

# DYCE ACADEMY



**S5-6 Subject Choice  
Session 2023 - 2024**

## S5-6 COURSE CHOICE – 2023-2024

### 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 22 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 completed online before the Easter holidays. Attached to the Course Choice Form will be a sheet to be signed by teachers confirming the appropriate level of level of study for your pathways.

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 5 columns – 5 qualifications**

**All sixth year students must select from 5 columns – 4 qualifications, 1 vocational/interest course**

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

**All S6 students should plan to complete a full academic year**, in the understanding that dropping out of 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

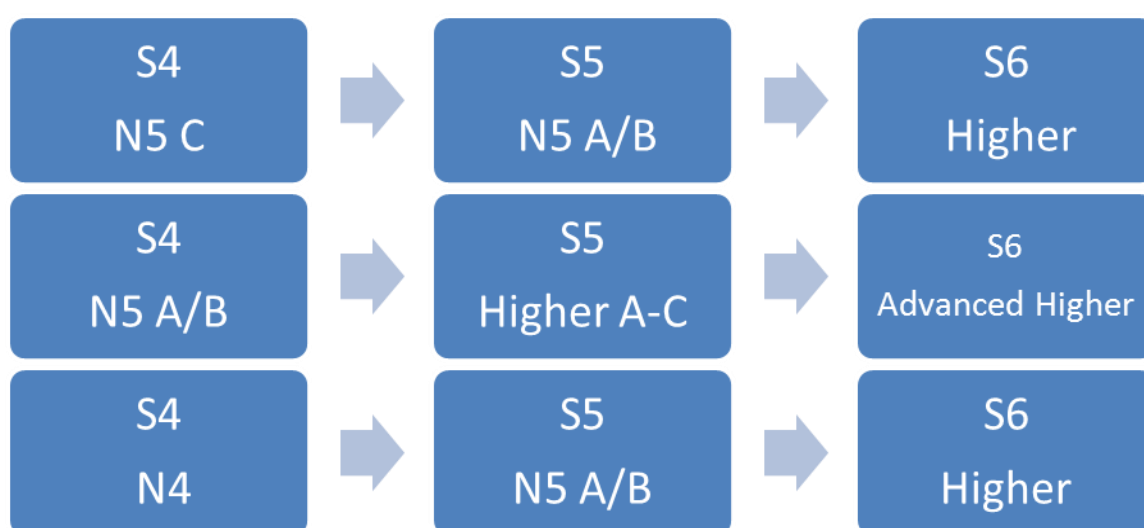
### Entry Requirements for Higher Courses

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 and SCQF Level 6** courses are for students who have achieved **National 5 or SCQF Level 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 and SCQF Level 5** courses are for students who achieve **National 4 or SCQF Level 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 **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. These units are available at SCQF Levels 5 and 6.

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 assessed 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 ensure a high standard of work and work ethic through the entire course.

### **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%.

## **Core Skills**

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

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

## **Core Skills**

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

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

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

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

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

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

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

## **ABZ Campus 2023-2024**

The ABZ 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 ABZ Campus provides greater diversification, including courses run by other educational training providers, to meet the needs of individuals in a changing educational environment.

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

Current partners in delivering the City Campus are –

- North East Scotland College
- The EAL (English as an Additional Language) Service
- Citymoves Dance Agency
- SHMU (Station House Media Unit)

ABZ Campus courses are offered across all columns in our school timetable.

### Provision of Courses

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

### Application Procedures

ABZ Campus Courses - requires an ABZ Campus Application to be completed – arrange with your Guidance Teacher

NESCoI School Link Courses – requires an online NESCoI Application to be completed – arrange with your Guidance Teacher

A Course Choice Booklet detailing ABZ Campus and NESCoI Courses will be available from Guidance staff, the school website and year group Google Classrooms.

### Transport Procedures

Students will travel to the courses at the ABZ Campus 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.

### More Information

ABZ Campus – [ABZ Campus - ABZ WORKS](#)

NESCoI School Links - [School Links - North East Scotland College \(nescol.ac.uk\)](#)



