long term career plans. You will have completed your estimate exams so should have a good idea of how you expect to do in the final examinations in May. Secondly, it helps the school plan the timetable for next session. An individual interview with your PT Pupil Support (Guidance) will be arranged to discuss your course choices.

A Course Choice Form will be issued in March to be returned before the Easter holidays. Attached to the Course Choice Form there will be a sheet to be signed by teachers confirming whether or not you have the entry qualifications for particular courses and if you are choosing the correct level of study.

Another interview may be arranged with your Guidance Teacher if there are concerns or problems with your course choice. It must be remembered that due to the constraints of timetabling and staffing it may be necessary for you to make revised choices in May.

New courses start early in June once the exams are over.

It may be that your definite choice will have to be reviewed when you return to school after the summer holidays. Your exam results might mean that amendments to your choice may be necessary.

**All fifth year students must select from 6 columns – 5 qualifications and 1 study/interest course.**

**All sixth year students must select from 6 columns – 4 qualifications, 1 vocational/interest course and 1 study column.**

**All S6 students have the opportunity to negotiate a coherent and purposeful timetable** aligned to future aspirations, which could include supporting departments and other personal development opportunities.

**All S6 students should plan to complete a full academic year**, in the understanding that dropping out of Advanced Higher courses is recognised by many Universities as a negative indicator of student perseverance. Students who drop below three academic subjects will be asked to consider an alternative to school.

Use the contents of this booklet to help you find the courses that you are interested in following next year.

### **Factors to Consider**

When you are making your choices there will be many factors for you to consider. The following questions are some of the main things you should think about as you consider your choices:

- What job, course, career am I aiming for?
- What are the entry requirements?
- How do I realistically expect to do in my examinations this year?
- If I have to return to school because of my age, what can I get out of this extra time?

- Do I plan to stay on for the whole year, until Christmas or for two more years?
- What advice have I been given by teachers, careers advisers and parents?
- Am I being realistic about my plans?

### Entry Requirements for Advanced Higher Courses

The Entry Requirement for Advanced Higher course is a pass at grades A-C at Higher in the relevant subject

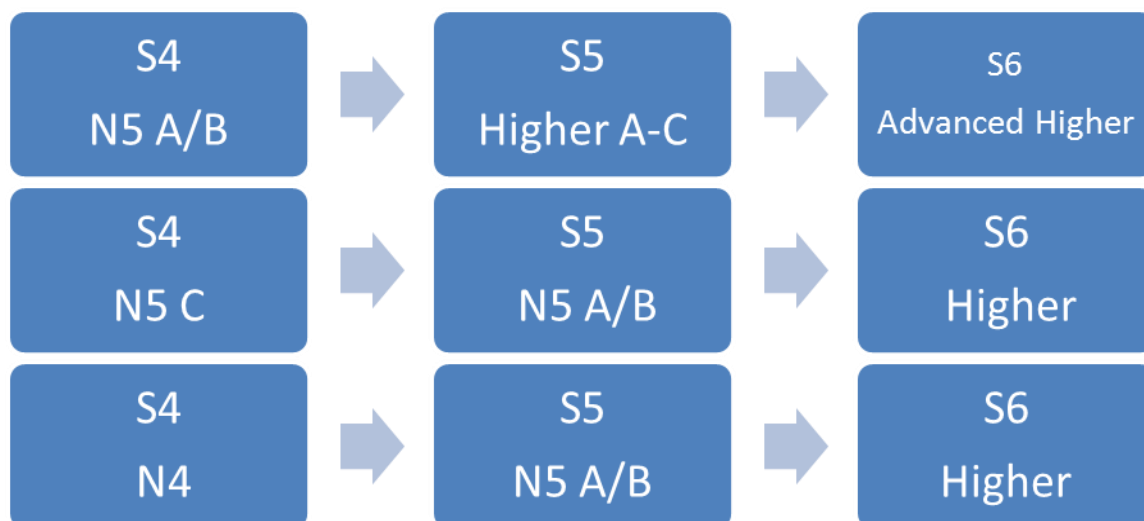
### Entry Requirements for Higher Courses

In order to support the best possible chance of success at Higher level the entry requirement for Higher courses is a pass at A or B at National 5 in the relevant subject.

A pass at National 5 C may be considered in certain circumstances. This will be dependent on consideration of the combination of subjects and levels you will be studying during the session, agreement with the relevant Faculty Head and negotiation with your PT Pupil Support (Guidance). Decisions will be reached to ensure the best possible chance of student success across all of their choices.

In some circumstances a student can access a Higher course in a subject they have not done at National 5 level. Entry is dependent on the grades achieved in related subjects at National 5, agreement with the relevant Faculty Head and negotiation with your PT Pupil Support (Guidance).

### Typical Progression Routes



## Choosing Course Levels

- 1 **Advanced Higher** courses are for 6<sup>th</sup> year students who have achieved Higher Grade in that subject. They are very demanding courses which require a lot of self-motivation and a willingness to work independently. You should have achieved an A or B Grade at Higher.
- 2 **Higher** courses are for students who have achieved **National 5** in a National Qualifications course. It is important to be aware that Higher courses are a big step up from Nationals. Highers are one year courses starting in June with examinations the following May. When all of the holiday weeks and estimate exam periods are taken out of this time you are left with just over two full terms to complete the course work. The course is intensive and you must be prepared to work very hard indeed.
- 3 **National 5** courses are for students who achieve **National 4** in a National Qualifications course. If you successfully complete a National 5 course then you can proceed to take the Higher course in that subject. These courses are usually a suitable starting point if you have not studied the subject before.
- 4 **Free Standing National units** or course units from National Qualifications described above can be selected to complement subject choice. Many offer the chance to learn or develop useful practical skills such as word processing, sport and fitness, computing, woodwork, technical skills or artistic skills such as photography. Many students take these courses out of interest.

You will be asked to confirm with the Faculty Head of the Department as to whether or not you are choosing the right course at the right level.

## Assessment

National Qualification courses are made up of individual units with an end of year external examination and/or externally assessed coursework assessment. There tends to be three mandatory units which have to be passed per course. Each unit will have an internal assessment at the end of it. Dates for assessment and reassessment will be set by subject teachers. Unit passes represent a minimum level of competence and do not represent a pass at course level. Students should aim to exceed this level for course success.

You must pass internal unit assessments. SQA guidance on re-assessment is that normally there should be one or, in exceptional circumstances, two re-assessment opportunities.

You must attend for these assessments/reassessments on the day prescribed by the teacher. Medical certification will be required for non-attendance. Any absence from assessment will be recorded as a fail. Letters will be sent home informing your parents/guardians of any failed Unit Assessments.

Only under **exceptional** circumstances shall a second attempt to resit a failed unit be allowed. Requests for exceptional circumstances must be made in writing to Miss Strachan, Depute Head Teacher for consideration. The Faculty Head will make the final decision.

If you fail a resit or fail to attend a resit, you cannot gain the course award in that subject. However, you can still complete the other units in the course and, subject to satisfactory progress and commitment, be allowed to enter the final examination.

## Tracking your Progress

Your PT Pupil Support (Guidance) staff will be informed of any assessment that you fail. They will contact your parents/guardians informing them of the situation.

Should you fail a second time you will be given some options. If a suitable course or space is available you will be given the opportunity to change level after discussion with your Guidance teacher. **No changes to your course should be made until you have gone through the appropriate channels - first Guidance, then Miss Strachan.**

Remember, if you are struggling, speak to staff and your Guidance Teacher. They are there to help you. Deal with the situations as they arise and don't put off problems until they become unnecessarily complicated. Very few students find the first few months easy.

In the Autumn term, your teachers will consult with you and negotiate your target grade for each subject. These grades will reflect what we feel you are capable of achieving. These target grades should be entered in the page provided in your planner.

Your progress will be monitored and reviewed throughout the session to ensure that you are supported. Early Warnings will be sent to your parents where necessary and there will be opportunities for discussion at the S5-6 Parents' Consultation Evening.

## Course Awards

Successful completion of the mandatory units for each subject and success in the final SQA examination will determine the level of award. These range from Grade A to D. Grade D is for candidates who have achieved between 45% and 49%.

## Core Skills

Core Skills are essential if individuals are to meet both their personal needs and the needs of society. Individuals who can analyse and solve problems, communicate well, use information technology and work with others effectively. These individuals are well-equipped to assume the active, flexible and responsible role which modern workplaces need and society expects.

The certificate that you gain at the end of each examination year shall provide you with information on attainment in the following areas:

## Core Skills

- Communication
- Numeracy
- ICT
- Problem Solving
- Working with Others

Core skills have been incorporated into National units and courses so they will be a normal part of teaching, learning and assessment. You will gain credit for achieving core skills at different levels and this will be recorded on your SQA certificate.

## **Dyce Academy and Bucksburn Academy Link**

Dyce Academy and Bucksburn Academy have a long established and successful link that allows students at both schools a wider choice of course combinations than either school could provide on their own. In several subjects the departments at both schools share the teaching of the course. In other subjects, departments from each school rotate the level or subject offered. It is likely that at some point in your senior years you will be taught at Bucksburn Academy.

There is a free shuttle bus which runs between the two schools each period. The times of the shuttle are displayed in the S5-6 Common Room and noticeboards. Two buses operate in the morning to get students across for first period. Thereafter, one bus makes the run between the two schools at each break.

If a pupil misses the shuttle it is the pupil's responsibility to get themselves to Bucksburn Academy for class. It is not an acceptable reason for being absent to say that you missed the shuttle bus.

Communication regarding pupil progress is on-going between the two schools. Parents of pupils attending Bucksburn Academy as part of the link will receive communications from Bucksburn Academy including pupil reports and an invitation to Parent's Evening. Students attending Bucksburn Academy will also have target grades set for subjects studied.



## **Aberdeen City Campus 2017 - 18**

The Aberdeen City Campus aims to maximise the number of appropriate learning opportunities and experiences for the young people of Aberdeen. Pupils will be offered an enhanced choice of subjects that will increase their breadth of education further to that already on offer in their own school or school consortia. The City Campus provides greater diversification, including courses run by other educational training providers, to meet the needs of individuals in a changing educational environment.

An Aberdeen City Campus class is one that is open to pupils from all of the Secondary schools in the city.

Current partners in delivering the City Campus are – SHMU (Station House Media Unit), North East Scotland College, ACCESS RGU, The EAL (English as an Additional Language) Service, Saks Hair Academy and Citymoves Dance Agency.

City Campus courses are offered on Travel Afternoons:

Afternoon Pair 1: Monday and Wednesday  
Afternoon Pair 2: Tuesday and Thursday

### Provision of Courses

Courses are provided at different SCQF levels to support the Senior Phase Curriculum.

### Application Procedures

# Requires ACC City Campus Application to be completed

\* Requires online NESCol Application to be completed

## SCQF 7

Monday/Wednesday	Tuesday/Thursday
<ul style="list-style-type: none"> <li>• Biology <b>AH</b> (AGS) #</li> <li>• Drama <b>AH</b> (AGS) #</li> <li>• Geography <b>AH</b> (Harlaw) #</li> <li>• History <b>AH</b> (AGS) #</li> <li>• Mandarin <b>AH</b> (Oldmachar) #</li> <li>• Modern Studies <b>AH</b> (AGS) #</li> <li>• Physics <b>AH</b> (Harlaw) #</li> </ul>	<ul style="list-style-type: none"> <li>• Business Management <b>AH</b> (Hazlehead)</li> <li>• English <b>AH</b> (AGS) #</li> <li>• History <b>AH</b> (AGS) #</li> <li>• Mathematics of Mechanics <b>AH</b> (Harlaw) #</li> <li>• Physics <b>AH</b> (AGS) #</li> </ul>

## SCQF 6

Monday/Wednesday	Tuesday/Thursday
<ul style="list-style-type: none"> <li>• Administration and IT <b>H</b> (AGS) #</li> <li>• Computing Science <b>H</b> (AGS) #</li> <li>• Creative &amp; Digital Media <b>FA L6</b> (NESCol)*</li> <li>• Dance <b>H</b> (Citymoves) #</li> <li>• Economics <b>H</b> (AGS) #</li> <li>• ICT – Hardware &amp; System Support <b>FA L6</b> (NESCol)*</li> <li>• Mandarin <b>H</b> (Oldmachar) #</li> <li>• Mechanical Engineering <b>FA L6</b> (NESCol Altens)*</li> <li>• Social Care &amp; Healthcare <b>FA L6</b> (NESCol)*</li> </ul>	<ul style="list-style-type: none"> <li>• Business Skills <b>FA L6</b> (NESCol)*</li> <li>• Children &amp; Young People <b>FA L6</b> (NESCol)*</li> <li>• Computing Science <b>H</b> (NESCol)*</li> <li>• ESOL <b>H</b> (The EAL Service at Harlaw)#</li> <li>• Exercise and Fitness Leadership <b>NPA L6</b> (NESCol)*</li> </ul>

## SCQF 5/6

Monday/Wednesday	Tuesday/Thursday
<ul style="list-style-type: none"> <li>• Creative Textiles and Garment Manufacture <b>NPA L5/6</b> (NESCol)*</li> </ul>	

