

# DYCE ACADEMY



**S5-6 Subject Choice  
Session 2018-19**

## S5-6 COURSE CHOICE – 2018-19

### 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 Progress Alerts 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**, on 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

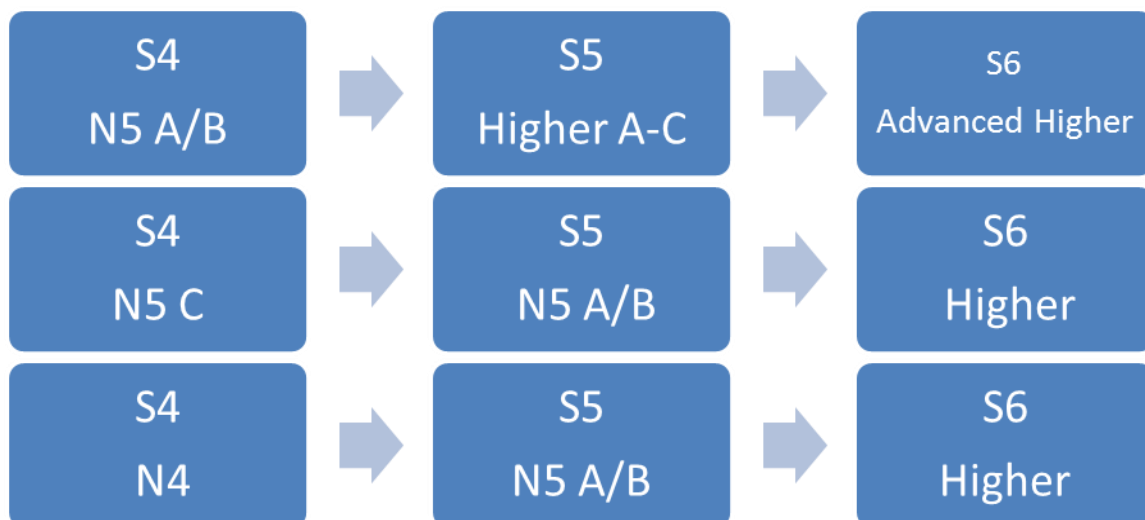
### Entry Requirements for Higher Courses

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 units of work with an end of year external examination and/or externally assessed coursework assessment. Dates for assessment throughout the course will be set by subject teachers. Students should aim to exceed this level for course success.

For session 2018-19, Advanced Higher courses continue to have internal unit assessments which must be passed in order to gain a course award.

## Tracking your Progress

Your PT Pupil Support (Guidance) staff will be informed of any progress concerns from class teachers. They will contact your parents/guardians informing them of the situation.

Continued concerns may require you to 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 Mrs Jamieson.**

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 will be sent home on the first parental report.

Your progress will be monitored and reviewed throughout the session to ensure that you are supported. Progress Alert letters 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 and/or coursework 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 40% and 49% in N5 and Higher, and for AH candidates who achieve 45-49%.

### **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 Parents' Evening. Students attending Bucksburn Academy will also have target grades set for subjects studied.



## **Aberdeen City Campus 2018-19**

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 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
- 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 – arrange with your Guidance Teacher

\* Requires online NESCol Application to be completed – arrange with your Guidance Teacher

A Course Choice Booklet detailed Aberdeen City Campus Courses will be available from Guidance staff and on the school website.

## SCQF 7 – All Advanced Higher

Monday/Wednesday	Tuesday/Thursday
Biology (AGS) #	Business Management (Hazlehead) #
Computing Science (Harlaw) #	Chemistry (St. Machar) #
Drama (AGS) #	English (AGS) #
Geography (Harlaw) #	French (Hazlehead) #
History (AGS) #	History (AGS) #
Mandarin (Oldmachar) #	Mathematics of Mechanics (Harlaw) #
Modern Studies (AGS) #	Physics (AGS) #
Physics (Harlaw) #	

## SCQF 6

FA = Foundation Apprenticeship  
NPA = National Progression Award

H = Higher  
SfW = Skills for Work

Monday/Wednesday	Tuesday/Thursday
Accounting H (AGS) #	Accounting H (AGS) #
Civil engineering FA (NESCol CC & Altens)*	Accountancy FA (NESCol CC)*
Computing Science H (AGS) #	Chemistry H (St. Machar) #
Creative & digital media FA (NESCol CC)*	Children & young people FA (NESCol CC)*
Dance H (Citymoves)#	Computing Science H (NESCol CC)*
Economics H (AGS) #	Digital media NPA (NESCol, CC) *
Exercise & fitness leadership NPA (NESCol CC)*	Electrical engineering FA (NESCol CC & Altens)*
Food & drink operations FA (NESCol CC)*	French H (Hazlehead)#
German H (Hazlehead)#	Exercise & fitness leadership NPA (NESCol CC)*
ICT - Hardware & system support FA (NESCol CC)*	Graphic Communication H (Harlaw) #
Mandarin H (Oldmachar)#	Physics H (NESCol)*
Social care & healthcare FA (NESCol CC)*	Psychology H (NESCol)*
Sociology H (NESCol CC)*	Scientific technologies (Lab skills) FA (NESCol CC)*

## SCQF 5/6

Monday/Wednesday	Tuesday/Thursday
Creative Textiles and Garment Manufacture PA L5/6 (NESCol) *	ESOL (English for speakers of other languages) N5 / H (EAL service taught at Harlaw) #