## ABZ Campus Offer – 2023-24

Column A (Monday/Wednesday afternoons)	Column B (Tuesday/Thursday afternoons)
<p style="text-align: center;"><b>SCQF Level 7:</b></p> <p style="text-align: center;">Advanced Higher Biology (Harlaw or St Machar) Advanced Higher English (Aberdeen Grammar) Advanced Higher Modern Studies (Harlaw) Advanced Higher Physics (St Machar)</p> <p style="text-align: center;"><b>SCQF Level 6:</b></p> <p style="text-align: center;">Higher Computing Science (Aberdeen Grammar) Higher Dance (City Moves) Higher Health and Food Technology (Aberdeen Grammar) FA Social Services: Children and Young People (Lochside) FA Social Services: Children and Young People (Aberdeen Grammar) FA Social Services and Healthcare (St Machar)</p> <p style="text-align: center;"><b>SCQF Level 5 or below:</b></p> <p style="text-align: center;">National 5 Dance (City Moves)</p>	<p style="text-align: center;"><b>SCQF Level 7:</b></p> <p style="text-align: center;">Advanced Higher Chemistry (St Machar) Advanced Higher Drama (Aberdeen Grammar) Advanced Higher Geography (Harlaw) Advanced Higher History (Aberdeen Grammar) Advanced Higher Physics (Harlaw)</p> <p style="text-align: center;"><b>SCQF Level 6:</b></p> <p style="text-align: center;">Higher Administration (St Machar) Higher ESOL (Harlaw) NPA Scientific Technologies (Oldmachar) FA Social Services and Healthcare (Bucksburn)</p> <p style="text-align: center;"><b>SCQF Level 5 or below:</b></p> <p style="text-align: center;">National 4/5 ESOL (Harlaw) National 3/4 Gaelic (Hazlehead)</p>
Column C (Monday/Wednesday mornings)	Column D (Tuesday/Thursday mornings)
<p style="text-align: center;"><b>SCQF Level 7:</b></p> <p style="text-align: center;">Business Management (Aberdeen Grammar) Engineering Science (Aberdeen Grammar) French (Aberdeen Grammar)</p> <p style="text-align: center;"><b>SCQF Level 6:</b></p> <p style="text-align: center;">FA Social Services: Children and Young People (Bridge of Don) FA Social Services and Healthcare (Aberdeen Grammar)</p>	<p style="text-align: center;"><b>SCQF Level 7:</b></p> <p style="text-align: center;">Advanced Higher Physical Education (AGS)</p> <p style="text-align: center;"><b>SCQF Level 6:</b></p> <p style="text-align: center;">Higher Accounting (AGS) FA Social Services: Children and Young People (St Machar) FA Social Services and Healthcare (Oldmachar)</p>
Column E (Tuesday/Thursday middle of the day)	
Advanced Higher Computing Science (Virtual) (Bridge of Don)	
Column A <u>AND</u> Column C (all day Monday and Wednesday <u>AND</u> Friday mornings) (all SCQF Level 7)	
<p style="text-align: center;">HNC Business (NESCOL) HNC Mechanical Engineering (NESCOL Altens) HNC Technologies and Business (NESCOL)</p>	

## **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 and this year also includes many N5 courses.

## **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 (for households with one dependent child) or £26,884 or less (for households with more than one dependent child). These figures are correct as of February 2023.

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.mygov.scot/ema](http://www.mygov.scot/ema)

## **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
- Writing/Updating of Personal Statements
- Interview techniques
- Sexual health
- Personal Safety
- Independent Living
- Stress Management
- 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.

### **S5-6 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 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 AND 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: Assessment

**Expressive Folio: 100 Marks** (externally marked by the SQA.)

This folio 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** (externally marked by the SQA.)

In this folio learners will plan, research and develop creative design work in response to a design brief. They will develop their problems 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.

**Question paper** (externally marked by the SQA.)

This focuses on the pupils' knowledge and understanding of artists' and designers' work and practice and completes the external assessment.

**National 5:** 1 Hour 30 Mins. (50 marks)

**Higher:** 2 hour (60 marks)

### 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.

## ART & DESIGN – ADVANCED HIGHER

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:**

#### **Practical Folio:**

Learners will choose either an Expressive or Design route through the course, which involves selecting an area of personal study with relevant stimuli. Investigative research will be the 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 16 A1 (*Equivalent*) sheets are required for the practical folio. A final 400 word evaluation is required.

#### **Assessment:**

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.

## ART AND DESIGN – PERSONAL PROJECT LEVEL 6 (EXPRESSIVE OR DESIGN)

### **Purpose of course:**

This Unit is designed to enable the candidate to develop a personal creative response to an Art and Design personally directed project.

The candidate will choose to work in **either** an **Expressive** or **Design** area.

### **Course Details:**

In this Unit the candidate will plan and produce a brief, gather information in response to the brief. Integrate and develop the research into creative ideas and/or concepts and final art or design work culminating in an evaluation of the process and product.

#### **Assessment:**

**This unity is internally assessed** against unit requirements – assessed on a unit – by – unit basis or combined – **assessed** on a **pass/fail** within centres.

#### **Progression:**

This course is designed to provide progression to the National 5, Higher and Advanced Higher courses respectively.

## **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 and a 500 word evaluation 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.

## NATIONAL PROGRESSION AWARD IN PHOTOGRAPHY (NPA) - LEVELS 4 & 5

The course at both levels will begin with an introduction to photography and will focus on:

- The Essentials: Basic camera controls / composition and lighting
- Downloading / Storage and Computer Manipulation

The aim is to provide learners with the basic knowledge and skills required to undertake the course units. Learners should aim to further develop this knowledge and these skills as the course progresses.