## SCQF 3/4/5

Monday/Wednesday	Tuesday/Thursday
<ul style="list-style-type: none"> <li>• Computing Science <b>L5</b> (NESCol)*</li> <li>• Construction Crafts (NESCol)*</li> <li>• Early Education and Childcare <b>SfW N5</b> (NESCol) *</li> <li>• Food Manufacturing <b>NPA L6</b> (NESCol)*</li> <li>• Health Sector <b>SfW N5</b> (NESCol) *</li> <li>• Introduction to Hair and Beauty Sector (Hair) <b>C&amp;G L1/N4</b> (NESCol) *</li> <li>• Introduction to Vehicle Technology <b>IMI N4</b> (NESCol - Altens) *</li> <li>• Introduction to Working in the Community <b>N5</b> (NESCol)*</li> <li>• Laboratory Science <b>SfW N5</b> (NESCol)*</li> <li>• Photography <b>NPA L5</b> (NESCol) *</li> </ul>	<ul style="list-style-type: none"> <li>• Beauty Therapy <b>C&amp;G L1/N4</b> (NESCol) *</li> <li>• Built Environment <b>L6 Units</b> (NESCol)*</li> <li>• Business Skills <b>NPA L5</b> (NESCol)*</li> <li>• Construction Crafts - <b>SfW N4</b> with optional extended work experience on Mon/Wed afternoons. Please select in both columns. (NESCol – Altens) *</li> <li>• Digital Media (NESCol)*</li> <li>• DofE Award Leadership training. #</li> <li>• Early Education and Childcare <b>SfW N4</b> (NESCol) *</li> <li>• Engineering <b>SfW N5</b> (NESCol – Altens) *</li> <li>• ESOL <b>N5</b> (The EAL Service at Harlaw) #</li> <li>• Girls in Energy <b>SfW N5</b> (NESCol at Kincorth)*</li> <li>• Mandarin <b>N4/5</b> (Oldmachar) #</li> </ul>

## Other Awards/Qualifications

Monday/Wednesday	Tuesday/Thursday
	<ul style="list-style-type: none"> <li>• Saks Hair Academy (Saks at Northfield) #</li> </ul>

In addition to the courses listed previously, the courses below will also run but these will be outwith Travel Afternoon times.

### Additional Courses

Course	SCQF Level	Provider	Time
Advanced Higher Chemistry	7	St. Machar	Tue & Thur 1.30 – 3.30pm
Advanced Higher Computing	7	St. Machar	Tue & Thur 1.30 – 3.30pm
Advanced Higher Design & Manufacture	7	St. Machar	Tue & Thur 1.30 – 3.30pm
Higher Design & Manufacture	6	Harlaw	Tue & Thur 1.30 – 3.30pm
Advanced Higher French #	7	Hazlehead	Tue 2pm-4pm & Thurs 1pm-3pm
Higher French #	6	Hazlehead	Mon 2pm-4pm & Wed 1pm-3pm
N5 German #	5	Hazlehead	Mon 2pm-4pm & Wed 1pm-3pm
Higher German #	6	Hazlehead	Mon 2pm-4pm & Wed 1pm-3pm
Girls in Energy (Shell) SfW	5	BoDA or Dyce	To follow
Girls in Energy (Shell) SfW	5	Hazlehead	To follow
Advanced Higher Graphic Communication	7	St. Machar	Tue & Thur 1.30 – 3.30pm
Higher Graphic Communication	6	Harlaw	Mon & Wed 1.30 – 3.30pm
Higher Psychology * Group 1	6	NESCol	Mon 2pm-5pm
Higher Psychology * Group 2	6	NESCol	Wed 2pm-5pm
Higher Psychology * Group 3	6	NESCol	Thur 2pm-5pm
Higher Sociology *	6	NESCol	Tue 2pm-5pm
SfW N5 Maritime Skills (Scottish Maritime Academy, Peterhead) *	5	NESCol	Fri 9.15am-2.45pm
Supported Learning Links Course *	2/3	NESCol	Fri 9am-4pm
Access to Art and Architecture (ACES)	-	RGU	Wed 4.30pm-6.30pm
Access to Business and Management	-	RGU	Mon 4.30pm-6.30pm
Access to Communication and Media	-	RGU	Mon 4.30pm-6.30pm
Access to Computing	-	RGU	Tue 4.30pm-6.30pm
Access to Engineering	-	RGU	Wed 4.30pm-6.30pm
Access to Health Professions	-	RGU	Wed 4.30pm-6.30pm
Access to Law/Law and Management	-	RGU	Mon 4.30pm-6.30pm
Access to Life Sciences	-	RGU	Tue 4.30pm-6.30pm
Access to Nursing and Midwifery	-	RGU	Tue 4.30pm – 6.30pm

### Application Procedures

For RGU Access courses please contact [access@rgu.ac.uk](mailto:access@rgu.ac.uk) to register

SHMU can be contacted by emailing [brian@shmu.org.uk](mailto:brian@shmu.org.uk)

Students will travel to the courses on the travel afternoons using public transport. The classes in Aberdeen Grammar School, Harlaw Academy and the Aberdeen College's Gallowgate Campus can be reached with one bus journey as they are all located within the

city centre. The pupils attending courses delivered in Aberdeen College's Altens Campus will need to make the journey using 2 different bus services.

Pupils taking part in the Aberdeen Senior School Campus which involves the delivery of courses at Aberdeen College, Aberdeen Grammar School or Harlaw Academy will be required to complete/sign an Aberdeen Senior School Campus Application form.

## **Aberdeen University Courses (See Guidance staff for more information)**

Flexible Learning courses (the S6 @ Uni programme), predominantly in the Sciences and Geology, are available to be undertaken by S6 students in schools mainly by distance learning. These courses can supplement or complement courses that students are undertaking in school. CATS points will be gained by young people successfully completing courses and Aberdeen University will also look favourably on applications received from young people who have taken a course. A fee is charged for this course.

## **Robert Gordon University – ACES Project (See Guidance staff for more information)**

ACES (Access to Creative Education in Scotland) at RGU is part of a national scheme that is supported by the Scottish Funding Council (SFC). It is managed and delivered by the four major art schools including Gray's School of Art and the Scott Sutherland School of Architecture. To be eligible for the travel afternoon option, learners must be in S5 or S6 at a Local Authority School in Scotland and meet at least one of the following criteria:

- be based in Aberdeen City, living permanently in an area identified as most deprived (referred to as MD20 or MD40 or quintile 1 or 2 through the Scottish Index of Multiple Deprivation)
- be in receipt of Educational Maintenance Allowance (EMA)
- have spent time as a Looked After Child or Looked After and Accommodated Child

## **Scholar**

Scholar is an electronic college provided by Heriot Watt University and financed by Aberdeen City Council. Those of you who study Higher or Advanced Higher courses in Mathematics, Information Systems, Chemistry, Physics, Biology, Business Management, Accounting, Spanish and French will be provided with a password that will allow you internet access to the program. The program provides students with extensive study support. The range of courses on offer is increased annually.

## **Careers and Further Education**

Careful thought should be given to important decisions that have to be made at this stage. Our Careers Adviser is in school one day each week to offer advice on work, training, further and higher education. Working closely with Guidance Staff, Senior Staff and appropriate classroom teachers she provides a valuable information service to provide help with career plans.

Competition for jobs and places on courses is becoming increasingly tougher. You must find out as much as you can about possible jobs or educational programmes to help you make your decisions. The school will do all it can to help you decide on your career. You can, through your Guidance teacher, request an appointment with the School Careers Adviser or you can telephone the Careers Office on 01224 285200 or Freephone 0800 454499.

If you have ambitions to continue studies after school and intend applying for a degree course, applications through UCAS must be completed before the end of November in your final year. It is important that you consult the appropriate prospectuses available online. Please remember that the entrance qualifications are a minimum and may not guarantee entry. For many college courses the earlier you apply the better chance you have of gaining consideration for entry. It is your responsibility to make sure applications are done in good time.

## **Educational Maintenance Allowance (EMA)**

This is a weekly payment worth up to £30 for students who are planning to continue in full time education.

You could get an EMA if you are aged between 16 and 18 and your household income is £20,351 or below (correct as of February 2015). This is paid direct to your bank account and is in addition to other supports and benefits provided by the government. It will not affect your parents' Child Benefit. It won't affect any money you earn from a part time job.

Further information on the EMA and on how to apply will be available before you finish fourth year from your Guidance teacher or Miss Strachan. Application packs will be available from the school office. More information is available from [www.emascotland.com](http://www.emascotland.com).

## **PERSONAL AND SOCIAL EDUCATION (PSE)**

Each S5 and S6 student will attend Personal and Social Education classes lasting 60 minutes each week. Your own guidance teacher will be involved in the delivery of PSE and by maintaining regular contact throughout the year, important administrative, personal guidance and careers information can be passed on.

A programme has been designed to allow all students the opportunity to develop in various aspects of their lives, such as:

- the development of personal qualities, skills and relationships
- the development of self-esteem and confidence
- making informed choices about education at school or continuing education after they leave
- making informed choices about work and training
- developing responsible attitudes and behaviour
- their general well-being in and out of school

The programme builds on what has already been learned and covers a number of topics and issues relevant to young adults. Speakers are invited to give talks about various subjects such as Driving Skills, Sexual Health, Alcohol Awareness, Mental Health, Interview Techniques, Life at University and Student Finance.

The S5 course includes:

- Careers – exploring different career routes and options at the end of S5
- Preparation for working life and how to cope with problems that may be encountered including personal safety
- Study skills
- Record of Achievement and Personal Statements
- Alcohol – visiting speakers
- College Speaker
- Driving – safety
- Health issues

The S6 course includes:

- Memory techniques and study skills
- Information about Further and Higher Education
- Applying for College and for University through UCAS
- Student Finance and Budgeting
- Updating of Progress File and Personal Statements
- Interview techniques
- Sexual health
- Personal Safety
- Independent Living
- Stress Management
- First Aid Refresher
- Health Choices
- Equal Opportunities

At the end of each year students are given the opportunity to evaluate the programme and make suggestions for any improvements or additions.

## **PHYSICAL EDUCATION**

All S5 and S6 students are expected to participate in 60 minutes of recreational PE per week. This will appear on your timetable and is not part of the course choice process. Information on Core PE is available later in this booklet under the Physical Education Department entries.

## **RELIGIOUS, MORAL AND PHILOSOPHICAL STUDIES (RMPS)**

Schools have a statutory obligation to provide RMPS to all pupils including S5 and S6. This will be delivered as a unit of work within PSE time and taught by RMPS staff.

## **COURSES AVAILABLE**

The rest of this booklet contains details of the courses that might be offered by each department. It is important that you read these details carefully so that you know what you are taking on and to ensure that you are choosing courses you can cope with.

If you would like to know any more about any of the courses then you should speak to the Faculty Head/Principal Teacher of the department concerned.

Information is arranged alphabetically by department.

**It is important to remember that if numbers are very low a course may not be viable, so will not run. As a result you may be required to amend your course choice. Your Guidance Teacher will discuss this with you.**



## ART & DESIGN

### Art & Design – Higher

The course provides opportunities for learners to be inspired and creatively challenged as they explore how to visually represent and communicate their personal thoughts, ideas and feelings through their work.

#### Entry Requirements

Learners will normally be expected to have attained skills, knowledge and understanding required by the experience gained through the National 5 Art and Design course or relevant component units. **It is strongly advisable that pupils who intend to undertake this course have achieved an A at National 5 Art & Design and acquired (or intend to undertake) English at Higher level.**

#### Course details

The course consists of two mandatory units:

##### Expressive Activity

This unit helps learners to develop their personal thoughts and ideas in visual form with a critical understanding of artists' working practices and the social and cultural influences affecting their work. They will select stimuli and produce investigative drawings. They will develop and refine their ideas with the use of a range of materials, techniques and/or technology in 2D and/or 3D formats.

##### Design Activity

In this unit learners will plan, research and develop creative design work in response to a design brief. They will develop their problem solving and critical thinking skills as they consider complex design opportunities, and work to resolve design issues and constraints. They will develop critical understanding of designers' working practices and the social and cultural influences affecting their work. They will develop and refine their design ideas by experimenting with and using a wide range of materials, techniques and/or technology in 2D and/or 3D formats.

#### Assessment

Both units are internally assessed against the requirements provided by the SQA. External course assessment consists of a portfolio in which pupils will provide one piece of expressive art work and a design solution with evidence of related developed ideas. The portfolio is worth 160 marks – equally weighted between expressive and design.

A question paper that focuses on the pupils' knowledge and understanding of artists' and designers' work and practice is worth 60 marks and completes the external assessment.

#### Progression

Units combined with the portfolio are designed to provide progression to the course at Advanced Higher level.



## **National 5 Art & Design Course**

### **Overarching Learning Outcomes**

- Investigate and analyse the social and cultural influences on artists and designers and their work
- Develop and refine expressive and design ideas using problem solving and reflective skills
- Communicate thoughts, feelings and ideas effectively when planning, producing and presenting creative ideas through art and design work

Pupils will complete an Expressive and Design Unit with an added value Element

### **Entry Requirements**

- National 4 Art and Design Course relevant component Units

### **Expressive Unit**

- Develop learners' ability to produce creative investigative research and development work using a wide range of familiar art materials / techniques / technology in response to a themed activity.
- Develop learners' reflective and critical understanding of factors that influence artists' work and practice.
- Develop learners' creativity, basic problem solving and critical thinking skills.