## SCQF 5

Monday/Wednesday	Tuesday/Thursday
Computing Science <b>N5</b> (NESCol CC)*	Engineering <b>SfW N5</b> (NESCol CC)*
Construction Crafts <b>SfW N5</b> (NESCol CC)*	Girls in Energy (Shell) <b>SfW N5</b> (NESCol CC)*
Early education & childcare <b>SfW N5</b> (NESCol CC)*	
German <b>N5</b> (Hazlehead)#	
Health Sector <b>SfW N5</b> (NESCol CC)*	
Hospitality <b>SfW N5</b> (NESCol CC)*	
Lab Science <b>SfW N5</b> (NESCol CC)*	
Photography <b>NPA L5</b> (NESCol CC)*	

## SCQF 4/5

Monday/Wednesday	Tuesday/Thursday
Gaelic learners <b>N4/5</b> (Hazlehead)#	Mandarin <b>N4/5</b> (Oldmachar)#

## SCQF 4

Monday/Wednesday	Tuesday/Thursday
Early education & childcare <b>SfW N4</b> (NESCol CC)*	Beauty Therapy <b>C&amp;G L1</b> (NESCol CC)*
Hairdressing <b>C&amp;G L1</b> (NESCol CC)*	Construction Crafts <b>SfW N4</b> (NESCol Altens)*
Vehicle maintenance & repair <b>C&amp;G L1</b> (NESCol Altens)*	Early education & childcare <b>SfW N4</b> (NESCol CC)*
	Hairdressing <b>C&amp;G L1</b> (NESCol CC)*
	Service industries <b>College Certificate</b> (NESCol CC)*
	STEM <b>College Certificate</b> (NESCol Altens)*

## Other Awards/Qualifications

Monday/Wednesday	Tuesday/Thursday
Saks Hair Academy <b>L1 Diploma</b> (Saks in Union Square) #	

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

### **Additional Courses**

Course	SCQF Level	Provider	Time
Business Skills FA (one year)	6	NESCol CC	Wed 2-5pm
Mechanical Engineering FA	6	NESCol CC & Altens	Wed 9.30am – 3.30pm
Politics Professional Development Award	7	NESCol CC	Thur 9am – 12.00
SfW N5 Maritime Skills (Scottish Maritime Academy, Peterhead) *	5	NESCol, Peterhead	Mon, Wed 2 – 4.30pm Fri 9.15am-2.45pm
Supported Learning Links Course *	2/3	NESCol CC	Fri 9am-4pm
Travel & Tourism NPA L5 National Certificate	5	NESCol CC	Mon

### Transport Procedures

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.

### **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 £24,421 or below (correct as of February 2017). 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 Mrs Jamieson. 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 – National 5 and Higher

#### Purpose of course

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.

#### Course details

##### Expressive Folio: 100 Marks

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 explore **one line** of development using of a range of materials, techniques and/or technology in 2D and/or 3D formats. A final outcome will be produced.

##### Design Folio: 100 Marks

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 explore **one line** of development using of a range of materials, techniques and/or technology in 2D and/or 3D formats. A final solution will be produced.

#### Assessment

Each folio will be externally marked by the SQA.

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

**Higher:** 2 hours

**National 5:** 1 Hour 30 Mins.

#### Progression

Both courses are designed to provide progression to the Higher and Advanced Higher course respectively.

#### Entry Requirements

- **National 5:** National 4 Art and Design Course relevant component Units
- **Higher:** 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.**



## **Advanced Higher Art & Design**

This course is offered to pupils who have achieved the Higher and Design course with an **A** or **B** pass and whom teaching staff agree would be suitable to undertake the course in terms of work ethic, commitment and ability.

### **Course Details:**

#### **Studies and Enquiry Unit**

Learners will choose either an Expressive or Design route through the course. At present (*until academic year 2019-2020*) unit work consists of *study* and *enquiry* elements, which involves selecting an area of personal study with relevant stimuli. They will produce an in-depth study of chosen Artists / Designers with evidence of planning for the practical outcomes of the unit. Research and developmental studies using a variety of media / materials, techniques and approaches informed by a chosen stimulus is produced to fulfil the unit requirements.

#### **Practical Folio**

Learners will use unit based work as a starting point to further develop their ideas in more detail using a variety of approaches and demonstrating skill and understanding of materials / media and technique. They will produce a written critical analysis (up to 2000 words) on an artist(s) / designer(s) linked to their practical work. A minimum of 8 A1 / maximum of 18 A1 (*Equivalent*) sheets are required for the practical folio. A final 300 word evaluation is required.

#### **Assessment**

Studies and Enquiry Units marked internally Pass / Fail

Practical Folio externally assessed by the SQA and is worth 100 marks

Critical analysis: 30 marks

Practical Folio: 60 Marks

Evaluation: 10 Marks

#### **Progression**

The practical work produced may be used as the basis for a portfolio and further study at an Art based College / University. The higher order thinking skills required for this course are transferable and valued in many different subject areas.

## **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, NPA Photography, 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**

Learners will develop knowledge and understanding of image formation, camera controls, exposure and composition to use creatively for photographic effect.

They will explore and experiment with a variety of photographic techniques, technology and processes, and use their understanding and knowledge of the work of photographers when considering their own personal, creative approaches to photography.

### **Assessment**

#### **Practical Folio**

External course assessment will be externally marked by the SQA. This will contain evidence of research and investigation, development of photographic approaches and techniques with production of 12 final images with evaluative comments based on personal judgements. The project will have a total of **100 marks**

**Question Paper (1 Hour) - 30 Marks:** Multiple choice and extended response questions

### **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 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 modelling 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 revised Higher course has **four** Units.