Unit 1: Understanding Photography and Working with Photographs

Unit 2: Photographing People and Places

### Unit 1: Understanding Photography & Working with Photographs

- This unit offers learners an opportunity to gain knowledge of photographic styles and genres, as well as learning about the working approaches of chosen photographers. Learners will become familiar with how to use appropriate photographic terminology to express opinions about their own and others photographic work.
- Learners will use the skills and knowledge gained *in The Essentials* as a starting point to undertake mini projects to establish a technical platform from which to progress with more specific photographic tasks in unit 2.

### Unit 2: Photographing People and Places

- This unit will require a personal exploration of various interior and exterior settings with a focus on approaches to composition and lighting.

Learners will look at various approaches to photographing the figure with the use of photographic techniques to communicate expression and mood, with consideration to the relationship between the figure(s) and setting. Photo shoots will be carried out during class activities with the majority completed in their own time.

- Learners will be required to plan photo shoots based on prior research and the work of chosen photographers. The working process will involve image selection and manipulation, as learners work towards unit presentations. Identification of areas of success and improvement will be required, supported by image description, analysis and evaluation of practice.

### Assessment:

**All units are internally assessed** against unit requirements – assessed on a unit-by-unit basis or combined - **assessed** on a **pass/ fail** basis within centres

Evidence will be a combination of practical, written and oral.

This course is designed to provide progression to the Higher Photography course.



# **BUSINESS EDUCATION**

## **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 N5 Administration and IT at A-B Level or N5 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 years 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 Mrs Jessamine in the first instance.

### **Course Details**

The course consists of 2 Units -

#### *Administrative Theory and Practice (Higher)*

In this Unit, you will gain:

- 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 Applications*

In this Unit, you will be gain:

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

## **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 English.

### **Course Details**

The course consists of 3 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, 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

## **NPA BUSINESS WITH INFORMATION TECHNOLOGY – LEVEL 5**

Do you envisage a career in industry? Do you see yourself as a Business Manager; or within Events Management or as a Personal Assistant? If you do, then this course is a great introduction to these job roles.

This 4 unit award is designed to provide you with the fundamental knowledge required for success in current and future employment in the business and information technology sector or for progression to further academic qualifications.

### **NPA Business with IT Units of Study**

#### **Understanding Business**

You will discover how the world of business is structured, how each part links and works together and the factors which impact the business world.

#### **Skills for Customer Care**

Discover with this unit the need for organisations to employ strong customer care skills to attract and retain customers in today's economic climate.

#### **Communication in Administration**

Gain insight into the numerous communication platforms available to today's organisations.

This unit will also help enhance your presentation skills.

#### **Information Technology for Administrators**

This unit will enhance your knowledge and understanding of Microsoft products;

- Word
- Excel
- PowerPoint
- Access (database)

Using the software, you will learn how to create business documents to industry standard.

#### **Assessment**

All units are internally assessed. There will be the opportunity for one resit; if required.

#### **Progression routes**

If you successfully complete this NPA; you could progress to Higher Administration & IT and/or Higher Business Management.

#### **Additional Information**

The award will develop your problem solving and information technology skills. It will enable you to be more confident in the use of software application packages for administrative and business purposes. It will also develop your awareness of issues facing organisations in today's contemporary business society.

## **NPA COMPUTER GAMES DEVELOPMENT - LEVEL 5**

This course will provide you with the skills, knowledge and understanding to create computer games using appropriate programming language.

Computer Games Design is a growing sector and the knowledge and skills gained by undertaking this qualification can help pupils gain insight into this fast paced and exciting industry. This qualification may be the start of a journey which leads to eventual employment in this industry. The NPA in Computer Games Development qualification also provides a range of vocational skills and life skills such as computer programming and problem solving skills.

This course is particularly suited to learners who wish to progress to Higher National Certificate (HNC)/Higher National Diploma (HND) in Computer Games Development.

### **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 C for National 5 Computer Science. **If you have no previous Computing Science experience but are expecting or have a C for National 5 Maths, you may still be capable of studying at this level but you must discuss this with a member of the Faculty staff first.**

### **Course Details**

The course consists of 3 Mandatory units.

### **Course Structure:**

#### **Computer Games: Design**

This unit focusses on teaching pupils the skills to plan and design computer games using different game genres and platforms.

#### **Computer Games: Media Assets**

The purpose of this unit is to provide learners with a deeper understanding of the different types of media assets required for developing a computer game. Learners will develop knowledge and skills that will allow them to identify a range of legitimate methods for acquiring media assets and learn how to plan and produce media assets for use in a game development environment.