### **Design Unit**

- Develop learners' ability to develop creative research and development ideas using a variety of design materials / techniques / technology in response to a design brief.
- Develop learners' understanding of design issues and design brief requirements, opportunities and constraints
- Develop learners' understanding of designers' work and practice and ability to reflect on the work of others, as well as their own.
- Develop learners' creativity, design based problem solving and evaluation skills.

Added value element involves the pupils producing final Expressive and Design pieces of work that will be sent to the SQA for external marking with a sample of related research and development work, as a portfolio worth 160 marks. The pupils will be required to answer a written paper produced by the SQA worth 40 marks.

### **Progression**

Units combined with the portfolio are designed to provide progression to the course at Higher level.



## **Photography – Higher**

The course encourages learners to be inspired and challenged by visually representing their personal thoughts and ideas through the medium of photography.

### **Entry Requirements**

Learners will normally be expected to have attained skills, knowledge and understanding required by the experience gained through relevant photography units, S3 photography course, National 5 Art and Design course or relevant component units. It is advisable that pupils should have acquired (or intend to undertake) English at National 5 or **preferably** Higher level. It would be beneficial for pupils who intend to undertake the course, if they had regular access to either a Bridge or DSLR camera.

### **Course details**

There course consists of two units:

#### **Image Making**

Learners will develop knowledge and understanding of camera techniques and controls and will investigate and analyse the factors which influence photographers and their work. They will apply their knowledge of light and image formation when creating photographic images. They will use exposure times and composition creatively for photographic effect.

#### **Contextual Imagery**

Learners will explore and experiment with using a variety of photographic techniques, technology and processes. They will use their understanding of the social and cultural interplay between photographers and society when developing their own personal, creative approaches to photography. They will plan, produce and present photographic images in different styles and genres.

### **Assessment**

Both units are internally assessed against the requirements provided by the SQA.

External course assessment will be presented as a project and will contain evidence of research and investigation, development and production of 12 final images with evaluative comments based on personal judgements. The project will have a total of 100 marks

### **Progression**

The course or its units may provide progression to other qualifications in Photography, Art and Design or related areas, further study, employment and/or training.



## **BUSINESS EDUCATION**

### **COMPUTING SCIENCE – HIGHER**

This course will is designed to provide progression for pupils obtaining the National 5 qualification in Computing Science.

#### **Why study Computing Science?**

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

While many students will want to become computing professionals, all will benefit from the development of these foundational skills and the underpinning knowledge necessary to meet the needs of society today and for the future.

The course aims to enable you to:

- Develop a range of computing and computational thinking skills, including: skills in analysis and problem-solving, design and modeling as well as developing, implementing and testing digital solutions across a range of contemporary contexts.
- Extend and apply knowledge and understanding of advanced computing concepts and processes, and the ability to apply this to a range of digital solutions with some complex aspects; and an awareness of the impact of computing technologies on the environment or society.
- Develop awareness of current trends in computing technologies and their impact in transforming and influencing our environment and society.
- Communicate advanced computing concepts and explain computational behaviour clearly and concisely, using appropriate terminology.

Related to these aims, and underlying the study of computing science, are a number of unifying themes, including technological progress and trends, the relationship between software, hardware and system performance, and information representation and transfer as a core component of any computation. These are used to explore a variety of specialist areas through practical and investigative tasks.

#### **Entry Requirements**

Pupils would normally be expected to have successfully completed Computing Science at National 5, attaining or expecting to attain a B or above. Any pupil who attains, or is expected to attain a C in may be recommended to take this course over 2 and complete the units only in S5.

#### **Course Details**

The Course has **three** mandatory Units including the Course Assessment.

## Software Design and Development

Students who complete this Unit will be able to:

- Explain how programs work, drawing on understanding of advanced concepts in software development and basic computer architecture.
- Develop modular programs using one or more software development environments.
- Produce a detailed report on the impact of contemporary computing technologies, by analysing and evaluating.

## Information System Design and Development

Students who complete this Unit will be able to:

- Develop both web-based and database driven information systems, using appropriate development tools.
- Describe in detail various factors involved in the design and implementation of an information system.

## **Assessment**

To gain the award of the Course, the learner must pass all the outcomes for each of the **Software Design and Development** and **Information System Design and Development** units as well as the Course assessment.

**Higher Computing Science** - In addition to the successful completion of the unit assessments this course is assessed through an external exam (60% of the marks) and a course assessment (40% of the marks).

The exam will have two sections and is worth 90 marks: section 1 (20 marks) will consist of a number of short answer questions; section 2 (70 marks) consists of extended response questions that integrate topics from the full range of course content.

The assignment will have 60 marks and will assess learners' skills in analysing a problem, designing a solution to the problem, implementing a solution to the problem, and testing and reporting on that solution.

## **Progression**

- Further qualifications in the Enterprise and ICT Faculty such as Higher Administration & IT
- Continuing onto a further or Higher education course eg HNC/HND/Degree courses in a Computing related discipline
- A range of employment, apprenticeships or other training opportunities involving Computing technology

## ACCOUNTING - HIGHER

This course will provide you with the skills, knowledge and understanding to make use of financial information. It will give you an understanding of the dynamic world of business by developing skills in communicating essential financial information, in a variety of ways, to the various stakeholders, ie interested parties, of an organisation.

Accounting is a key function in all organisations and you will learn to understand, and make use of, financial information to prepare accounting statements and to analyse, interpret and report on an organisation's financial performance.

### Entry Requirements

While it is important that you discuss your choice with a member of the Enterprise and ICT Faculty, you will be expected to have attained a B in both National 5 Accounting and National 5 Mathematics. Any pupil who attains, or is expected to attain a C in National 5 Accounting will be recommended to take this course over 2 years and complete the units only in S5. **However, if you have no previous accounting background, you may still be capable of studying at this level but you must discuss this with Mr Young or Mrs Keith first.**

### Course Details

The course consists of 3 mandatory Units -

#### Preparing Financial Accounting Information (Higher)

In this Unit, you will be required to provide evidence of your:

- ability to prepare period-end financial statements for partnerships and public limited companies
- understanding of key financial accounting terms and knowledge of their application, in familiar and unfamiliar contexts

#### Preparing Management Accounting Information (Higher)

In this Unit, you will be required to provide evidence of your:

- ability to prepare sales, production and relatively complex cash budgets and a range of cost statements
- understanding of key management accounting terms and knowledge of their application, in familiar and unfamiliar contexts

#### Analysing Accounting Information (Higher)

In this Unit, you will be required to provide evidence of your:

- ability of interpret, analyse and evaluate a range of relatively complex accounting information to draw conclusions and suggest solutions regarding the current financial position of an organisation

- understanding of a range of relatively complex analytical concepts used to assist financial decision making and knowledge of their application, in familiar and unfamiliar contexts

### **Assessment**

All of the above Units are internally assessed on a pass/fail basis. These Units may be assessed on a Unit-by-Unit basis or by a combined assessment.

You will also be assessed through an accounting question paper (worth 100marks) and an accounting-related assignment (worth 50 marks). Both of these are set and marked by the SQA. The assignment will be done in class time but will be conducted under a high degree of supervision and control. The question paper will be undertaken in the external examination diet and will last 2 hours. This question paper will have 2 sections – section 1 (40 marks) and section 2 (60 marks), consisting of mandatory questions.

### **Progression**

- Further qualifications in the Enterprise and ICT Faculty such as Higher Business Management and Higher Administration and IT
- A range of HNC, HND and Degree courses in Accounting, Business and Administration
- A range of employment or training opportunities eg accounting posts

## **BUSINESS MANAGEMENT - HIGHER**

Business plays an important role in society. We all rely on businesses to create wealth, prosperity, jobs and choices. Therefore, it is essential for society to have effective businesses and business managers if they are to sustain this role. The purpose of the Course is to highlight the ways in which organisations operate and the steps they take to achieve their strategic goals. This purpose will be achieved by combining theoretical and practical aspects of learning through the use of real-life business contexts. The skills, knowledge and understanding will be embedded in current business theory and practice and reflect the integrated nature of organisations, their functions and their decision-making processes.

A main feature of this Course is the development of enterprising and employability skills. You will be able to understand and make use of business information to interpret and report on overall business performance in a range of contexts. The Course therefore includes the study of organisations in the private, public and voluntary sectors, explores the important impact businesses have on everyday life, thereby giving you experiences which are topical and developing skills for learning, life and work that will be of instant use in the workplace. It is notable that a number of University and College courses include Business related modules and prior knowledge may be assumed and will be useful.

### **Entry Requirements**

Pupils are expected to have passed or expecting to attain a B in National 5 Business Management and attained National 5 English. Any pupil who attains, or is expected to attain a C in National 5 Business Management will be recommended to take this course over 2 years and complete the units only in S5. S6 students may attempt this level without prior knowledge but would need to have passed National 5 English or be attempting Higher. Any pupil wishing to take this subject in S5 without having studied it in S4 would normally be advised to attempt National 5 in S5 in order to prepare adequately for Higher in S6; pupils falling into this category should speak to Mr Young in the first instance.

### **Course Details**

The course consists of 3 mandatory units -

#### Understanding Business

You will extend your understanding of the ways in which organisations in the private, public and third sectors operate, carrying out activities that highlight the opportunities and constraints on these organisations in the pursuit of their strategic goals. This Unit also allows you to analyse and evaluate the impact that the external environment has on an organisation's activity, and to consider the implications of a range of external factors that affect an organisation's decision making.

You will be able to understand:

- the ways in which organisations satisfy customers' needs and contribute to generating wealth
- how opportunities and constraints impact upon business development
- key business theories and concepts, and knowledge of their application in familiar and unfamiliar contexts



## Management of People and Finance

You will develop skills and knowledge that will deepen your understanding and critical awareness of the issues facing organisations in the management of people and finance. You will carry out activities that will extend your grasp of relevant theories, concepts and procedures used in planning for an organisation's success, including leadership, motivation and finance. It also allows you to explain, analyse and evaluate relevant business information, in each of these contexts, relating to business structure and activity.

You will be able to show an:

- ability to analyse and evaluate relatively complex factors influencing both human resources and financial management and to suggest strategies for improved performance in these functional areas
- understanding of key business theories and concepts relating to human resource and financial management, and knowledge of their application in familiar and unfamiliar contexts

## Management of Marketing and Operations

You will deepen your understanding of the importance to organisations of having effective marketing and operations systems. You will carry out activities that will extend your grasp of relevant theories, concepts and procedures used by organisations in order to improve and/or maintain quality and competitiveness. It will provide you with a firm grasp of the importance of satisfying both internal and external customers' needs, along with a critical awareness of the issues facing organisations in relation to marketing and operations.

You will be able to show an:

- ability to analyse and evaluate relatively complex factors influencing the management of marketing and operations and suggest strategies for improved performance in these functional areas
- understanding of key business theories and concepts relating to marketing and operations management, and knowledge of their application in familiar and unfamiliar contexts

## **Assessment**

Within each unit there are a number of assessment specifications that are assessed on a pass/fail basis passed and which will be assessed on a Unit by Unit basis or by a combined assessment.

The final course assessment is a combination of a Business Management question paper and a business-related assignment.

### Question Paper – 70 Marks

The question paper will require demonstration of a breadth of knowledge, understanding and skills accumulated from across the Course. The paper will consist of, a case study and a series of extended response questions and take 2 hours 15 Minutes.

### Assignment – 30 Marks

The business-related assignment will extend business management knowledge, analytical, evaluative and decision making skills and will be sufficiently open and flexible to allow for personalisation and choice. The assignment will be done in class time but will be conducted under a high degree of supervision and control.

The assignment requires you to make decisions by applying relevant business concepts and theories to the context of the assignment, solve problems by applying relatively complex business ideas and concepts relevant to the context of the assignment, draw conclusions from business data, concepts and evidence from a range of sources and communicate business reasoning and conclusions with clarity

### **Progression**

- Further qualifications in the Enterprise and ICT Faculty such as Higher Administration & IT and Higher Accounting
- HNC/D eg Business Administration
- Degree courses eg BA Business Management, BA Commerce
- A range of employment or training opportunities eg management trainee posts in retail or manufacturing organisations

### **ADMINISTRATION AND IT - HIGHER**

This course will enable you to understand the importance of administration and to use IT in administration-related contexts. The course will develop your advanced administrative and IT skills by using a range of software packages in an office environment. You will be able to develop your knowledge and understanding of administration in the workplace and to develop a range of advanced IT skills for processing and managing information. Furthermore, you will be able to develop a range of skills to communicate complex information effectively and to manage the organisation of events.