## Software Design and Development

The focus of this unit will be on developing skills and understanding of:

- Development methodologies, analysis & design
- Implementation - data types and structures, computational constructs, algorithm specification
- Testing & evaluation

## Computer Systems

The focus of this unit will be on developing skills and understanding of:

- Data representation
- Computer structure
- Environmental impact
- Security risks and precautions

## Database Design and Development

The focus of this unit will be on developing skills and understanding of:

- Analysis of functional requirements
- Design of a database solution
- Implementation, testing and evaluation of a database solution

## Web Design and Development

The focus of this unit will be on developing skills and understanding of:

- Analysis of functional requirements
- Design a multi-level website
- Implementation of a website using HTML, CSS and JavaScript
- Testing and evaluation of websites

## **Assessment**

This course is assessed through a 110 mark external exam (69% of the marks) and a 50 mark course assessment (31% of the marks).

The 2 hour 30 minute exam will have two sections and is worth 110 marks: section 1 (25 marks); section 2 (85 marks) and will focus on problem solving and will be predominantly skills-based. Candidates will be assessed on the skills of analysis, design, testing and evaluation as well as skills of reading, understanding and explaining code.

The assignment will have 50 marks and will consist of a series of small, individual tasks that candidates can work through independently over the 8 hours allowed for completion. The assignment 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

## COMPUTING SCIENCE – NATIONAL 4 AND NATIONAL 5

### 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 modelling as well as developing, implementing and testing digital solutions across a range of contemporary contexts.
- Develop knowledge and understanding of key computing concepts and processes, and the ability to apply this to a variety of problems; and an awareness of the impact of computing technologies on the environment or society.

### Course Content

The Course has **four** Units and the Course Assessment Assignment.

#### Software Design and Development:

- Developing knowledge, understanding and practical problem-solving skills in software design and development, through a range of practical and investigative tasks using appropriate software development environments.
- Developing programming and computational-thinking skills by implementing practical solutions and explaining how these programs work.

#### Computer Systems:

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

#### Database Design and Development:

- Developing knowledge, understanding and practical problem-solving skills in database design and development, through a range of practical and investigative tasks.
- Applying computational-thinking skills to analyse, design, implement, test, and evaluate practical solutions, using a range of development tools such as SQL.

#### Web Design and Development:

- Developing knowledge, understanding and practical problem-solving skills in web design and development, through a range of practical and investigative tasks.
- Applying computational-thinking skills to analyse, design, implement, test and evaluate practical solutions to web-based problems, using a range of development tools such as HTML, CSS and JavaScript.

## **Assessment**

National 5 Computing Science is assessed through a 110 mark 2 hour external exam (69% of the marks) and a 50 mark course assessment, completed in class time (31% of the marks).

The exam will have two sections: section 1 (25 marks) will consist of a number of short answer questions; section 2 (85 marks) consists of extended response questions that integrate topics from the full range of course content.

The assignment will have 50 marks and will require you to apply the skills you have learnt in Programming, Database and Web Design to solve a real world problem.

## **Progression**

Pupils will be able to continue with Computing Science to Higher in S6 and may also wish to expand their knowledge by studying Business Management or Administration and IT at National 5 or Higher in S6.

## 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. **If you have no previous accounting background but have or are expecting a B in National 5 Maths, 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 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**

You will also be assessed through a 120 mark accounting question paper (67% of overall grade) and a 60 mark accounting-related assignment (33% of overall grade). 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 30 minutes. This question paper will have 2 sections – section 1 (80 marks) and section 2 (40 marks), consisting of mandatory questions.

In the assignment, candidates work through a series of tasks to research, process and prepare accounting information. The 2 hours 30 minutes allowed for completion must be completed in one sitting under a high degree of supervision.

### **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

## **ACCOUNTING - NATIONAL 5**

### **Why Study Accounting?**

Financial pressures are one of the most common reasons for business failures; business needs employees who can analyse and interpret financial information, identify the profitability and security of a business as well as being able to manage budgets and control costs.

Accounting relates to many aspects of everyday life and therefore gives you experiences which are topical, and which develop skills for learning, life and work. The course will encourage you to think logically, and to apply accounting principles in your everyday life, thereby supporting your own personal financial security while preparing you for the world of work, or further study of accounting and other business-related disciplines. It deepens understanding of accountancy and highlights a range of accountancy-based career opportunities that are available within all business sectors. A large number of college and university courses with commercial aspects to them may assume prior knowledge of accounting.

Accounting would particularly suit students who enjoy, or wish to take advantage of, numeracy-based learning opportunities as well as those who like to apply their logical and analytical thinking.

### **Entry Requirements**

Most pupils in S5 or S6 would be able to undertake this course, although National 4 Mathematics would be preferable.

### **Course Structure**

The course comprises three units and throughout the whole course students will:

- Use ICT to produce and communicate accounting information
- Develop their knowledge and understanding of fundamental accounting concepts and theories

### **Preparing Financial Accounting Information**

- Understand key Financial Accounting terms relating to the preparation of final accounts and use final accounts in familiar contexts
- Recording Financial Accounting transactions, preparation of financial statements and final accounts in order to determine business profits and costs

### **Preparing Management Accounting Information**

- Preparing straightforward cash budgets and a range of straight forward cost statements
- Understanding key Management Accounting terms, and knowledge of their application in straightforward familiar contexts

### **Analysing Accounting Information**

- Ability to interpret, analyse and evaluate a range of accounting information to assess the current financial position and success of a business
- Understanding a range of straightforward analytical concepts used to assist financial decision making and knowledge of their application in familiar contexts

## **Assessment**

Assessment will be through a combination of a 2 hour final exam worth 130 marks (72% of overall mark) and a 50 mark practical accounting-related assignment, solving accounting problems (28% of the overall mark).

The final exam question paper will require demonstration of a depth of knowledge, understanding and skills accumulated from across the course, while the assignment will be a project where each student's work will be based on a real-life business context where they are required to combine their accounting knowledge and skills from across the course.