#### **Computer Games: Development**

The purpose of this unit is to allow learners to gain knowledge and acquire routine skills in developing a computer game using a game development tool or coding, importing appropriate media assets and testing and evaluation of the completed game.

### **Assessment**

You will be assessed at the end of every unit. Assessment will be mainly of a practical nature. There is no examination at the end of the year for this qualification.

### **Progression**

Further qualifications such as H Computing Science.

## COMPUTING SCIENCE – HIGHER

This course is designed to provide progression for pupils obtaining N5 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 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 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.

# **DRAMA**

## **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**

Students explore Acting Skills, Directing Skills and Production Skills throughout the year.

**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.

## ADVANCED HIGHER DRAMA

The Advanced Higher Drama course builds on the work done in National 5 and Higher Drama by engaging pupils in enhanced application of Drama and Production Skills, and by allowing students to expand study of their choice of specialism. The course also develops extensive knowledge and understanding of 20th century/contemporary theatre theory and practice and builds students' academic research skills and theatrical repertoire to facilitate their transition into further study.

### Entry Requirements

- A sound pass at Higher 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

The first two units will focus on enhancing skills developed during National 5 and Higher courses and will require the students to engage in their own independent research of theatre practitioners. Teachers will lead discussion and direction of practical work, but also allow students to use time in class to lead practical workshops and explore their ideas and research further with assistance when needed. As much of the work is self-directed and independent of the classroom environment, students will be required to demonstrate an even more mature approach to learning and initiative. They will require an enquiring, critical and problem-solving approach to their learning and build on their own experience of the Higher course. As well as this they will need to choose their own area of specialism according to their specific interest. They will be using academic research and analysis skills and complete regular written and practical assignments throughout the course.

Regular evaluative discussions will take place between teachers and students on a predominantly informal basis.

### Assessment

**Practical Examination:** They can choose to either be assessed as an Actor – one interactive (17-20 mins) and one monologue piece (3 mins) Director (35 min rehearsal) or Designer (Presentation of scale model set and additional production role must last approx. 20 mins). This is marked externally by the SQA by a visiting assessor. This is worth 50% of their overall mark and is assessed in March/April.

**Dissertation:** Students will write a 2500–3000 word essay that will be of interest to them looking at a performance related topic. This element carries **30 marks** and these are divided into three areas: **A** - Analysing theory and performance examples that explore a chosen issue. **B** - Synthesising by comparing and contrasting different ways the issue has been explored. **C** - Expressing an argument developed as a through-line of opinion leading up to an evaluate conclusion. This is marked externally by the SQA

**Assignment:** Students will write a 20 mark essay and have 90 minutes to complete the assignment under controlled conditions. They will have an option of two questions (issued by SQA at the start of the academic year). They will be able to use notes during the controlled write-up of the assignment. This is marked externally by the SQA.

## 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.

### 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

#### Analysis and Evaluation (Advanced Higher) – Mandatory Unit

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) – Mandatory Unit

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

- 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)

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: Assessment on Scottish text (weighting 20 marks).
  - Part 2: A Critical Essay (weighting 20 marks).
- Portfolio of Writing (**Component 3**): Consisting of one **Broadly Creative** and one **Broadly Discursive** pieces. These are initiated in school and completed in class 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: Assessment on Scottish text (weighting 20 marks).
  - Part 2: A Critical Essay (weighting 20 marks).
- Portfolio of Writing (**Component 3**): initiated in school and completed in class 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.

Course Structure NPA Journalism consists of 4 units.

- 1. 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. Pupils will select an interviewee; organise and conduct an interview out with school.
- 2. Media - News Writing for Print** – Pupils will investigate the key components of news articles. Pupils will use this knowledge to conduct primary research and write their own news articles for the Dyce Update.
- 3. Media: Feature Writing** - Pupils will investigate the key components of feature articles in newspapers and magazines. Pupils use this knowledge to research and produce a feature article.
- 4. Media: Page Layout and Design for Print** - This is a practical Unit in which pupils will have the opportunity to plan and produce a magazine based on their feature articles.

This course is completed and assessed in class; therefore a high level of attendance is required.

The aim of this course is to prepare pupils for the world of work and there is an emphasis on meeting tight deadlines, resilience and working independently

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

## MODERN LANGUAGES FOR LIFE AND WORK – LEVEL 5

This course will allow students to obtain a level 5 SQA qualification.

The course has a particular focus on **work** and **employability** skills and will be useful to students who may wish to use their language skills in French or Spanish for work purposes.

There are two distinct but related components:

- **Languages for Life** (relevant modern topics such as media, technology and the world of work) is combined with
- **Languages for Work** (writing a CV, choosing a career path and enhancing employability prospects).

The course is assessed by four in-class assessments in the skills of:

- understanding language (reading and listening)
- using language (talking and writing).