### **Entry Requirements**

While it is important that you discuss your choice with a member of the Enterprise and ICT Faculty, you will be expected to have attained National 5 Administration and IT at B or National 5 Computing Science at B. Any pupil who attains, or is expected to attain a C in National 5 Administration & IT will be recommended to take this course over 2 and complete the units only in S5. This course is not suitable for students attempting this subject for the first time who have no Administration or Computing background; **any pupil who would fall into this category should speak to Mr Young in the first instance.**

### **Course Details**

The course consists of 3 mandatory Units -

#### Administrative Theory and Practice (Higher)

In this Unit, you will be required to provide evidence of:

- knowledge and understanding of administration in the workplace and related aspects
- knowledge and understanding of effective teams and time and task management

- knowledge and understanding of the features of good customer care and the benefits of good, and consequences of poor, customer care

### IT Solutions for Administrators (Higher)

In this Unit, you will be required to provide evidence of:

- skills in using a range of complex functions of the following IT applications – word processing, spreadsheets, databases – to solve problems in an administration-related context
- skills in analysing, processing and managing information in order to create and edit relatively complex business documents

### Communication in Administration (Higher)

In this Unit, you will be required to provide evidence of:

- advanced skills in using IT to communicate information with others in administration-related contexts
- knowledge and understanding of barriers to communication and ways of overcoming them
- knowledge and understanding of how to maintain the security and confidentiality of information

### **Assessment**

All of the above Units are internally assessed on a pass/fail basis. These Units may be assessed on a Unit-by-Unit basis or by a combined assessment.

You will also be assessed by a combination of a question paper (worth 30 marks) and an administration and IT-based assignment (worth 70 marks). Both of these are set and marked by the SQA. The assignment will be done in class time but will be conducted under a high degree of supervision and control. The question paper will be undertaken in the external examination diet and will last one hour.

### **Progression**

- Further qualifications in the Enterprise and ICT Faculty such as Higher Business Management and Higher Accounting
- A range of HNC, HND and Degree courses in Administration, Business and Accounting
- A range of employment or training opportunities eg administrative posts

## **DRAMA**

### **NPA Musical Theatre (SCQF Level 6)**

Musical Theatre is a leading sector within the Creative Industries bringing in a staggering £5.4 billion a year to the UK economy. The NPA in Musical Theatre gives learners' the opportunity to deepen their knowledge and understanding of the practice of Musical Theatre. It is an exciting course, taught across the Music, Drama and Physical Education departments, which develops a range of transferable skills including rehearsing, presenting, self-evaluation and the ability to work independently and in group. This course is not only for those interested in the Performing Arts but is also suited to those who are keen to enhance their CVs and applications for university/colleges.

#### **Assessment**

The NPA Musical Theatre course is different from Higher Courses, as it is continually assessed by your teacher, rather than having an end- of-year exam. As the course is highly intensive and practical, your teacher will observe you in rehearsal and performance regularly to ensure that you meet the assessment outcomes for the course.

You must also produce a substantial folio of research and written evidence to demonstrate your process and understanding of key theory. The focus of the folio is on self-evaluation – allowing pupils to gain an understanding of their strengths and areas for development.

#### **Units**

##### **Acting through Song**

- Research and interpret the text of contrasting songs
- Create and portray a character in the rehearsal process and performance of contrasting songs
- Evaluate character development and final performance

##### **Preparation for Audition**

- Identify the types of work available within a sector of the performing arts industry
- Prepare for an audition
- Rehearse for and perform an audition
- Evaluate own performance at an audition

##### **Group Dance Performance**

- Prepare a performance of a group dance
- Participate in the staging and performance of a group dance
- Evaluate the process and performance

#### **Entry Requirements**

Students should have an interest in all three areas to pass the course and we recommend either a pass at NAT 5 Drama, NAT 5 Music or NAT 5 Dance.

#### **What can I do with a qualification in Musical Theatre?**

There are many ways that you can use Musical Theatre in your career, some of which might surprise you!

Firstly, if you wish to pursue a career in the industry, the course is specifically designed to prepare you for further professional training. The theatre is a very competitive industry, and it is very important that you understand the demands that are placed on those working in it.

We have a very successful history of pupils gaining entry to some of the best professional training courses in the country following their studies.

But it's not just about the theatre! The NPA Musical Theatre course will give you skills that are recognised and used in a wide range of careers. Because you are building your confidence, developing team working and social skills, as well as exploring the world around you, the subject can make you very employable.

Some careers that have viewed Drama and theatre courses as an important skill in the past for interviews at both university and in the working world are:

- Law
- Medicine
- Social Work
- Community Work
- Teaching (Primary & Secondary)
- Social Sciences
- Childcare
- Journalism
- Arts Therapy
- Events Management
- Psychology

Regardless of whether you want to forge a career in Musical theatre or are interested in another career, you will have a fun-filled, exciting and challenging year ahead of you



## **NPA Acting and Performance (SCQF Level 6)**

The NPA in Acting and Performance has been designed to improve progression to study Higher Drama or for those wishing to carry on in the study of Drama in S6, providing students with relevant experiences which develop skills of self-discipline, commitment, collaboration and creativity: skills which contribute to the growth of the individual. This course is taught alongside Higher Drama, enabling a deeper understanding of Drama and Production Skills.

### **Assessment**

This course is different from Higher Courses, as it is continually assessed by your teacher, rather than having an end- of-year exam. As the course is highly intensive and practical, your teacher will observe you in rehearsal and performance regularly to ensure that you meet the assessment outcomes for the course.

You must also produce a substantial folio of research and written evidence to demonstrate your process and understanding of key theory. The focus of the folio is on self-evaluation – allowing pupils to gain an understanding of their strengths and areas for development.

### **Course**

The course comprises two Units. These Units allow the student to develop stagecraft, performance skills and awareness of professional theatre.

**Drama: Theatre Skills in Performance.** The focus of this Unit is stage craft and performance. Students will work towards a production and will have the flexibility to choose from a wide range of production types including text based, touring theatre, community theatre, street theatre and site specific. Students will apply theatre skills to the rehearsal and performance of a role to an audience and will learn about the complementary roles of the Actor and Director. The Unit also provides students with the opportunity to evaluate their own theatre skills within a production.

**Professional Theatre in Context.** In this Unit, students will experience and analyse two contrasting professional theatrical productions in different styles /genres. Students will explore the roles and responsibilities of the director, artistic and technical members of a production team prior to attending the productions. Students will consider the contrast between productions and evaluate the effectiveness of the technical and artistic aspects of each production.

### **Progression**

Students can progress onto Higher Drama or onto Further/Higher Education



## **Drama – Higher**

In Higher Drama students use the knowledge and understanding gained in the National 5 course to create original work and performance from text while gaining a depth of understanding about professional theatre and production skills. Students become theatre makers, designers, directors and actors, gaining a deeper insight into the key transferable skills needed for employment in the 21<sup>st</sup> century (Problem solving, Creativity, Analytic thinking, Collaboration, Communication & Ethics, action, and accountability.) Opportunity to enhance these skills as well as literacy and numeracy skills are provided through essay composition and practical production skills.

### **Entry Requirements**

The entry requirement for this Course would be a pass at National 5 Drama or NPA Acting and Performance. Pupils who have not completed the National course and have a pass in National 5 English at A or B and a strong interest in drama would also be considered.

### **Course Content**

**Drama Skills:** In this unit students learn how to create, develop and present an engaging piece of theatre to a live audience. They will develop complex skills in playwriting, design and directing whilst keeping a folio of work that reflects their practice.

**Production Skills:** Students will work with text from the point of view of an Actor, Designer and Director. They will develop critical skills in enhancing these areas and work towards a sharing of work to an audience that brings a script to life. Students will be asked to attend the theatre to help with this unit but also to prepare them for the writing examination.

### **Assessment**

Students sit two external examinations (one written and one practical)  
Students will take part in a practical examination. They can choose to either be assessed as an Actor, Director or Designer. This is marked externally by the SQA by a visiting assessor. This is worth 60% of their overall mark and is assessed in March/April.

Students will sit a two-hour written paper. Part one will ask them to write a critical essay on a play text they have studied in class from the point of view of either an Actor, Director or Designer. Part two will ask them to write an analytical essay on a production they have seen at the theatre; focussing on a set question by SQA. The Written paper is worth 40% of their overall mark and is assessed in May/June.

### **Progression**

Advanced Higher Drama or Further and Higher Education



## ENGLISH

*The main purpose of the English course is to provide learners with the opportunity to develop the skills of listening and talking, reading and writing in order to understand and use language. As learners develop their literacy skills, they will be able to process information more easily, apply knowledge of language in practical and relevant contexts, and gain confidence to undertake new and more challenging tasks in a variety of situations. Building on literacy skills, the course develops understanding of the complexities of language, including through the study of a wide range of texts. The course develops high levels of analytical thinking and understanding of the impact of language. (SQA: Course Aims 2012)*

### Entry requirements and progression:

- Advanced Higher: Pass at A or B Higher English.
- Higher English: National 5 pass A-C.
- National 5: Pass at National 4 or BGE level 4 D.

### Course Details and Assessment

#### **Advanced Higher English (Units and External Assessment)**

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

- ◆ critically analyse and evaluate a wide range of complex and sophisticated literary texts, as appropriate to purpose and audience
- ◆ apply critical, investigative and analytical skills to a literary topic of personal interest
- ◆ create a range of complex and sophisticated texts, as appropriate to different purposes and audiences

#### Mandatory Units

##### *Analysis and Evaluation (Advanced Higher)*

Learners will provide evidence of their ability to analyse and evaluate complex and sophisticated literary texts. The purpose of this Unit is to provide learners with opportunities to develop the skill of critically responding to complex and sophisticated literary texts by applying knowledge of the various ways by which meaning is created, and by understanding critical concepts and approaches. Learners will also develop independent learning skills by selecting materials for research into an aspect or aspects of literature, formulating relevant tasks and researching primary and secondary sources. (SQA Jan 2016)

English: Creation and Production (Advanced Higher) Learners will provide evidence of their ability to produce complex and sophisticated writing, and to critically reflect on its development. The purpose of this Unit is to provide learners with the opportunity to extend and refine their writing skills through the production of different types of writing. Learners will use language creatively for a variety of purposes and in a variety of forms. Learners will develop a range of skills necessary for the deployment of language to create effect, and critically reflect on the development of their writing. (SQA Jan 2016)



## **Course Assessment**

### External Assessment:

- A question paper through which learners will write a critical response on Drama or Prose or Poetry.
- Candidates will also undertake a Textual Analysis of an unseen text of Drama extract or Prose extract or Poetry.
- Candidates will demonstrate an in-depth knowledge and understanding of complex and sophisticated literary texts.

and

- A portfolio which will contain two pieces of writing )
- An Added Value area of research (dissertation)

## **Higher English (Units and External Assessment)**

### Analysis and Evaluation (Higher)

The purpose of this Unit is to provide learners with the opportunity to develop listening and reading skills in the contexts of literature, language and media. Learners develop the skills needed to understand, analyse and evaluate detailed and complex texts. (SQA: 2013)

### Creation and Production (Higher)

The purpose of this Unit is to provide learners with the opportunity to develop talking and writing skills in a wide range of contexts. Learners develop the skills needed to create and produce detailed and complex language in both written and oral forms. (SQA: 2013)

## **Course Assessment**

The course will be assessed by a writing folio and the external examinations.

### **External Assessment**

- Portfolio of Writing: initiated in school and completed during personal study time under controlled conditions and submitted to SQA for external assessment. (weighting 30 marks)
- Reading for Understanding, Analysis and Evaluation examination paper (30 marks weighting). This style of examination in English used to be known as *Close Reading*.
- A Critical Reading examination paper that will have the following two sections:
  - Part 1: A Critical Essay (weighting 20 marks).
  - Part 2: Assessment on Scottish text (weighting 20 marks).

## **English - National 5**

### **Unit 1 English: Analysis and Evaluation**

The purpose of this Unit is to provide learners with the opportunity to develop **listening** and **reading** skills in the contexts of literature, language, media and Scottish texts. Learners develop the skills needed to understand, analyse and evaluate detailed texts.  
(SQA: 2015)

### **Unit 2 English: Creation and Production**

The purpose of this Unit is to provide learners with the opportunity to develop **talking** and **writing** skills in a range of contexts. Learners develop the skills needed to create and produce detailed texts in both written and oral forms.  
(SQA: 2015)

## **Course Assessment**

The course will be assessed by a writing folio and the external examinations.

## **External Assessment**

- Reading for Understanding, Analysis and Evaluation examination paper (30 marks weighting). This style of examination in English used to be known as *Close Reading*.
- A Critical Reading examination paper that will have the following two sections:

Part 1: A Critical Essay (weighting 20 marks).

Part 2: Assessment on Scottish text (weighting 20 marks).

## **NPA JOURNALISM (SCQF LEVEL 6)**

The National Progression Award in Journalism at SCQF level 6 is an introduction to journalism. The course is designed to focus on the key journalistic skills of research and writing with an emphasis on sourcing original content in an interview context. Pupils will investigate a range of media texts before undertaking a research and production project.

### **Course Structure**

NPA Journalism consists of 4 units. Assessments will take place internally at appropriate points throughout course.

#### **1. Media: Feature Writing**

In this Unit, pupils will investigate the key components of feature articles and use this knowledge to research and produce a basic feature article.

#### **2. Media: Research and Interview Skills for Journalism**

This is a practical Unit in which pupils will have the opportunity to carry out secondary research and primary research in the form of an interview.