## **Progression**

Students would be able to continue with Accounting at Higher in S6. Students may also wish to expand their knowledge by studying Business Management at National 5 or Higher, or Administration and IT at National 5 or Higher.

## **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 will have passed or are 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. This advice applies also to S5 pupils who did not study the subject in S4.

S6 students may attempt this level without prior knowledge but would need to have passed National 5 English or be attempting Higher.

### **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

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

### Question Paper – 90 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 45 Minutes and accounts for 75% of the overall grade.

### 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. Assignment research will be done in class time but pupils may also conduct research in their own time. The assignment is an independent piece of work with

no assistance or advice from the teacher allowed. The assignment report write-up will be conducted under a high degree of supervision and control and accounts for 25% of the overall grade.

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

## **BUSINESS MANAGEMENT - NATIONAL 5**

### **Why Study Business Management?**

This course introduces you to the dynamic, changing, competitive and economic environment of industry and commerce and its effect on society as well as allowing an understanding of the impact on ourselves.

These courses will develop skills in communicating and presenting business-related information and will enable you to succeed in life with determination and an ability to think logically. These skills will support you in becoming more confident, particularly regarding your own future education and place in the world of work. Understanding the economic and financial environment in which business operates will help you to contribute responsibly to society and by encouraging working with others, the course will help you to participate effectively in our ever-changing global business environment.

Studying Business and Business Management will allow you to make a positive and practical contribution to any organisation regardless of your career choice. You will develop transferable, enterprising, skills and attributes which enhance your employability. A large number of College and University courses will assume prior learning if they include Business, Finance and Economics units.

### **Entry Requirements**

Most pupils in S5 or S6 would be able to undertake this course, although National 4 English would be preferable.

### **Course content**

#### **Understanding Business:**

By looking at real life business situations, students will develop skills, knowledge and understanding relating to the role of business organisations and entrepreneurship in society. Students explore issues relating to the external environment in which organisations operate and their effects on organisational activity, decision making and survival.

Students will be able to:

- Understand how entrepreneurship supports business development, creating wealth and employment
- Explain how organisations contribute to generating wealth and satisfying customers' needs
- Describe key business terms and concepts, and knowledge of their application in familiar business situations

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

Students will grasp theories, concepts and processes relating to Human Resources Management, allowing them to demonstrate an understanding of how to manage people in order to maximise their contribution to an organisation's success. Students will also follow basic theories, concepts and processes relating to financial aspects of business in preparing and interpreting financial information in order to solve financial problems facing businesses.

Students will be able to:

- Identify factors influencing both Human Resources Management and Financial Management, and draw conclusions on how to address issues arising from them

- Describe key business terms and concepts relating to Human Resource and Financial Management, and knowledge of their application in familiar business situations

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

Students will understand how Marketing can be used to communicate effectively with consumers, maximise customer satisfaction, and enhance competitiveness. Students will explore and identify the processes and procedures required to produce goods or services to an appropriate standard of quality.

Students will be able to:

- Identify factors influencing the management of Marketing and Operations, and draw conclusions on how to address issues arising from them
- Describe key business terms and concepts relating to Marketing and Operations Management, and knowledge of their application in familiar business situations

### **Assessment**

**National 4 Business** is internally assessed through an added value assignment and successful completion of the unit assessments.

**National 5 Business Management** is assessed through a 30 mark course assessment (25% of the marks) and a 2 hour external exam worth 90 marks (75% of the marks).

The exam will have two sections: section 1 will consist of 2 case studies each with a series of questions totalling 20 marks. Section 2 consists of 5 sections, based on each of the areas of study, each containing questions worth 10 marks

The assignment, conducted independently, will have 30 marks and students have to research the current effectiveness of a business activity and produce report which clearly communicates:

- Research carried out, justifying its purpose and value
- Impact on the organisation of the research evidence
- Identified areas for improvement of the business activity
- Recommendations to enhance the future effectiveness of the business activity
- Justifications for the recommendations made (with reference to the research undertaken)

### **Progression**

Pupils attaining National 5 would naturally continue to Higher in S6. Some students may also wish to expand their knowledge by studying Accounting at National 5 or Higher, or Administration and IT at National 5 or Higher.



## 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

The practical based element of the course assignment is very challenging and 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.

National 5 Maths would also be a distinct advantage due to the demanding complex formulae and calculations required in the Spreadsheet and Database elements.

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**

You will also be assessed by a combination of a question paper worth 50 marks (42% of overall grade) and a practical based assignment worth 70 marks (58% of overall grade). Both of these are set and marked by the SQA.

The 2 hour practical assignment will be completed before the exam diet, in class 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 1 hour 30 minutes.

### **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

## **ADMINISTRATION AND IT - NATIONAL 4 AND NATIONAL 5**

### **Course Description**

Administration and IT will build the skills and knowledge that would be used by decision makers or for supporting management in organisations. This course develops real life skills that are essential in every workplace by offering engaging, motivating and relevant learning experiences through a range of theory and practical activities relevant to the world of work.

This course develops real life skills that are essential in every workplace by offering engaging, motivating and relevant learning experiences through a range of theory and practical activities relevant to the world of work.

Coursework will involve you learning to gather information and use technology to prepare, present and communicate your findings efficiently and professionally. This will include understanding how modern technologies – web conferencing, blogging and social networking have impacted on the modern workplace. Emerging technologies will be incorporated so as to ensure that the content remains current and relevant.

This is a course which develops skills and knowledge that will be valuable for all pupils regardless of ability and future career. You will develop a very good standard of skills to benefit you immediately, whether in employment, Further or Higher education and in your personal lives.