In addition, students will also complete in-class assessment work involving CV writing and other directed employability related tasks in English. Other departments in the school may be involved in the delivery of the latter component.

The level of study undertaken is determined by the student's previous experience in either French or Spanish and it may be possible for students to move to a higher level depending on personal commitment, effort and progress. In addition, it may also be possible for students to concurrently sit SQA N3 or N4 French or Spanish qualifications.

The practical nature of these qualifications will involve interventions from external speakers/visitors and/or trips to business premises throughout the course of study.

It is a rewarding and stimulating course for senior school level students with a mature committed approach to personal study.



# 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

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 Assignment

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

## **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.

## **MATHEMATICS**

Students in S5 and S6 may select to study mathematics courses at either: National 5, Higher or Advanced Higher Levels. National 5 Applications of Maths is also on offer. 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.

## **APPLICATIONS OF MATHEMATICS - NATIONAL 5**

This is a one-year course to enable students to apply skills gained in National 4 in more challenging situations, and also to learn new techniques to solve more difficult problems. 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**

Content covered includes problem solving and making decisions based on calculations in the main areas of:

- Finance and Statistics
- Geometry and measure
- Numeracy

### **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 Applications of 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 Applications of 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 an external final exam. The final exam consists of two papers with a non-calculator element lasting one hour and a calculator element lasting 2hrs 30 mins.

### **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.

Pupils may also have the opportunity to progress with Numeracy or Mathematics beyond National 4.

### **Entry Level required**

Pupils must have a pass at Mathematics – National 4 and English – National 4 is also recommended.

### **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.

# 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 Coursework Assignment. 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 components:

- An Understanding Music unit, which consists of recognition of instruments/styles/forms as well as musical concepts, literacy and short essays detailing understanding of cultural and social links within particular styles or periods of music. This leads to the question paper which is sat during the exam diet and contributes to 35% of the final mark.
- An externally assessed coursework assignment which consists of one composition between 1 minute and 4 minutes 30 and an analytical essay. The essay will which explores the key features and compositional methods of one piece of music, demonstrating evidence of in-depth study and the ability to display critical thinking. The coursework assignment contributes to 15% of the final mark.
- 50% of the Advanced Higher course consists 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. Each term all pupils are required to give live performances in front of the class and/or staff members as part of the self-evaluation and target setting process. 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.
- If a candidate chooses not to perform on a second instrument, they can choose the portfolio option. This requires a minimum of two compositions with a minimum total duration of 6 minutes. Portfolio candidates will also be required to complete the composition which forms part of the coursework assignment task.



## **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 components:

- 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. Each term all pupils are required to give live performances in front of the class and/or staff members as part of the self-evaluation and target setting process. 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 of between 1 minute and 3 minutes 30, which contributes to 15% of the final mark. 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 vocabulary, literacy and short essays/presentations detailing your understanding of the cultural and social links within particular styles and or periods. The question paper will contribute to 35% of the final mark.

## 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 components:

- 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 by the visiting SQA Assessor in term 3. 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. Each term all pupils are required to give live performances in front of the class and/or staff members as part of the self-evaluation and target setting process. At **National 4** the performing unit is not 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 of between 1 minute and 2 minutes 30. This contributes to 15% of the final mark. 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 vocabulary, literacy and short essays/presentations detailing your understanding of the cultural and social links within particular styles and or periods. This leads to a question paper which is sat during the exam diet and contributes to 35% of the final mark.

## **NPA MUSICAL THEATRE – LEVEL 6**

The National Progression Award (NPA) in Musical Theatre (SCQF level 6) offers you the opportunity to develop your skills in the areas of acting, music and dance, all in the context of musical theatre.

The NPA also provides the specific skills, knowledge and resources that may be called on when preparing for auditions for entry to musical theatre, drama or music courses and/or the theatre or performing arts profession.

### **Entry Requirements**

It is advised you should have performing skills equivalent to National 5 Music and National 5 Drama to access this award. It would be beneficial if you had some previous experience of either a drama, dance, music theatre Course or Units.

There is a requirement to self-study and generate written evidence.

You need to successfully complete **three** Units in order to achieve the NPA in Musical Theatre:

There is one mandatory Unit (at SCQF level 6):

- Acting through Song

There are four optional Units from which you must choose two Units:

- Theatre Performers: Solo Singing Skills
- Theatre Performers: Group Singing Skills
- Group Dance Performance
- Preparation for Audition

# 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 & standard of response)
- Your participation record and level of effort (both in theory & 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. SQA Exam

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.

[50% of course award].

#### 2. Performance – Course Assessment

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.