#### **3. Media: Page Layout and Design for Print**

This is a practical Unit in which pupils will have the opportunity to plan and produce a document suitable for commercial print media.

#### **4. Media: Basic Website Development**

This is a practical Unit in which candidates will have the opportunity to design and produce a document suitable for use on the World Wide Web which would include the text and photographic elements.

### **Media Advertising: An Introduction (SCQF level 6)**

Pupils will also have the opportunity to complete an additional unit in Media Advertising.

The purpose of this Unit is to enable pupils to understand the organisational structure of an advertising agency and to explain the roles and responsibilities of key personnel, as well as the relationships between them. Pupils will then have the opportunity to analyse professionally produced advertisements in a range of media, and will use this knowledge as a basis for planning, designing and producing an advert as part of a group.

**Entry requirements:** Pupils should have a minimum qualification of English National 5 to be successful in this award.

## **HOME ECONOMICS**

### **Hospitality: Practical Cookery – National 5**

Aimed at students with an interest in practical food activities, it would be of particular value to those considering working in the food or hospitality industries or any student keen to further develop their creative culinary skills.

The course will provide opportunities for students to develop their food preparation techniques and cookery skills by preparing and cooking a wide variety of dishes. Students will acquire knowledge of ingredients, their uses, the importance of responsible sourcing of ingredients and of current dietary advice.

### **Entry Requirements**

Entry is at the discretion of the Home Economics Department and although the course would be suitable for any student who has a genuine interest in food, cooking and a willingness to work hard.

### **Course Details**

The course consists of three National units.

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

### **Assessment**

Each unit is assessed through continuous assessment and is internally marked. In addition to the successful completion of units, students will complete a two and a half hour practical exam, where they are required to produce a given three course meal. 15% of the total mark is written preparation and 85% of the marks are awarded for practical skills. The course is graded A to D.

### **Progression**

- National 5 Cake Decoration
- National Certificate or Degree courses related to Food Technology and Hospitality.
- A range of employment or training opportunities within the Hospitality and Food industry.

A charge is made towards the cost of ingredients.

## **Hospitality: Practical Cake Craft – National 5**

Suitable for students with an interest in baking and cake decorating. Students will develop their creativity and technical skills through the production of special occasion cakes and baked products. The course is practical and experimental in nature allowing students to work with a variety of finishes and decorative techniques.

### **Entry Requirements**

- An interest in cake design/production.
- A patient approach to acquire and develop new skills.
- Willing to work to a high standard.

### **Course Details**

The course consists of two National units.

- Cake Baking
- Cake Finishing

### **Assessment**

Each unit is assessed through continuous assessment and is internally marked. In addition to the successful completion of units, students will complete a practical assignment that requires them to design, create and evaluate a special occasion cake. The course is graded A to D.

### **Progression**

- National 5 Hospitality
- National Certificate or Degree courses related to Food Technology and Hospitality.
- A range of employment or training opportunities within the Hospitality and Food industry.

A charge is made towards the cost of ingredients.

## **MATHEMATICS**

Students in S5 and S6 may select to study mathematics courses at either: National 5, Higher or Advanced Higher Levels. Further information on each course, including details on entry requirements, course content, assessment and progression is provided below.

### **Mathematics – National 5**

This is a one year course to enable students to continue their study of Mathematics beyond National 4 level. This is a challenging course for students who have been successful at National 4. It demands a very high level of commitment throughout the session both in class and at home.

#### **Entry Level Required**

National 4 level pass. Please note that candidates who have struggled to pass the Nat 4 units or Added Value may be less likely to achieve at National 5.

#### **Course Content**

The National 5 Mathematics course consists of three units, and a course assessment consisting of a final exam:

- Expressions and Formulae (Nat 5)
- Relationships (Nat 5)
- Applications (Nat 5)

#### **Assessment**

The final course assessment is set by the SQA and consists of two papers (non-calculator and calculator). Successful completion of the final exam provides the candidate with certification of the qualification of National 5 Mathematics. As with all subjects, courses at National 5 level are graded A-D. Pupils will also complete internal assessments to monitor progress throughout the year.

#### **Progression**

Pupils achieving a pass at National 5 Mathematics in S5 may progress to Higher in S6.

### **Mathematics - Higher**

This is a one year course to enable students to continue their study of Mathematics beyond National 5 level. This is a challenging course for students who have been successful at National 5. It demands a very high level of commitment throughout the session both in class and at home. Much of the course depends upon a sound knowledge of National 5 level work.

#### **Entry Level Required**

National 5 level pass (A – C). Note however that pupils with Grade C, at National 5 are unlikely to cope with the demands of the course.

## **Course Content**

The Higher Mathematics course consists of three units, and a course assessment consisting of a final exam:

- Expressions and Functions
- Relationships and Calculus
- Applications

## **Assessment**

Assessment of the Higher course consists of three internally assessed units and a final exam. The exam consists of two papers, non-calculator (60 marks) and calculator allowed (70 marks). Both papers include a selection of short and extended response questions.

## **Progression**

Pupils achieving a pass at Higher may progress to Advanced Higher in S6. University courses in Mathematics, Science and Engineering. HND/HNC courses involving mathematics.

## **Mathematics – Advanced Higher**

This is a one year course for those students who coped comfortably with the Higher course in S5 and who wish to “advance” their mathematics beyond this level. This is a challenging course for students who have been successful at Higher. It demands a very high level of commitment throughout the session both in class and at home.

## **Entry Level Required**

Higher pass at grades A, B or C. Note however that pupils with Grade C in Higher are unlikely to cope with the demands of the course.

## **Course Content**

The Advanced Higher Mathematics course consists of three units, and a course assessment consisting of a final exam:

- Methods in Algebra and Calculus
- Applications of Algebra and Calculus
- Geometry, Proof and Systems of Equations

## **Assessment**

Assessment of the Advanced Higher course consists of three internally assessed units and a final exam. The final exam consists of a single 3-hour paper where use of both a scientific and graphics calculator is allowed.

## **Progression**

University courses in Mathematics, Science, Technology and Engineering. HND/HNC courses involving mathematics.

## **MODERN LANGUAGES**

### **French - Higher**

The Higher French course is designed to extend the knowledge and skills acquired at N5.

#### **Entry Requirements**

Students opting for this Higher course must have a National 5 pass in French.

#### **Course details**

The course comprises 2 units, Understanding Language and Using Language. In the Understanding Language unit, the skills of Listening and Reading are developed. In the Using Language unit, the skills of Talking and Writing are developed.

#### **Assessment**

Both units are tested *internally* in school and also *externally* via an examination at the end of the year. The 4 skills of Listening, Reading, Talking and Writing are assessed. To obtain the full Higher award, all assessments must be passed.

#### **Progression**

Students who pass the Higher exam with a grade A or B can continue to study the subject at Advanced Higher level.

### **Spanish - National 5**

In S5 and 6 pupils will have the choice of studying Spanish at National 5 level.

#### **Entry Requirements**

Pupils opting for this National 5 course should have studied a Modern Language up to S3.

#### **Course details**

The course comprises 2 units, Understanding Language and Using Language. In the Understanding Language unit, the skills of Listening and Reading are developed. In the Using Language unit, the skills of Talking and Writing are developed.

#### **Assessment**

Both units are tested *internally* in school and also *externally* via an examination at the end of the year. The 4 skills of Listening, Reading, Talking and Writing are assessed. To obtain the full National 5 award, all assessments must be passed.

#### **Progression**

Students who pass the National 5 can continue to study the subject at Higher level.



## **MUSIC**

### **Music – Advanced Higher**

#### **Entry Requirements**

This course is suitable for pupils at Grade 5 and above in 2 instruments. The course has a degree of self-learning and research and is therefore more suited to an independent learner. Outside of taught periods candidates will receive individual tutorial style sessions with the teacher. A good level of work in English is advised to be able to complete the Understanding and Analysing unit. Higher English and Music would be a good benchmark.

**Recommended that candidates have, where possible, their chosen instrument at home for practice and homework for best attainment.**

#### **Course Details**

The course consists of 4 units:

- 60% is built up of practical work on 2 instruments (or 1 instrument and voice), leading to a practical program of 20 minutes, which will be externally assessed. The practical requirements look at your ability to both perform on your chosen instruments/voice and also your ability to plan a program of appropriate length. All performances for internal assessment must include an 'audience' of a least 1 person (in addition to the assessor) and candidates should provide a critical self-reflection (without prompt) of their performance.
- An internally assessed composition folio containing small tasks completed throughout the year and a final developed composition at Advanced Higher standard.
- An Understanding Music unit, which consists of recognition of instruments/styles/forms as well as musical concepts, literacy and short essays detailing your understanding of the cultural and social links within particular styles and or periods.
- An analysis of at least two pieces of music which contains an introduction and background section, analysis and conclusion. Your writing will demonstrate evidence of in-depth study and the ability to display critical thinking, references to the social and cultural background of each piece, relevant background information on the composers and a summary of findings.

## **Music - Higher**

### **Entry Requirements**

This course is suitable for pupil at grade 4 standard on 2 instruments. Ability to engage in independent practice and set short-term targets is essential.

**Recommended that candidates have, where possible, their chosen instrument at home for practice and homework for best attainment.**

The Higher course consists of 3 units:

- 60% is built up of practical work on 2 instruments (or 1 instrument and voice), leading to a practical program of 12 minutes, which will be externally assessed. The practical requirements look at your ability to both perform on your chosen instruments/voice and also your ability to plan a program of appropriate length. All performances for internal assessment must include an 'audience' of a least 1 person (in addition to the assessor) and candidates should provide a critical self-reflection (without prompt) of their performance.
- An internally assessed composition folio containing small tasks completed throughout the year and a final developed composition at Higher standard.
- An Understanding Music unit, which consists of recognition of instruments/styles/forms as well as musical concepts, literacy and short essays/presentations detailing your understanding of the cultural and social links within particular styles and or periods.

## **Music – National 4/5**

### **Entry Requirements**

This course is suitable for pupil at grade 2/3 standard on 2 instruments or those capable of reaching this standard within a 6 month period. Ability to engage in independent practice and set short-term targets is recommended.

**Recommended that candidates have, where possible, their chosen instrument at home for practice and homework for best attainment.**

The National 4/5 course consists of 3 units:

- 60% is built up of practical work on 2 instruments (or 1 instrument and voice), leading to a practical program of 8 minutes, which will be externally assessed. The practical requirements look at your ability to both perform on your chosen instruments/voice and also your ability to plan a program of appropriate length. At national 4 the performing unit does not have to be externally assessed. All performances for internal assessment must include an 'audience' of a least 1 person (in addition to the assessor) and candidates should provide a critical self-reflection (without prompt) of their performance.
- An internally assessed composition folio containing small tasks completed throughout the year and a final developed composition at National 4/5 standard.
- An Understanding Music unit, which consists of recognition of instruments/styles/forms as well as musical concepts, literacy and short essays/presentations detailing your understanding of the cultural and social links within particular styles and or periods.

## **Course Content**

The course consists of 3 units:-

- 60% is built up of practical work on 2 instruments (or voice), leading to a practical externally assessed in February. Each instrument must have a programme of 4 minutes of contrasting music.
- An internally assessed composition folio with a pass/fail assessment.
- A Listening Unit, which consists of recognition of instruments/styles/forms as well as musical concepts and literacy.
- A NAB pass in all areas is needed to achieve an overall course award.

## **PHYSICAL EDUCATION**

### **Physical Education – Higher**

#### **Course Description**

The Higher Physical Education Course allows learners to develop and demonstrate a broad and comprehensive range of complex movement and performance skills in challenging contexts. Pupils will also analyse a performance, understand what is required to develop it, and apply this knowledge to their own performance. This course has practical and theory elements. There is a clear and strong expectation to bring full PE kit to all practical lessons. Failure to do so will be seen as a failure to engage with the course overall. Pupils will be taught theory in a classroom as well as in the practical environment.

#### **Entry Requirements**

National 5 Physical Education

National 5 English

Consistently effective practical performer in at least two Sports or Physical Activities

#### **Course Details**

Pupils will develop a broad and comprehensive range of complex movement and performance skills, and demonstrate them safely and effectively across a range of challenging contexts. They will select and apply skills and make informed decisions to effectively perform in physical activities. Pupils will analyse factors that impact on performance and understand how skills, techniques and strategies combine to produce an effective performance. Pupils will use this to analyse and evaluate their performance to enhance personal effectiveness.

#### **Unit 1 - Physical Education: Performance Skills**

Pupils will develop a broad and comprehensive range of complex movement and performance skills through a range of physical activities, but assessed in two activities. They will select, demonstrate, apply and adapt these skills, and will use them to make informed decisions. They will also develop their knowledge and understanding of how these skills combine to produce effective outcomes. Pupils will develop consistency, precision, control and fluency of movement. They will also learn how to respond to and meet the demands of performance in a safe and effective way.

#### **Unit 2 - Physical Education: Factors Impacting on Performance**

Pupils will develop their knowledge and understanding of the factors that impact on personal performance in physical activities. Pupils will consider how mental, emotional, social, and physical factors can influence effectiveness in performance. They will develop knowledge and understanding of a range of approaches for enhancing performance and will select and apply these to factors that impact on their personal performance. They will create development plans, modify these and justify decisions relating to future personal development needs.