A significant number of job vacancies today require the use or understanding of ICT applications and most employees are expected to perform some administration duties. Colleges and Universities will also assume that applicants are competent in a range of ICT applications in order to present and communicate coursework in an appropriate manner beyond simple word processing.

### **Entry Requirements**

Most pupils in S5 or S6 would be able to undertake this course although National 4 Mathematics would be an advantage due to the formulae and calculations in Spreadsheets.

### **Course Structure**

#### **Administrative Practices**

- Learners will develop an understanding of key legislation affecting both organisations and employees
- The benefits to organisations of good customer care
- The skills, qualities and attributes required of administrators.
- Carrying out a range of administrative tasks required for organising and supporting events

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

- Developing learners' skills in IT, problem solving and organising and managing information to complete business tasks
- Using IT applications to create and edit business documents
- Emerging technologies may be incorporated so as to ensure that its content remains current and relevant Undertaking organisational tasks that would be required to support small scale projects and events

## **Communication in Administration**

- Using IT for gathering and sharing information with others in administration-related contexts
- Developing an understanding of what constitutes a reliable source of information
- Identifying and using the most appropriate methods for gathering information
- Communicating information in the most effective, efficient and appropriate manner

## **Assessment**

National 5 is assessed by a 3 hour, 70 mark integrated practical and theory based assignment as well as a 2 hour 50 mark practical question paper focussing on Database and Spreadsheet skills with some theory questions.

## **Progression**

Learners who attain National 5 could progress to Higher in S6. This qualification will equip learners with skills and knowledge that will allow them to use ICT more efficiently if continuing in education as well as making a valuable contribution to any employment. The Higher course is aimed at developing the administrative skills and knowledge used by managers and senior support staff in the workplace. Both levels of qualification will equip learners with skills and knowledge that will allow them to use ICT more effectively if continuing in education as well as making a valuable contribution to any employment.

## **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 2hr 30mins 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 the student to write about their play text from a Production Skills point of view and Part Three 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 (Internal and External Assessment)**

As of 2018 the Higher English course is changing. The course will consist of 4 components:

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

**Component 2:** Question paper – Critical Reading (40 marks)

**Component 3:** Portfolio-writing (30 marks)

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

### **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 (**Component 1**) (30 marks weighting). This style of examination in English used to be known as *Close Reading*.
- A Critical Reading examination paper (**Component 2**) that will have the following two sections:
  - Part 1: A Critical Essay (weighting 20 marks).
  - Part 2: Assessment on Scottish text (weighting 20 marks).
- Portfolio of Writing (**Component 3**): initiated in school and completed during personal study time under controlled conditions and submitted to SQA for external assessment. (weighting 30 marks)

### **Internal Assessment**

- Performance: Spoken Language (**Component 4**): assessed in school as part of a group discussion or individual presentation where pupils will demonstrate skills in Talking and Listening by preparing and delivering significant detailed information, respond to questions and/or take account of the contributions of others.
- Assessment for Performance: Spoken Language is **Achieved/Not Achieved** and is assessed by the teacher with SQA external verification.

## **National 5 English (Internal and External Assessment)**

The course consists of 4 components:

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

**Component 2:** Question paper – Critical Reading (40 marks)

**Component 3:** Portfolio-writing (30 marks)

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

### **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 (**Component 1**) (30 marks weighting). This style of examination in English used to be known as *Close Reading*.
- A Critical Reading examination paper (**Component 2**) that will have the following two sections:
  - Part 1: A Critical Essay (weighting 20 marks).
  - Part 2: Assessment on Scottish text (weighting 20 marks).
- Portfolio of Writing (**Component 3**): initiated in school and completed during personal study time under controlled conditions and submitted to SQA for external assessment. (weighting 30 marks)

### **Internal Assessment**

- Performance: Spoken Language (**Component 4**): assessed in school as part of a group discussion or individual presentation where pupils will demonstrate skills in Talking and Listening by preparing and delivering significant detailed information, respond to questions and/or take account of the contributions of others.
- Assessment for Performance: Spoken Language is **Achieved/Not Achieved** and is assessed by the teacher with SQA external verification.

## **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**

Suitable for students who are interested in food and cooking and who enjoy being imaginative with food. 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.

#### **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 is practical in nature allowing students to develop a range of cookery skills and food preparation techniques, as well as planning, organisational and time management skills. Students will acquire knowledge of ingredients, their uses, the importance of responsible sourcing of ingredients and of current dietary advice.

#### **Assessment**

1 hour written Question paper

Written preparation for practical exam

Practical Exam – students will complete a two and a half hour practical exam, where they are required to produce a three course meal.

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 production and design
- A patient approach to acquire and develop new skills
- Willing to work to a high standard

### **Course Details**

The course aims to enable candidates to:

- Acquire knowledge and understanding of methods of cake production
- Develop knowledge and understanding of functional properties of ingredients used in cake production
- Develop technical skills in cake baking and cake finishing
- Follow safe and hygienic working practices
- Develop their knowledge and understanding of cake design and follow trends in cake
- Acquire and use organisational skills in the context of managing time and resources

### **Assessment**

The course assessment has three components:

Component 1: Question paper – which will assess knowledge and understanding

Component 2: Assignment – written and design preparation for the final cake also end evaluations

Component 3: Practical activity – Producing and finishing a special occasion cake

The course is graded A –D

### **Progression**

- National 5 Hospitality – practical cookery
- 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 a course assessment comprising a final exam and covers the main maths topics of

- Algebra
- Geometry
- Trigonometry

#### **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 a course assessment comprising a final exam. Four branches of mathematics are studied:

- Algebra
- Calculus
- Geometry
- Trigonometry

## **Assessment**

Assessment of the Higher course consists of a final exam. The exam consists of two papers, non-calculator (70 marks) and calculator allowed (80 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.