[50% 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:

General Entry Grade for higher education

PE Teaching

Physiotherapy

Sports Coaching

Sports Science

Leisure Assistant/Lifeguard

Psychology/Sports Psychology

Sports Journalism

## PHYSICAL EDUCATION – NATIONAL 5

### Recommended Entry Levels

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 N5 level)
- Behavioural record within the PE Department has been positive from S1-4

### Course Description

The National 5 PE course will teach mandatory knowledge and employable skills to pupils through practical and classroom based sessions. Pupils will then be assessed through Practical Exams and an externally marked written Portfolio. The course content is comprised from two key areas:

- 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. Pupils must show minimum competency within at least 2 activities.
- Factors Impacting on Performance: Pupils will investigate factors that may impact on performance. These include Physical, Social, Mental and Social factors. This knowledge will be built upon and developed through both theoretical and practical contexts.

### Assessment

- Performance:  
Pupils will be assessed on their practical ability within two separate Practical Exam performances. These exams are like any other with pupils performing to the best of their ability during single performance sittings, there are no re-sits. Pupils will, where possible, get to choose activities that they would like to sit these practical exams through.
  - [50% of course award]
- SQA Portfolio:  
The portfolio is a set of questions answered under exam conditions over a number of months in lesson time. The portfolio allows pupils to demonstrate their knowledge and understanding of investigating, analysing, planning, implementing and re-evaluating the performance development process.
  - [50% of course award]

### Homework

Homework will be issued on a weekly basis. These will be written tasks but there will be occasions when other tasks are issued. There are strict deadlines for homework and these are essential to progress through National 5 Physical Education.

### Progression

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

## **SKILLS FOR WORK SPORTS AND RECREATION – NATIONAL 5 COMBINED WITH HIGHER PE PERFORMANCE ONLY UNIT**

### **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

### **SfW Sport and Recreation - 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.

### **Sport and Recreation 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.

## **Higher Performance Only Unit – Course Description and Assessment**

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 two performances. Pupils will, where possible, get to choose two activities that they would like to sit their practical exam through.

### **Homework in both**

Homework will be issued on a 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 these courses.

### **Career Information**

Useful as qualification for:

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

# RELIGIOUS, MORAL AND PHILOSOPHICAL STUDIES

## HIGHER RMPS

### 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: Islam

What do Muslims 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, nature of humans and the role of free will, the Five Pillars and what happens in the afterlife. Learn about the fastest growing religion in the world today – Islam.

### 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: Origins

How did the Universe begin? Was it a God? Was it science? Is it possible to believe in both? In this section you will be focusing on possible answers to these questions, as well as exploring various sources to provide possible evidence for these theories. You will also focus on the origins of human life- evolution and the Big Bang- compare and contrast them with religious accounts.

### 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 30% of the overall grade.

#### Exam

The exam is worth 70% 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: This includes laboratory techniques for biologists, proteins, membrane proteins, communication & signalling and protein control of all division.
- Organisms and Evolution: This includes field techniques for biologists, evolution, variation and sexual reproduction, sex and behaviour and parasitism.
- 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**

How is your work assessed? At Advanced Higher the course is assessed by an external examination, set and marked by the SQA. A project 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 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 are also required.

### **Career Information**

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

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

## BIOLOGY – HIGHER

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

The course aims to:

- develop and apply knowledge and understanding of biology
- develop an understanding of biology's role in scientific issues and relevant applications of biology, including the impact these could make in society and the environment
- develop scientific inquiry and investigative skills
- develop scientific analytical thinking skills, including scientific evaluation, 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 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

### Entry Requirements

Students opting for this course should have:

- 1 National 5 Biology pass A-C (preferably A or B).
- 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

How is your work assessed? At Higher 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.

### **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 are also required.

### **Progression**

A pass at Higher Biology in S5 allows students to progress to the Advanced Higher course in S6 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.sqa.org.uk/sqa/47912.html>

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

## **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**

How is your work assessed? At Advanced Higher the course is assessed by an external examination, set and marked by the SQA. A project 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 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 are also required.

### **Career Information**

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

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

## CHEMISTRY - HIGHER

The course aims to:

- develop and apply knowledge and understanding of chemistry
- develop an understanding of chemistry's role in scientific issues and relevant applications of chemistry, including the impact these could make in society and the environment
- develop scientific inquiry and investigative skills
- develop scientific analytical thinking skills, including scientific evaluation, in a chemistry context
- develop the use of technology, equipment and materials safely in practical scientific activities, including using risk assessment
- develop planning skills
- develop problem-solving skills in a chemistry context
- use and understand scientific literacy 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

### Entry Requirements

Students opting for this course should have:

- 1 National 5 pass A-C (preferably A or B).
- 2 National 5 passes in English and Maths, while not a requirement, will be needed to support the work in the course.

### Course Details

The course content includes the following areas of chemistry:

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.
Researching Chemistry -	Topics covered: Common chemical apparatus, general practical techniques, reporting experimental work.

## **Assessment**

How is your work assessed? At Higher 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.