## Assessment

Component 1 - Performance	Component 2 - Exam Question Paper
60% of the total mark  Plan & Prepare 8% Performance 40% Evaluation 12%	40% of the total mark 1 hour and 30 minutes question paper <u>Section 1</u> Knowledge & Understanding and Problem Solving (3 questions)  <u>Section 2</u> Scenario Question: Analysis and Performance Development Process

## Homework

Homework will be set on a weekly basis and a record of homework completed will be monitored closely.

## Progression

Successful completion of this course allows for progression to Advanced Higher Physical Education Course, Higher National Certificates, Higher Education degrees and Further Education. Additionally, career options linking to Higher PE include: PE Teaching; Sports Science; Leisure Activities Management; physiotherapy; psychology and sports coaching.

## **CORE PHYSICAL EDUCATION**

### **Course Description**

The specific aims of Core PE are to enable pupils to improve their physical performance by developing skills that are fundamental to the physical activities, and by practising and refining techniques.

In Physical Education, it is within the context of engaging in Physical Activities, that pupils develop creative responses (Expressing), critical appreciation (Evaluating) and interpersonal skills. They also experience and gain knowledge and understanding of the role of exercise in good health; and develop a positive attitude to an active lifestyle and a concern for physical wellbeing.

Physical Education is taught as compulsory to all S5 & S6 students. There is a clear and strong expectation to bring full PE kit to all PE lessons. Pupils are expected to keep a log book of their work and set themselves targets throughout each activity block. .

### **Course Details**

The Core PE course is designed to make best use of the P.E. facilities while affording the pupils an opportunity to gain experience in a variety of activities. These activities would include for example, outdoor team games such as Football, Rounders and Softball; indoor team games such as Basketball, Hockey, Volleyball, Frisbee and Handball; individual sports such as Badminton, Dance, Trampolining and Swimming; fitness activities such as Aerobics, Circuit Training and Zumba.

We also offer blocks where pupils can experience new sports and activities out of school such as Rock Climbing, Skiing, Snowboarding, Ten-Pin Bowling, Curling, Tennis and use of the Aberdeen Sports Village facilities; there is a cost for transport and participation in these out of school activities.

Pupils will also have opportunity to choose to complete the Sports Leaders UK Level 1 Award. This course is fun and practical and focuses on leading rather than technical ability. It will help you to develop leadership skills that will be vital in other areas of life. Self-confidence will increase through taking responsibility for your own and others learning. The cost of registration and an official Sports Leaders t-shirt will be £35 per pupil.

Further participation in most of these activities is provided extra-curricularly through a wide variety of clubs, teams and sports competitions.

### **Assessment**

Assessment of practical performance is undertaken continuously throughout the teaching block.

## PHYSICAL EDUCATION

### Physical Education – National 5

#### Course Description

The National 5 Physical Education Course allows learners to develop and demonstrate a broad and comprehensive range of movement and performance skills in various contexts. Pupils will also analyse a performance, understand what is required to develop it, and apply this knowledge to their own performance. This course has practical and theory elements. There is a clear and strong expectation to bring full PE kit to all practical lessons and engage fully, regardless of the sport. Failure to do so will be seen as a failure to engage with the course overall. Pupils will be taught theory in a classroom as well as in the practical environment.

#### Entry Requirements

- Credible record of participation and high level of effort (both in theory and practical elements)
- Practical Performance Ability (you must be capable of passing **two** activities at N5)
- Homework records (deadlines met and strong standard of responses)
- Behaviour within PE department has been positive in S1- 4

#### Course Details

##### Unit 1 - Physical Education: Performance Skills

Pupils will develop a range of movement and performance skills in physical activities. They will develop consistency and control, fluency of movement and body and spatial awareness. Pupils will perform across a range of activities with the specific focus being on their best two.

##### Unit 2 - Physical Education: Factors Impacting on Performance

1. Understanding factors that impact on performance - Physical, Social, Mental & Emotional.
2. Planning, developing and implementing approaches to enhance personal performance.
3. Monitoring, recording and evaluating performance development.

#### Assessment

Component 1 - Performance	Component 2 - Portfolio
50% of the total mark Performance 1 = 25% Performance 2 = 25%	50% of the total mark A series of questions answered under exam conditions within the school. All answers will be collated and sent to the SQA for marking.

#### Homework

Homework will be set on a weekly basis and a record of homework completed will be monitored closely.

#### Progression

Pupils can progress onto Higher PE, Advanced Higher PE and various Further Education courses.

## DANCE

**Level: National 5**

### **Dance – National 5**

**Entry Requirements:** No formal entrance requirement but interest in the genre and previous Dance experience is necessary.

#### **Aims of Course:**

To enable students to:

- develop a range of technical dance skills
- understand and apply knowledge of a range of choreographic skills to create a dance
- work imaginatively and demonstrate individual creativity
- co-operate, support and work with others
- consider how theatre arts can enhance a performance
- develop knowledge, understanding and appreciation of dance practice
- apply the principles of safe dance practice in relation to physical wellbeing
- evaluate their own work and the work of others

#### **Description of the Course:**

The course consists of 2 Units, a Practical Assessment and a Written Exam shown below:

**Technical Skills Unit:** Students will develop their technical dance skills for solo and/or group dance performances. Dance techniques will be explored practically and developed in a range of dance styles before being applied in choreographed sequences. They will develop critical thinking skills and appreciation of dance. They will also evaluate their own work and the work of others.

**Choreography Unit:** Students will develop and use self-expression and creative problem solving skills. They will apply their knowledge and understanding of a range of choreographic devices and structures within the creative process to create short choreographed sequences. They will learn how to appreciate the impact of theatre arts on choreography and performance.

**Course Assessment:** In the National 5 Dance Course, the Course Assessment will focus on challenge and application. Students will draw on, extend and apply the skills they have learned during the Course. This will be assessed through a Performance of a technical solo, and a Practical Activity in which students create choreography for two dancers, and review the process.

**Written Exam:** The written exam will be made up of 30 marks. The exam will test a broad spectrum of knowledge that has been taught throughout the course.

#### **Assessment Details:**

This will be assessed through a mix of performance, evaluation and a written exam.



The Course assessment will provide the basis for grading attainment in the Course award.  
The weightings of the course award are as follows:

Performance - 35%

Practical activity - 45%

Written Exam - 20%

**Future Progression Routes in Subject:**

Dance can be studied at Higher and Advanced Higher in the Senior Phase.

## RELIGIOUS, MORAL & PHILOSOPHICAL STUDIES

### Philosophy – Higher/National 5

#### Course Description

Philosophy is one of the oldest subjects studied at University and it is seen as key to clear thinking and will be helpful in the study of any subject. Philosophy equips you with the skills and knowledge for many different careers, including: politics, business, teaching, writing, news and journalism and law. The main purpose of the course is to challenge you to think in a critical way about a number of different aspects of the world. You will explore philosophical ideas, analyse and evaluate philosophical positions and develop your own reasoning skills.

#### Entry Requirements

**Higher:** A National 5 pass in English, a Social Subject and/or RMPS.

**National 5:** A National 4 pass in English, a Social Subject and/or RMPS.

#### Course Details

##### Unit 1: Arguments in Action

This unit is for anyone who likes a good argument! How do we define good arguments? Well it has to be formed a certain way, it has to make sense and it has to be true. This unit is foundational for all others in the course. If we can recognise good arguments and flaws in arguments then we can assess the reasoning of others in every discussion we enter into.

##### Unit 2: Knowledge and Doubt

What does it mean to 'know' anything? Have you ever seen The Matrix? Neo is convinced that the world around him is not real. We are all living in a dream world. We are controlled by machines. Could this be the case? Is the world around us real? If you pinch yourself and you feel it, is that all the proof we need? Can we trust our senses? Some people think real knowledge only comes from our sense experience – we can smell, taste, touch, see or hear our experience. These people are Empiricists. Rationalists reckon we can reason out all true knowledge. If it is not rational then it is not true. Sceptics say that we can have no true knowledge of anything. Even that which we see and hear could all be imagined. Here we study the philosophers Rene Descartes and David Hume.

##### Unit 3: Moral Philosophy

Our Selected Moral Theories are Utilitarianism and Kantianism. We have been told that we are allowed to do this or not allowed to do that but have we ever thought about why we might be allowed or not allowed to do these things? How do we decide right and wrong? Let's consider these great thinkers of the past – Mill, Kant, Bentham and others. We will use our skills learnt in Arguments in Action to assess their answers.

#### Assignment

You will be completing an assignment on a philosophical issue of your choice. This means that you can focus on a topic that you have particular interest in that we may not be able to cover in class, completing your own research and writing up an essay. This assignment is sent to the SQA and will make up 30% of your final grade.

## **Assessment**

Assessment will take place throughout the course and will be carried out in a number of different ways to reflect strengths and abilities. The external assessment comprises of assignment 30% and the final exam 70% of the overall grade.

## **SCIENCE**

### **Biology – Advanced Higher**

Recommended Entry Level is Higher Biology at A-C.

#### **Course Content**

This course is composed of the following three Units:

- Cells and Proteins: Proteomics, protein structure, binding and conformational change; membrane proteins; detecting and amplifying a stimulus; communication within multicellular organism and protein control of cell division. The Unit includes important laboratory techniques for biologists.
- Organisms and Evolution: evolution; variation and sexual reproduction; sex and behaviour and parasitism. This Unit covers techniques for ecological field study.
- Investigative Biology: principles and practice of investigative biology and its communication. The Unit covers scientific principles and processes, experimentation and critical evaluation of biological research.

#### **Assessment**

Throughout the course, learners must:

- Apply skills of scientific inquiry and draw on knowledge and understanding of key areas to carry out an experiment/practical investigation.
- Draw on knowledge and understanding of the key areas and apply scientific skills.
- Draw on knowledge and understanding to analyse and evaluate reports of biological research.
- Apply skills of experimentation and draw on knowledge and understanding of scientific principles and process to carry out a biological investigation.

To gain the award of the Course, the learner must pass all of the Units as well as the Course assessment. Course assessment will provide the basis for grading attainment in the Course award at levels A-D. The Course assessment is externally assessed and composed on the following two components:

Component 1 – question paper 90 marks

Component 2 – project 30 marks

#### **Homework**

Minimum three hours per week. Homework is an integral part of the course and regular written homework will be set based on the work done in class and making extensive use of example exam paper questions. Self study and some research is also required.

#### **Career Information**

On successful completion of this Course, the learner could progress to:

- A biology-based HND/degree programme or one from a wide range of related areas, such as medicine, dentistry, veterinary medicine, professions allied to medicine, horticulture, pharmacology, environmental science and health.
- Careers in a biology-based or related area including the health sector, agricultural science, education, environmental services.

## **Biology – Higher**

Biology Higher covers all of the major themes of biology (cells, evolution, genetics, homeostasis, energy and ecosystems) and builds on previous learning. It allows learners to develop a deeper understanding of the underlying themes of biology: evolution and adaptation, structure and function, genotype and niche.

The students will further develop the following skills from National 5 Biology:

- Increased knowledge and understanding of facts and ideas, of techniques, and of the application of biology in society.
- Skill in applying their knowledge and understanding in a wide variety of theoretical and practical problem solving contexts.
- Skills associated with carrying out experimental and investigative work in biology and analysing the information obtained.

### **Entry Requirements**

Students opting for this course should have:

- 1 National 5 Biology pass.
- 2 National 5 pass in Maths, while not a requirement, will be needed to support the work in the course.

### **Course Structure**

There are 3 Units:

DNA and the Genome: through the study of DNA and the genome, this Unit explores the molecular basis of evolution and biodiversity.

Metabolism and Survival: the central metabolic pathways of ATP synthesis by respiration, Adaptations for maintaining metabolism in widely different niches. Environmental and genetic control of metabolism in microorganisms.

Sustainability and Interdependence: the complex interdependence between organisms is explored through food production, interrelationships and biodiversity.

### **Assessment**

To gain the award of the Course, the learner must first pass all 3 of the unit assessments. These are assessed by the teacher and moderated by the SQA. Coursework assessments include; a practical report and end of unit tests. The learner will then be eligible to move forward with the Course assessment (final exam and assignment). Course assessment will provide the basis for grading attainment in the Course award and are externally assessed by the SQA.

## Homework

Minimum two hours per week. Homework is an integral part of the course and regular written homework will be set based on the work done in class and making extensive use of example exam paper questions. Self study and some research is also required.

## Progression

A pass at Higher Biology in S5 allows students to progress to the Advance Higher course in S6 or entry into many Higher Education course. It offers a good grounding for science - related careers.

Further information on this course can be found on the following links:

<http://www.sqa.org.uk/sqa/47912.html>

<http://www.educationscotland.gov.uk/highersciences/biology/index.asp>

## **Biology: National 5**

### **Why study Biology?**

Biology affects everyone and aims to find solutions to many of the world's problems.

Biology — the study of living organisms — 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.

Through enjoyable learning in biology, learners develop their interest in and understanding of the world.