## **Personal Finance Award – National 5 level**

This is a one year course aimed at covering a range of financial topics and issues that young adults may become aware of as they move into the world of work or further study.

### **Entry Level required**

Pupils must have a pass at Mathematics – National 4

### **Course content**

- Financial risk and security
- Income and deductions
- Bank accounts and borrowing
- Household budgeting
- Interest rates and the effect of fluctuations

### **Assessment**

All assessments are conducted electronically and continuously throughout the year.

## **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 - Higher**

The Higher Spanish 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 Spanish.

#### **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 and should have continued to revise their knowledge of the language since 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 the form of a Folio Writing piece and 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 18 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:

- 50% 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 externally assessed composition folio containing one final composition of between 1 and 3 minutes. Small composition tasks are completed throughout the year to build skills and repertoire.
- 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 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:

- 50% 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 externally assessed composition folio containing one final composition of between 1 and 2 ½ minutes. Small composition tasks are completed throughout the year to build skills and repertoire.
- 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: -

- 50% 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 externally assessed composition piece.
- A Listening Unit, which consists of recognition of instruments/styles/forms as well as musical concepts and literacy.

## **PHYSICAL EDUCATION**

### **Physical Education – Higher**

#### **Recommended Entry Levels**

National 5 pass in Physical Education (A – B)

National 5 pass in English (A – B)

After agreement with Principal Teacher of HWB, considering:

- Homework records (deadlines met and standard of response)
- Your participation record and level of effort (both in theory and practical elements)
- Your practical performance ability (you must be capable of passing two different activities at Higher level)

#### **Course Description**

The course comprises two Mandatory Internal Units and two SQA Assessment Units. The Internal Units are comprised from the two key areas below:

1. Performance: Pupils will have to plan, prepare, perform and evaluate their own personal performance. This could be in a variety of activities covered over the course of the year.
2. Factors impacting on Performance: Pupils will further investigate all the factors that may impact on performance. These include Physical, Social, Mental and Social factors. This knowledge will be built on and expanded from the National 5 Physical Education course.

#### **Assessment**

1. Performance: Pupils will be assessed on their ability to plan, prepare, perform and evaluate a Practical Exam performance. This exam is like any other with pupils performing to the best of their ability during one single performance. Pupils will, where possible, get to choose an activity that they would like to sit their exam through. [60% of course award]
2. Question paper: This paper allows the pupils to demonstrate their knowledge and understanding of investigating, analysing, planning, implementing and re-evaluating the performance development process. As well as testing the pupil's employable skills, pupils will also have to apply their working knowledge of the factors that impact on performance. [40% of course award].

#### **Homework**

Homework will be issued on a weekly basis. These will, mainly, be written tasks but there will be occasions when other tasks are issued. There are strict deadlines for homework and these deadlines are essential to progress in Higher Physical Education.

#### **Career Information**

Useful as qualification for:

1. General Entry Grade for higher education
2. Sports Science
3. PE Teaching
4. Leisure Assistant/Lifeguard
5. Physiotherapy
6. Psychology/Sports Psychology
7. Sports coaching
8. Sports Journalism

## **Physical Education Sports and Recreation – National 5**

### **Recommended Entry Levels**

National 4 or 5 pass in Physical Education

Candidate is interested in pursuing a career in the Sport and Recreation Industry.

Candidates should also ensure:

- Their participation record and level of effort both being of an acceptable standard in PE.
- They are willing to take on board feedback and develop their employability skills.

### **Course Description**

The course comprises of four Mandatory Internal Units, and seeks to develop a range of employability and life skills that will benefit the candidate. The candidates will develop the skills required to work within the sport and recreation industry, whilst gaining valuable, practical experience both assisting and leading components of the course.

The Internal Units are comprised from the four key areas below:

#### **1. Assisting with a Component of Activity Sessions**

The candidates will be tasked with planning and then delivering part of an activity session to younger classes within the school. The Candidates will be working on their communication and organisational skills to ensure that the lessons are delivered effectively. The candidates will then be required to review and carry out emergency procedures, ensuring they can respond appropriately.

#### **2. Employment Opportunities in the Sport and Recreation Industry**

Candidates will be required to research a variety of career prospects within the sport and recreation industry. They will then be tasked with reflecting on their own skills, qualification and experience before mapping out a short and long-term career plan on how they can secure employment.

#### **3. Assisting with Fitness Programming**

Within this Unit, Candidates will be required to carefully design a fitness programme to meet the needs of someone else. They will learn skills such as how to profile an individual, how to plan a fitness programme appropriately, and how to monitor and evaluate progress, before planning their client's future training.

#### **4. Assisting with Daily Centre Duties**

The candidates are required to complete the role of working in a sport and leisure centre. Candidates are required to demonstrate that they can set up, dismantle and store equipment safely. They must also keep working areas clean, and complete appropriate forms and paperwork to evidence this.

### **Assessment**

Pupils are continually assessed throughout the units covered, both practically and theoretically. The main source of assessment is the internally assessed NABs. These assessment instruments summarise the course work covered, and assess the knowledge and experience gained by the candidates. These assessments will be completed throughout the year and the candidates will receive ongoing, individualised feedback regarding their progress on the course. All Units must be passed for the full course award to be achieved.

## **Homework**

Homework will be issued on a bi-weekly basis. These will, mainly, be written tasks but there will be occasions when other tasks are issued, such as researching job opportunities or personal reflections. There are strict deadlines for homework and these deadlines are essential to progress in Sport and Recreation.

## **Career Information**

Useful as qualification for:

1. General Entry Grade for Higher Education
2. Leisure Assistant/Lifeguard
3. Sports coaching
4. Developing employability skills.