## **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 are 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>

## **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.
- Units; prefixes and uncertainties: uncertainties, data analysis and evaluation and significance of experimental uncertainties.

### **Assessment**

How is your work assessed? At Advanced Higher the course is assessed by an external examination, set and marked by the SQA. A project 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 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 are also required.

### **Career Information**

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

- HND/degree programmes in a physics-based course or related area, such as engineering, electronics, computing, design, architecture or medicine.
- Careers in a physics-based discipline or related area, or in a wide range of other areas, such as oil and gas exploration, renewable energy, construction, transport or telecommunications.

## PHYSICS – HIGHER

The Physics course is made up of three mandatory Units: Our Dynamic Universe, Particles and Waves and Electricity. 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:

The course aims to:

- develop and apply knowledge and understanding of physics
- develop an understanding of the role of physics in scientific issues and relevant applications of physics
- develop scientific inquiry and investigative skills
- develop scientific analytical thinking skills, including scientific evaluation, 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 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

### Entry Requirements

Students opting for this course should have:

- 1 National 5 pass A-C (preferably A or B).
- 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 are:

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.



## **Assessment**

How is your work assessed? At Higher 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.

## **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 are 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>

## **LABORATORY SCIENCE SKILLS - NATIONAL 5**

### **Recommended entry level is**

Learners would normally be expected to have attained the skills, knowledge and understanding required by the following or equivalent qualifications and/or experience:

- National 4 Science
- National 4 or 5 in Biology, Chemistry or Physics

Learners should also have attained a National 4 Maths and working towards a National 5 Maths is desirable.

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

The Laboratory Science Course is designed to introduce you to the knowledge and skills required for employment in a wide range of industries and services with laboratory science requirements. Examples include work in oil and gas, the NHS, food and drink manufacture, research institutes, water authorities, public analysts, education, and more!

Throughout the course you will undertake a broad range of advanced laboratory techniques, deploying modern analytical instruments and methods similar to those used in modern commercial laboratories. Within this course you will also explore a variety of industries and career opportunities and evaluate and develop your own employability skills. The development of team working skills will also feature strongly in the program.

The course is made up of four units:

1. Laboratory Science: Careers using Laboratory Science
2. Laboratory Science: Working in a Laboratory
3. Laboratory Science: Practical Skills
4. Laboratory Science: Practical Investigation

During the course you will build a range of technical knowledge and skills on industrially relevant laboratory techniques.

For the most part the course will involve learning through hands-on practical work. However, there will also be short lectures, computer simulations and activities, researching, group work and class visits. Throughout the course you will be offered an opportunity to review and identify how your skills are developing.

# **SOCIAL SUBJECTS**

## **GEOGRAPHY – NATIONAL 5**

By choosing to study Geography you will develop analytical, spatial, reasoning and communication skills using a variety of contexts which will explore the way in which Human and Physical Environments interact with each other.

Areas covered in the National course are:

### **Global Issues**

Learners will develop knowledge and understanding of significant global geographical issues including Climate Change and Environmental Hazards (such as earthquakes, volcanoes and hurricanes).

### **Human Environments**

Learners will study and compare developed and developing countries, world population and reasons for its increase. Finally, learners will study changing city and rural environments in Scotland, India, USA and Brazil.

### **Physical Environments**

Learners will also study the causes and effects of weather experienced across the British Isles. Learners will learn how landscapes and features from the mountains to the coastline are formed.

### **Fieldwork**

A range of outdoor learning experiences are undertaken to develop and enhance understanding of theory from several of the topics covered in class.

The National 5 Geography course is assessed through the following components:

Course examination	80% of the total mark
Controlled assessment assignment	20% of the total mark

The Controlled assessment assignment will give pupils the opportunity to:

- Research an appropriate geographical/environmental topic through fieldwork
- Process the information gathered
- Show knowledge and understanding of the topic or the issue studied
- Present a reasoned and well-balanced conclusion, supported by evidence

### **Progression**

Candidates who are successful at National 5 will be able to progress to Higher Geography or National 5 in another Social Subject. Candidates who are successful at National 4 could progress to Geography at National % or another Social Subject.

## **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 student's 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 **Global Issues** (This unit consists of two smaller topics):
  - **Development and Health**  
A study of how the level of development in different countries is measured and the causes of the disease and strategies to manage and reduce it.
  - **Climate Change**  
Learners study the causes, the effects globally and the strategies being used to tackle climate change.
- 2 **Human Environments** (This unit consists of three smaller topics):
  - **Rural**  
A study of the causes of the impacts of human activity in rainforest or semi-desert areas and conflict between land users.
  - **Urban**  
Learners will investigate transport and housing issues in developed and developing countries.
  - **Population**  
Learners will study population structures of different countries from around the world and the causes and consequences of migration.
- 3 **Physical Environments** (This unit consists of four smaller topics):
  - **Atmosphere**  
An examination of the systems which transfer energy around our planet and which in turn drive our global weather systems.
  - **Lithosphere**  
A study the formation of glaciated and coastal landscapes.
  - **Hydrosphere**  
Learners will study river landforms and hydrology.
  - **Biosphere**  
A study one of our planet's most vital, but least acknowledged resources – earth.
- 4 **Fieldwork:**  
A range of outdoor learning experiences are undertaken to develop and enhance understanding of theory from several of the topics covered in class.