The Course will be of value to those wishing to develop skills, knowledge and understanding of biology.

### **What does the Course involve?**

The Course aims to:

- ◆ develop scientific and analytical thinking skills in a biological context
- ◆ develop understanding of biological issues
- ◆ acquire and apply knowledge and understanding of biological concepts
- ◆ develop understanding of relevant applications of biology in society

The Course has three mandatory Units. The Units are:

### **Cell Biology**

In this Unit, learners will develop skills of scientific inquiry, investigation and analytical thinking, along with knowledge and understanding in the context of cell biology. Learners will research issues and communicate information related to their findings, which will develop skills of scientific literacy.

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

### **Multicellular Organisms**

In this Unit, learners will develop skills of scientific inquiry, investigation and analytical thinking, along with knowledge and understanding in the context of multicellular organisms. Learners will research issues and communicate information related to their findings, which will develop skills of scientific literacy.

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

## **Life on Earth**

In this Unit, learners will develop skills of scientific inquiry, investigation and analytical thinking, along with knowledge and understanding in the context of life on Earth. Learners will research issues and communicate information related to their findings, which will develop skills of scientific literacy.

The key areas covered are: Biodiversity and the distribution of life, energy in ecosystems, sampling techniques, adaptation, natural selection and evolution of species and human impact on the environment.

## **How is your work Assessed?**

To gain the award of the Course, the learner must first pass all of the Units assessments. These are assessed by the teacher and moderated by the SQA. Assessments include; a Practical report and end of unit tests. The learner will then be eligible to move forward with the Course assessment (final exam and assignment). Course assessment will provide the basis for grading attainment in the Course award.

Presentation at the appropriate level will be advised based on evidence from classwork, homework, assignment, unit assessment and other appropriate assessment.

## **Homework**

Minimum one hour per week. Homework is an integral part of the course and regular written homework will be set based on the work done in class and making extensive use of example exam paper questions. Self-study and some research are also required.

## **Progression**

By successfully completing a course in Biology at National 5 progression is to the following courses of study:

- Higher Biology
- National 5 Chemistry or Physics

Further information on this course can be found on the SQA web-site at <http://www.sqa.org.uk/sqa/45723.html>

## **Chemistry - Advanced Higher**

### **Entry requirements**

- Higher Chemistry at A-C and
- Higher Maths at A-C

### **Course Details**

This course is composed of the following three Units:

- Inorganic and Physical Chemistry: electromagnetic radiation; atomic structure; electron pair theory; physical and chemical properties of transition metals and their compounds. Chemical equilibria; factors which influence the feasibility of chemical reactions and reaction kinetics.
- Organic Chemistry and Instrumental Analysis: Structure, chemical and physical properties of organic compounds. Organic reaction types and mechanisms, linked to synthesis of organic chemicals. Origin of colour in organic compounds' elemental analysis and spectroscopic techniques; use of medicines.
- Researching Chemistry: Stoichiometric calculations; knowledge of practical techniques and apparatus. Identification, researching, planning and safely carrying out a practical investigation. Analysis of scientific articles.

### **Assessment**

Throughout the course, learners must:

- Apply skills of scientific inquiry and draw on knowledge and understanding of the key areas to carry out an experiment.
- Draw on knowledge and understanding of the key areas and apply scientific skills.
- Research, plan and carry out investigative practical work on a chosen topic.

To gain the award of the Course, the learner must first pass all 3 of the unit assessments. These are assessed by the teacher and moderated by the SQA. Coursework assessments include; a practical report, end of unit test. The learner will then be eligible to move forward with the Course assessment (final exam and assignment). Course assessment will provide the basis for grading attainment in the Course award and are externally assessed by the SQA.

Component 1 – question paper 100 marks

Component 2 – project 30 marks

### **Homework**

Minimum three hours per week. Homework is an integral part of the course and regular written homework will be set based on the work done in class and making extensive use of example exam paper questions. Self study and some research is also required.

### **Career Information**

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, development, management, civil service and education.

## **Chemistry - Higher**

The Higher Chemistry course builds upon prior learning and covers key areas of organic, physical, inorganic and analytical chemistry. The 'Researching Chemistry' unit provides learners with the opportunity to develop and apply their literacy, numeracy, communication and scientific investigative skills within a topical, scientific context.

The students will further develop the following skills from National 5 Chemistry:

- Increased knowledge and understanding of facts and ideas, of techniques and of the application of Chemistry in society.
- Skill in applying their knowledge and understanding in a wide variety of theoretical and practical problem solving contexts.
- Skills associated with carrying out experimental and investigative work in Chemistry and analysing the information obtained.

## **Entry Requirements**

Students opting for this course should have:

- 1 National 5 pass.
- 2 National 5 pass in Maths, while not a requirement, will be needed to support the work in the course.

## **Course Details**

There are three units:

Chemical changes and Structure - Learn about fundamental aspects of chemistry including: trends in the periodic table, structure and bonding. Controlling the rates of reaction.

Nature's Chemistry - Study the key principles of organic chemistry through the context of a range of everyday consumer goods.

Chemistry in Society - Find out how the chemical industry principles in order to turn research ideas into profitable products, without harming the environment, equilibrium, redox chemistry, enthalpy of reaction, chemical analysis.

Research Chemistry - Develop the essential skills for carrying out the investigative scientific research in chemistry and then apply these in the context of a topical chemistry investigation.

## **Assessment**

To gain the award of the Course, the learner must first pass all 3 of the unit assessments. These are assessed by the teacher and moderated by the SQA. Coursework assessments include; a practical report, end of unit test. The learner will then be eligible to move forward with the Course assessment (final exam and assignment). Course assessment will provide the basis for grading attainment in the Course award and are externally assessed by the SQA.

## **Homework**

Minimum two hours per week. Homework is an integral part of the course and regular written homework will be set based on the work done in class and making extensive use of example exam paper questions. Self study and some research is also required.

## **Progression**

Successful completion of the course allows for progression into Advanced Higher Chemistry or entry into many Higher Education courses.

It offers a good grounding for science-related careers.

Further information on this course can be found on the following links:

<http://www.educationscotland.gov.uk/highersciences/chemistry/index.asp>  
<http://www.sqa.org.uk/sqa/47913.html>

## **Chemistry – National 5**

The Course develops learners' interest in, and enthusiasm for, Chemistry through a variety of contexts relevant to Chemistry's impact on society, namely: utilising nature's resources, chemical analysis, and the development of new and novel applications.

Chemistry offers a broad, versatile and adaptable skill set which is valued in the work place. Developing knowledge and understanding of some basic chemistry concepts, learners will become scientifically literate citizens, able to evaluate the Science-based claims which they will come across in a rapidly developing society.

The main aims of this Course are to:

- develop scientific and analytical thinking skills in a chemistry context
- develop problem solving skills in a chemistry context
- develop an understanding of chemistry's role in scientific issues
- acquire and apply knowledge and understanding of chemistry concepts
- develop understanding of how chemical products are formed
- develop understanding of relevant applications of chemistry in society

### **Entry Requirements**

Students require to have a National 4 Chemistry or National 5 passes in either Biology or Physics.

### **Course Structure**

The Course has three mandatory Units:

#### **Chemical Changes and Structure**

Through practical experience, learners will investigate average rates of reaction and the chemistry of neutralisation reactions. Focusing on these reactions, learners will work towards the concept of balanced chemical equations. Learners will explore the mole concept, formulae and reaction quantities. Exploring the atoms structure and its connection between bonding and chemical properties of materials is investigated.

#### **Nature's Chemistry**

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

#### **Chemistry in Society**

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

## **Assessment**

To gain the award of the Course, the learner must first pass all 3 of the Unit assessments. These are assessed by the teacher and moderated by the SQA. Coursework assessments include; a practical report and end of unit tests. The learner will then be eligible to move forward with the Course assessment (final exam, 80% and assignment, 20%). Course assessment will provide the basis for grading attainment in the Course award and are externally assessed by the SQA.

## **Homework**

Minimum one hour per week. Homework is an integral part of the course and regular written homework will be set based on the work done in class and making extensive use of example exam paper questions. Self study and some research is also required.

## **Progression**

By successfully completing a course in Chemistry at National 5 progression is to the following courses of study:

- Higher Chemistry
- National 5 Biology or Physics

Further information on this course can be found on the SQA web-site at <http://www.sqa.org.uk/sqa/45720.html>

## **Physics – Advanced Higher**

### **Entry Requirements**

Higher Physics at A-C and  
Higher Maths at A-C

### **Course Structure**

This course is composed of the following four Units:

- Rotational Motion and Astrophysics: develop and apply concepts and principles in a wide variety of situations involving angular motion. An astronomical perspective is developed through a study of gravitation; general relativity and stellar physics.
- Quanta and Waves: quantum theory and waves; non-classical physics and consideration of the origin and composition of cosmic radiation. Simple harmonic motion and wave theory.
- Physics: Electromagnetism (half-unit): develop and apply concepts and principles in a wide variety of situations involving electromagnetism. Electric and magnetic fields and capacitors and inductors used in dc and ac circuits.
- Investigating Physics (half-unit): The Unit offers opportunities for independent learning set within the context of experimental physics. Learners will identify, research, plan and carry out a physics investigation of their choice.

### **Assessment**

Throughout the course, learners must:

- Apply skills of scientific inquiry and draw on knowledge and understanding of the key areas to carry out an experiment.
- Draw on knowledge and understanding of the key areas and apply scientific skills.
- Research, plan and carry out investigative practical work on a chosen physics topic.

To gain the award of the Course, the learner must pass all of the Units as well as the Course assessment. Course assessment will provide the basis for grading attainment in the Course award at levels A-D. The Course assessment is externally assessed and composed of the following two components:

Component 1 – question paper 100 marks

Component 2 – project 30 marks

### **Homework**

Minimum three hours per week. Homework is an integral part of the course and regular written homework will be set based on the work done in class and making extensive use of example exam paper questions. Self study and some research is also required.

### **Career Information**

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

- HND/degree programmes in a physics-based course or related area, such as engineering, electronics, computing, design, architecture or medicine.

- Careers in a physics-based discipline or related area, or in a wide range of other areas, such as oil and gas exploration, renewable energy, construction, transport or telecommunications.

## **Physics – Higher**

The Physics course is made up of four mandatory Units: Our Dynamic Universe, Particles and Waves, Electricity and Researching Physics. The concepts, principles and theories are often set in a relevant context, by making reference to applications of Physics and to real-world situations.

The students will further develop the following skills from National 5 Physics:

- Increased knowledge and understanding of facts and ideas, of techniques, and of the application of Physics in society.
- Skill in applying their knowledge and understanding in a wide variety of theoretical and practical problem solving contexts.
- Skills associated with carrying out experimental and investigative work in physics and analysing the information obtained.

## **Entry Requirements**

Students opting for this course should have:

- 1 National 5
- 2 National 5 pass in Maths, while not a requirement, will be needed to support the work in the course.

## **Course Structure**

There are 3 Units and a Researching Physics section:

Our Dynamic Universe: study of our current understanding of the universe.

Electricity: take a deeper look at electricity and investigate an introduction to semiconductors.

Particles and Waves: investigating fundamental particles, nuclear reactions and the wave properties of matter.

Researching Physics: develop the essential skills for carrying out investigative scientific research in physics, and then apply these in the context of a topical physics investigation.

## **Assessment**

To gain the award of the Course, the learner must first pass all 3 of the unit assessments and the research unit assessment. These are assessed by the teacher and moderated by the SQA. Coursework assessments include; a practical report, end of unit test and researching Physics assignment. The learner will then be eligible to move forward with the Course assessment (final exam and assignment). Course assessment will provide the basis for grading attainment in the Course award and are externally assessed by the SQA.

## **Homework**

Minimum two hours per week. Homework is an integral part of the course and regular written homework will be set based on the work done in class and making extensive use of example exam paper questions. Self study and some research is also required.

## **Progression**

A pass at Higher Physics in S5 allows students to progress to the Advance Higher course in S6 or entry into many Higher Education course. It offers a good grounding for science - related careers.

Further information on this course can be found on the following links:

<http://www.sqa.org.uk/sqa/47916.html>

<http://www.educationscotland.gov.uk/highersciences/physics/index.asp>

## **Physics – National 5**

Learners are given an insight into the underlying nature of our world and its place in the universe.

From the sources of the power we use, to the exploration of space, it covers a range of applications of the relationships that have been discovered through experiment and calculation, including those used in modern technology. Advances in Physics mean that our view of what is possible is continually being updated and learners will recognise the impact physics makes on their lives, the environment and society.

The main aims of this Course are for learners to:

- develop scientific and analytical thinking skills in a physics context
- develop an understanding of the role of physics in scientific issues
- acquire and apply knowledge and understanding of concepts in physics
- develop understanding of relevant applications of physics in society

## **Entry Requirements**

Students require to have a National 4 Physics or National 5 passes in either Biology or Chemistry.

## **Course Structure**

The Course has three mandatory Units:

### **Electricity and Energy**

The general aim of this Unit is to develop skills of scientific inquiry, investigation and analytical thinking, along with knowledge and understanding of electricity and energy. Learners will apply these skills when considering the applications of electricity and energy on our lives, as well as the implications on society and the environment. This can be done by using a variety of approaches, including investigation and problem solving.