## **Physical Education – National 5**

### **Recommended Entry Levels**

National 5 pass in Physical Education (A – B)

National 5 pass in English (A – B)

After agreement with Principal Teacher of HWB, considering:

- Homework records (deadlines met and standard of response)
- Your participation record and level of effort (both in theory and practical elements)
- Your practical performance ability (you must be capable of passing two different activities at Higher level)

### **Course Description**

The course comprises two Mandatory Internal Units and two SQA Assessment Units.

The Internal Units are comprised from the two key areas below:

1. Performance: Pupils will have to plan, prepare, perform and evaluate their own personal performance. This could be in a variety of activities covered over the course of the year.
2. Factors impacting on Performance: Pupils will further investigate all the factors that may impact on performance. These include Physical, Social, Mental and Social factors. This knowledge will be built on and expanded from the National 5 Physical Education course.

### **Assessment**

1. Performance: Pupils will be assessed on their ability to plan, prepare, perform and evaluate a Practical Exam performance. This exam is like any other with pupils performing to the best of their ability during one single performance. Pupils will, where possible, get to choose an activity that they would like to sit their exam through. [60% of course award]
2. Question paper: This paper allows the pupils to demonstrate their knowledge and understanding of investigating, analysing, planning, implementing and re-evaluating the performance development process. As well as testing the pupil's employable skills, pupils will also have to apply their working knowledge of the factors that impact on performance. [40% of course award]

### **Homework**

Homework will be issued on a weekly basis. These will, mainly, be written tasks but there will be occasions when other tasks are issued. There are strict deadlines for homework and these deadlines are essential to progress in Higher Physical Education.

### **Career Information**

Useful as qualification for:

- |   |                                 |
|---|---------------------------------|
| 1. General Entry Grade for higher education | 2. Sports Science               |
| 3. PE Teaching                              | 4. Leisure Assistant/Lifeguard  |
| 5. Physiotherapy                            | 6. Psychology/Sports Psychology |
| 7. Sports coaching                          | 8. Sports Journalism            |

## RELIGIOUS, MORAL AND PHILOSOPHICAL STUDIES

### RMPS – Higher and National 5

#### Course Description

RMPS is one of the oldest subjects studied at University and is seen as key to critical thinking which will be helpful in the study of any subject. RMPS 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. We live in a dynamic and ever-changing society of various perspectives and because of this tolerance and acceptance are vital – RMPS is the subject to help nourish these values and 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.

#### Section 1 – World Religion: Christianity

What do Christians believe about evil and sin? What about how we should live our lives and life after death? You will learn about the nature of God, why sin entered the world, why we should be good Samaritans and what happens in the afterlife. Learn about the biggest religion in the world today – Christianity.

#### Section 2 – Morality and Belief: Morality and Justice

Why do some people commit crimes and others don't? What are the reasons for committing a crime? Should we use death as the ultimate punishment for criminal activity? These are just some of the questions you will consider in this unit. You will learn about the reasons why people commit crime, the reasons why we punish criminals, sentencing in the UK and the death penalty. You will look at moral questions that people have about crime and punishment and give your opinion about the topic. Let us know what you think!

#### Section 3 – Religious and Philosophical Questions: Suffering and Evil

It is a metaphysical question that philosophers have been mulling over for hundreds of years and is essential to the existence of God argument - If there exists a deity that is all-knowing, all-loving and all-powerful then why do we have suffering in the world? This unit will examine the nature of God in belief and the challenges to this through dealing with ancient and modern times of suffering.

#### Internal Assessment

Assessment will be continuous throughout the year and will consist of extended questions and essays.

#### External Assessment

#### Assignment

You will be completing an assignment on an issue of your choice within RMPS. 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 is worth 27% of the overall grade.

## **Exam**

The exam is worth 73% of the overall grade and consists of two question papers. Paper one is worth 60 marks and Paper 2 is worth 20 marks.

## **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**

As the SQA will not be publishing the updated Higher course specification until April 2018, the information below may be subject to change.

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 passes in English and 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**

The course is assessed by a combination of internal assessment by the teacher and an external examination, set and marked by the SQA. An assignment is completed in school time, marked by the SQA and contributes towards the final grade.

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

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

The Course has three mandatory Units. The Units are:

### **Cell Biology (National 5)**

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

### **Multicellular Organisms (National 5)**

The key areas covered are: producing new cells; control and communication; reproduction; variation and inheritance; transport systems — plants; transport systems — animals; absorption of materials.

### **Life on Earth (National 5)**

The key areas covered are: ecosystems; distribution of organisms; photosynthesis; energy in ecosystems; food production; evolution of species.

### **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.

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

At National 5, the course is assessed by an external examination, set and marked by the SQA. An assignment is completed in school time, marked by the SQA and contributes towards the final grade.

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

### **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**

As the SQA will not be publishing the updated Higher course specification until April 2018, the information below may be subject to change.

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 passes in English and 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**

The course is assessed by a combination of internal assessment by the teacher and an external examination, set and marked by the SQA. An assignment is completed in school time, marked by the SQA and contributes towards the final grade.

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

## **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**

### **Why study Chemistry?**

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.

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

The main aims of this Course are to:

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

- develop the knowledge and skills for more advanced learning in chemistry
- develop skills of independent working

The Course has three mandatory Units. The Units are:

### **Chemical Changes and Structure (National 5)**

In this area, topics covered are: rates of reaction; atomic structure and bonding related to properties of materials; formulae and reacting quantities; acids and bases.

### **Nature's Chemistry (National 5)**

In this area, topics covered are: homologous series; everyday consumer products; energy from fuels.