The Unit covers the key areas of simple electronic circuits, energy transfer, heat and the gas laws. Learners will research issues, apply scientific skills and communicate information related to their findings, which will develop skills of scientific literacy.

### Waves and Radiation

The general aim of this Unit is to develop skills of scientific inquiry, investigation and analytical thinking, along with knowledge and understanding of waves and radiation. Learners will apply these skills when considering the applications of waves and radiation on our lives, as well as the implications on society and the environment. This can be done by using a variety of approaches, including investigation and problem solving.

The Unit covers the key areas of properties of waves and nuclear radiation. Learners will research issues, apply scientific skills and communicate information related to their findings, which will develop skills of scientific literacy.

### Dynamics and Space

The general aim of this Unit is to develop skills of scientific inquiry, investigation and analytical thinking, along with knowledge and understanding of dynamics and space. Learners will apply these skills when considering the applications of dynamics and space on our lives, as well as the implications on society and the environment. This can be done by using a variety of approaches, including investigation and problem solving.

The Unit covers the key areas of kinematics, forces and space. Learners will research issues, apply scientific skills and communicate information related to their findings, which will develop skills of scientific literacy.

### **Assessment**

To gain the award of the Course, the learner must first pass all 3 of the Unit assessments. These are assessed by the teacher and moderated by the SQA. Assessments include; a practical report and end of unit tests. The learner will then be eligible to move forward with the Course assessment (final exam, 80% and assignment, 20%). Course assessment will provide the basis for grading attainment in the Course award and are externally assessed by the SQA.

### **Homework**

Minimum one hour per week. Homework is an integral part of the course and regular written homework will be set based on the work done in class and making extensive use of example exam paper questions. Self study and some research is also required.

### **Progression**

By successfully completing a course in Physics at National 5 the progression is to the following courses of study:

- Higher Physics
- National 5 Biology or Chemistry

Further information on this course can be found on the SQA web-site at <http://www.sqa.org.uk/sqa/45729.html>



## **SOCIAL SUBJECTS**

### **Geography - Advanced Higher**

The course aims –

- To provide students with a broader understanding of the world.
- To develop students' skills of research, analysis and critical evaluation through a range of geographical contexts.
- To prepare students for the demands of Higher Education, to develop study skills and time management.

### **Entry Requirements**

It is strongly recommended that students taking Advanced Higher have attained a course or component unit(s) at Higher in Geography or in another Social Subject or English.

### **Course Content**

The course consists of two units:

- 1 Geographical Skills
- 2 Geographical Issues

### **Assessment**

Competence in each of the two units must be proven through evidence gathered internally before an overall award is possible. External assessment consists of:

- 1 Written Paper – 2 hours – 30% (examination) 50 Marks  
Question 1: Mapwork interpretation  
Question 2: Gathering and processing two elements techniques  
Question 3: Geographical data handling
- 2 A course assessment and a geographical study based on fieldwork and a critical evaluation of an issue from a geographical perspective. This is worth 100 marks ie 66%.

### **Geography - Higher**

The course aims:

- To develop breadth and depth to the skills and knowledge in physical and human geography attained at National 5.
- To develop the students ability to evaluate
- To increase the students knowledge of geographical methods and techniques.

## **Entry Requirements**

The students should have passed at least a B pass at National 5 and National 5 English is essential.

Students with a Higher (A or B) in another Social Subject or Science and English could be considered if sufficient commitment is shown.

## **Course Details**

The course comprises three components:

- 1 Physical Environments
  - Atmosphere – Global patterns
  - Biosphere - Soils
  - Hydrosphere – Rivers and hydrographs
  - Lithosphere – Glaciation and coasts
- 2 Human Environments (Through the study of both developed and developing countries)
  - Population – Structure and change
  - Rural – Landuse changes and conflicts in rural areas
  - Urban – Management of recent change
- 3 Global Issues
  - Development and Health
  - River climate change
- 4 An individual assignment based on fieldwork. Fieldwork experiences will be organized.

## **Assessment**

To achieve an award at Higher, course assessment standards must be met in each of the three components. There is an external examination, which comprises a single paper. In addition there is fieldwork assignment which comprises 33% of the final mark. (see above). If you achieve the course assessment standards in the units but fail the External Assessment you will be credited with the unit passes.

## **Progression**

From attaining Higher Geography it is possible to progress to Advanced Higher Geography, alternatively students could progress to a course at an appropriate level in another Social Subject.

Students may also progress to further education or employment.

The course may be shared between Dyce Academy and Bucksburn Academy. Homework will be set by both schools.

## **History – Higher**

History helps you develop an understanding of historical developments and how what has happened in the past has shaped the present. You will develop skills of researching, communication, critical thinking and evaluation which are needed for life and work.

### **Entry Requirements**

The Higher course progresses from concepts learned and skills developed in the National 5.

You must have at least a C pass at National 5 to choose Higher History.

If you have an A or B in another Social Subject at National 5 and/or English or a Higher pass in these subjects you may also be suitable.

### **Course Aims**

- To develop an understanding of the past and an ability to think independently
- To develop the skills of analysing, evaluating and synthesising historical information
- To develop the skills of researching historical issues and drawing well- reasoned conclusions

### **Course Description**

The course is made up of three units:

- *Historical Study – Scottish: Migration and Empire 1830 – 1939* which looks at groups of people who immigrated into Scotland from different parts of Europe and their experiences. It also looks at Scots who emigrated from Scotland and their experiences and effects on the countries they moved to.
- *Historical Study – British: The Making of Modern Britain 1851 – 1951*. This includes the growth of democracy in Britain including the campaigns for women's suffrage. Also the introduction of welfare reforms by the Liberals before World War One and Labour after World War Two and assesses how far they helped people.
- *Historical Study - European and World: Germany 1815-1939*. This includes looking at the reasons for a growth in German nationalism between the years 1815-1850 for example the effect of the French revolution and the Napoleonic Wars on the German states. Pupils will also be asked to assess the degree to which nationalism grew within the German states. Furthermore, the course will evaluate the reasons why unification was achieved in Germany by 1871 looking specifically at the role of Bismarck and Prussian military strength. Finally, pupils will explore the reasons why Hitler and the Nazis rose to power between the years 1918-1933 and the factors that enabled them to stay in power between 1933 – 1939.

## **Assessment**

To gain the award of the course you must meet the course assessment standards in all the Units as well as pass the Course assessment. Your final grade will be based on the External Exam and the Added Value Assignment which is an essay.

- The Exam Paper will consist of two essays on the British and European topics and source evaluation on the Scottish topic, which will be worth 20 marks each.
- The Added Value Assignment essay will be worth 30 marks. This allows you to research a topic of interest in more depth and write an essay on it. This will be done in class time but assessed externally.

If you achieve the course assessment standards in the Units but fail the External Assessment you will be credited with the Unit passes.

## **Progression**

From achieving a pass in Higher History you can progress to Advanced Higher History or a course at an appropriate level in another Social Subject.

The course may be shared between Dyce Academy and Bucksburn Academy. Homework will be set by both schools.

## **History - Advanced Higher**

The course aims:

- To allow students to study a historical topic in depth.
- To develop student skills of evaluating both events and sources and of investigating issues.

## **Entry Requirement**

It is strongly recommended that students taking Advanced Higher have attained a course or component unit(s) at Higher in History or in another Social Subject or English.

## **Course Content**

The course consists of two units:

- 1 Historical Study
- 2 Researching Historical Issues.

## **Assessment**

To gain the award of the course, the student must pass the internal unit assessments as well as the external assessment.

External assessment will provide the basis for the grade attained and consist of:

- 1 Dissertation -
- 2 External Exam.

This course is taught at the Central Location.

## **Modern Studies - Advanced Higher**

This course will act as a useful preparation in terms of acquisition of both knowledge and study skills for those particularly intending to study Social Sciences (Politics, International Relations & Sociology) and Law at University.

### **Course Details**

Politics, International Relations and Sociology are the main component academic disciplines that make up Modern Studies. The study of Law and Order in a UK context reflects these disciplines. Students will develop the individual, independent study skills essential for Higher Education.

The course aims:

- To develop knowledge and understanding of law and order issues in the UK.
- To develop essay writing skills using a practical research or dissertation exercise.
- To develop investigative enquiry skills to an advanced level – a fundamental background to social science research tools.

Titles of Units which comprise the course:

- Researching Contemporary Issues
- Contemporary Issues 90 marks
- Practical Research: dissertation. 50 marks

### **Entry Requirements**

While a pass in Higher Modern Studies would be normally expected, students with Higher passes in other Social Subjects or English would also be considered.

### **What the course can lead to**

As stated above, the course is ideal preparation for the rigours of Higher Education.

### **Assessment Procedures**

To gain the award the student must achieve a pass in both internal and external assessments. The exam makes up two-thirds of the final mark, the dissertation making up the remaining third.

## **Modern Studies - Higher**

### **Course Details**

Modern Studies helps students develop an understanding of contemporary political and social life in a local, national and international context. Students will develop skills of communication, independent learning, creative thinking, critical evaluation of the media and use of information technology.

### **Entry Requirements**

The Higher articulates with and progresses from concepts learned and skills developed at National 5. A National 5 at least a C. However, students with Higher experience in English or other social subjects might also be suitable.

### **Course Aims**

- To develop a knowledge and understanding of the ways in which contemporary society is organised.
- To develop the skills of evaluating, applying evidence to support decisions and viewpoints and analysing social and political issues.
- Encourage students to play an active role in contemporary society and to demonstrate values of democratic debate and attitudes of tolerance, responsibility and critical awareness.

Titles of Units which comprise the course:

- Political Issues in the UK:
  - The UKs Constitutional Arrangement
  - Political Institutions
  - Voting Systems
  - Voting behaviour
  - Political participation
- Social Issues in the UK:
  - Inequality & specific groups
  - Causes of inequality
  - Impact of inequality
  - Attempts to tackle inequality
- International Issues:USA
  - Its political system
  - Contemporary socio-economic issues
  - Role in International Relations

### **Progression**

A pass would act as an entry qualification for Advanced Higher Modern Studies. Alternatively, all Further Education and Higher Education Institutions recognise the value of a suitable grade in Higher Modern Studies.

### **Assessment Procedures**

To gain the award, the student must achieve a pass in the internal and external assessments. The internal component consists of a number of end-of-unit assessments held throughout the course. Candidates who pass internal assessments but fail the external assessment will be credited these on their certificate. The external assessment consist of 2 question papers and an assignment

## **PERSONAL DEVELOPMENT**

The Personal Development Award will be offered within the Support for Learning Department at Dyce Academy. Additionally the course will incorporate an element of supported study to give pupils the opportunity to take advantage of a small group setting to receive appropriate support with their other subjects,

The Personal Development element will be covered by the SQA Personal Development Award at National 4/5.

Learners will be given opportunities to:

- Develop knowledge of self and their own development needs through self-evaluation and review
- Develop self-reliance, self-esteem and confidence through supported and independent learning/
- Develop practical abilities.
- Develop task management and interpersonal skills.
- Demonstrate and recognise achievement.

A key feature of this programme is the opportunity for personalisation and choice. Learners are able to focus on their own development needs and (with appropriate support) set targets and identify tasks to address these needs. Active and experiential learning will be promoted and learners will have the opportunity to work collaboratively with others to discuss, plan, implement and present their ideas as part of individual and group projects.

Previous projects have included :

- The design, manufacture and sale of craft and bakery products at Christmas Fayres and in-school Charity Events.
- The organisation and marketing of school discos.
- Designing, costing and creating a 'Dyce Academy Garden'

All projects are agreed as a group and will work in with the strengths and needs of team members.

## **YASS – Open University Young Applicants in Schools Scheme (S6 Students only)**

The Open University's Young Applicants in Schools Scheme (or YASS for short) enables motivated and able students in S6 to study a wide range of undergraduate modules at first-year university level alongside their other studies. YASS encourages independent learning and builds confidence and helps students develop the skills they will need to make to transition to university level study after school.

Modules at SCQF Level 7 (first year level at a traditional university) are offered in:

- Arts
- Business and Management
- Computing and ICT
- Education
- Engineering and Technology
- Environment
- Health and Social Care
- Languages
- Law
- Mathematics
- Science
- Social Sciences
- Sport

The latest range of modules available can be found at [www.open.ac.uk/yass-in-scotland](http://www.open.ac.uk/yass-in-scotland)

These modules are studied independently and students must have not only the academic ability but the capacity to organise and be responsible for their personal study time and meeting deadlines. Motivation and commitment are equally important as ability. A 10 point Open University module can demand at least 8 hours study per week.

Depending on which course they choose, students will receive information and course materials delivered directly to their home address, and some via email and online. The volume can be quite daunting but particular information is essential such as the module calendar, the name of their OU tutor, online forum details and assignment deadlines. The school coordinator (Miss Strachan) has a key role in checking that students have made themselves familiar with the timetable of the course and know what is expected of them.

There is a financial cost for these modules, starting at £150. This cost will have to be met by the student if SFC Funding grants are unavailable.

If you are interested in looking in a YASS course you must discuss this with your Guidance Teacher and Miss Strachan.