### **Chemistry in Society (National 5)**

In this area, topics covered are: metals; plastics; fertilisers; nuclear chemistry; chemical analysis.

### **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.

### **How is your work assessed?**

At National 5, the course is assessed by an external examination, set and marked by the SQA. An assignment is completed in school time, marked by the SQA and contributes towards the final grade.

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

### **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**

As the SQA will not be publishing the updated Higher course specification until April 2018, the information below may be subject to change.

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 passes in English and 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**

The course is assessed by a combination of internal assessment by the teacher and an external examination, set and marked by the SQA. An assignment is completed in school time, marked by the SQA and contributes towards the final grade.

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

## **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**

### **Why study Physics?**

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.

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

The main aims of this Course are for learners to:

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

The National 5 Course has six Units. The Units are:

**Dynamics** - In this area, the topics covered are: vectors and scalars; velocity–time graphs; acceleration; Newton’s laws; energy; projectile motion.

**Space** - In this area, the topics covered are: space exploration; cosmology.

**Electricity** - In this area, the topics covered are: electrical charge carriers; potential difference (voltage); Ohm’s law; practical electrical and electronic circuits; electrical power.

**Properties of matter** - In this area, the topics covered are: specific heat capacity; specific latent heat; gas laws and the kinetic model.

**Waves** - In this area, the topics covered are: wave parameters and behaviours; electromagnetic spectrum; refraction of light.

**Radiation** - In this area, the topic covered is nuclear radiation.

## **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.

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

At National 5, the course is assessed by an external examination, set and marked by the SQA. An assignment is completed in school time, marked by the SQA and contributes towards the final grade.

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

## **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 - 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 – Land use 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 organised.

### **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 two papers:

#### **Question paper 1:**

1 hour 50 minutes worth 100 marks

Contains 2 sections (Section 1: Physical Environments – 50 marks; Section 2: Human Environments – 50 marks)

#### **Question paper 2:**

1 hour 10 minutes worth 60 marks

Contains 2 sections (Section 1: Global Issues – 40 marks; Section 2: Application of Geographical Skills – 20 marks)



In addition, there is fieldwork assignment which comprises 27% of the final mark. (see above).

### **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 - 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 Requirements**

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**

#### **Russia: from Tsarism to Stalinism, 1914-45**

A study of political ideology as found in the Communist state, the changing nature of authority and the policy outcomes of that authority, focusing on the themes of ideology, authority and revolution.

#### **Summary**

- The Bolshevik rise to power: the condition of society in the years immediately before Revolution; the February Revolution and Bolshevik reactions to it
- The causes, nature and immediate consequences of the October Revolution.
- Lenin and the consolidation of power: the withdrawal from the First World War; the Civil War and the reasons for Bolshevik victory.
- Changing economic policy from War Communism to the New Economic Policy
- The political development of the Soviet state and foreign policy under Lenin.
- The making of the Stalinist system: Stalin's struggle for power with his rivals; the policies of industrialisation and collectivisation and the Purges.
- The spread of Stalinist authority: political, social and cultural aspects of the Stalinist state; Russia and the Great Patriotic War.

### **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 **Question paper** – 90 marks – pupils will answer two 25-mark essays and 3 source questions. Pupils will complete the exam in 3 hours.

2 **Assignment** – 50 marks.

The purpose of this assignment is to demonstrate challenge and application by demonstrating skills, knowledge and understanding within the context of a complex historical issue.

The assignment will give pupils an opportunity to undertake independent research in order to demonstrate the following skills, knowledge and understanding:

- identifying an appropriate complex historical issue for research
- drawing on in-depth knowledge and understanding
- using information from a range of primary and secondary sources
- analysing perspectives from historiography
- synthesising the evidence and historiography in a sustained and coherent line of argument
- drawing a well-reasoned conclusion based on evidence
- organising, presenting and referencing findings using an appropriate referencing system

This course will be taught at Dyce Academy for session 2018-19

## **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:** A study of the experiences of Scots in the Great War and its impact on life in Scotland. This topic considers the impact of technology on the soldiers on the Western Front. It also considers the way in which the war changed life for people at home as the war began to impact on every aspect of life both during and after the war.
- **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 – Europe and World:** *USA, 1918-68.* Pupils will study of the growing tensions in American society, focusing on racial divisions, economic difficulties, the growth of federal powers and the struggle for civil rights, illustrating the themes of ideology, identity and rights.

### **Assessment**

- The Exam Paper will consist of two Question papers worth 80 marks (73%):

**Question paper 1:** 1 hour 30 minutes duration - worth 44 marks

Contains 2 sections (Section 1: British – 22 marks; Section 2: European and World: 22 marks)

**Question paper II:** 1 hour 30 minutes duration - worth 36 marks

Contains 1 section (Scottish)

- The Assignment essay will be worth 30 marks (27%). 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.

### **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.

## **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**

The external assessment consists of 2 question papers and an assignment. Pupils will be given timed essays to complete at the end of each unit studied in order to monitor and gauge progress.

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

#### **Question paper 1:**

- 1 hour 45 minutes worth 52 marks (47%)

3 sections (Section 1 – Democracy in Scotland and the United Kingdom;  
Section 2 – Social Issues in the United Kingdom;  
Section 3 – International Issues)

- Candidates will answer two 20 mark extended response questions and one 12 mark extended response question

#### **Question paper 2:**

- 1 hour 15 minutes worth 28 marks (26%)
- Candidates will answer one 10 mark source ‘conclusion’ question, one 10 mark source ‘objectivity’ question and one 8 mark source ‘reliability’ question.

The Assignment essay will be worth 30 marks (27%). 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

## **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 (Mrs Jamieson) 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 Mrs Jamieson.