## **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)

## **Assignment**

This is a written report worth 30 marks (27% of the overall course grade). This allows you to research a topic of interest in more depth and write an essay on it. It can be based on the organized class fieldtrip. The written element will be completed in class time but is assessed externally.

## **Progression**

From attaining Higher Geography it is possible to progress to Advanced Higher Geography.

Higher Geography is also a very useful entry qualification for many other college and university courses. It is a very flexible qualification and offers a number of different progression pathways. It is a subject which equips you many transferable skills, informed attitudes and a wide knowledge base highly prized both by a wide range of employers and further education institutions. For example skills such as map interpretation, information processing and data analysis are highly prized by employers such as landscape architects, urban planners, the armed forces, transport companies, market researchers, cartographers, geographical information specialists, estate agents, tourism services, the civil service etc.

## **HISTORY – NATIONAL 5**

By choosing to study History, you will develop a greater understanding of the world by learning about other people and their values, in different times, places and circumstances. History emphasises the development and application of skills by focusing on evaluating sources and will develop many key skills employers look for in different ways such as critical thinking skills; researching and analysing information.

The National course will be based on the development of skills and knowledge and understanding in three areas of historical study:

- Scottish
- British
- European and World

### **Scottish - Migration and Empire 1830-1939**

A study of the causes and results of the movement of population into and away from Scotland during the period 1830s to 1930s, focusing on issues of identity and community and on the experiences of migrants in their new countries or communities.

### **British - The Atlantic Slave Trade 1770-1807**

Learners will study the nature of the British Atlantic slave trade in the late eighteenth century, changing attitudes towards it in Britain and the pressures that led to its abolition, illustrating the themes of rights, exploitation and culture.

### **European - Hitler and Nazi**

This is a study of attempts to establish democracy in Weimar Germany, the reasons for its collapse and the nature of the Nazi State.

### **End of topic assessments**

There will be a timed assessment for each of the three units. These will be internally marked and will assess the learner's ability to use a range of historical skills using primary and secondary sources.

The National 5 History course is assessed through the following components:

Course examination	80% of the total mark
Controlled assessment assignment	20% of the total mark

The Controlled assessment assignment will give pupils the opportunity to:

- Research an appropriate historical issue of their choice
- Process the information gathered
- Show knowledge and understanding of the topic or the issue studied
- Present a reasoned and well-balanced conclusion, supported by evidence

### **Progression**

Candidates who are successful at National 5 will be able to progress to Higher History or National 5 in another Social Subject. Candidates who are successful at National 4 could progress to History at National % or another Social Subject.

## 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:

**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)  
(2 x question papers: 80 marks (73%))

- 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 – NATIONAL 5**

### **Course Details & Content**

By choosing to study Modern Studies, you will develop a greater understanding of the world by learning about other people and their values, in different places and circumstances around the world. Modern Studies emphasises the development and application of skills by focusing on evaluating sources and will develop many key skills employers look for such as critical thinking, research skills and analysing information.

The National course will focus on developing skills and techniques and building up knowledge and understanding across three different units:

#### **Unit 1: Crime and the Law**

Learners will study different types of crime that exist, the causes of crime, the consequences of crimes on individuals, communities and society, and responses to crime by the government, police and the court system in Scotland.

#### **Unit 2: Democracy in Scotland**

Learners will study power and decision-making in Scotland, participation and representation in Scottish politics, voting systems used in Scottish elections and the influence of the media and pressure groups.

#### **Unit 3: International Powers: The United States of America**

Learners will study the political structures and influences of the USA, the international influence of the USA on other countries, social and economic issues within the USA, and the effectiveness of government measures in tackling these social and economic issues.

In addition to these units of content, learners will consider a number of source-based questions which examine their ability to gather information from primary and secondary sources and to analyse this information.

### **Assessment & Examination**

The National 5 Modern Studies course is assessed through the following components:

- Course examination (Two hours and 20 minutes) – worth 80% of the total mark
- Controlled assignment (One-hour write-up in class) – worth 20% of the total mark

Completing the controlled assignment will give learners the opportunity to:

- Research an appropriate political or social topic through gathering primary and secondary information.
- Process the information gathered.
- Show knowledge and understanding of the topic or the issue studied.
- Present a reasoned and well-balanced conclusion, supported by evidence.

### **Progression**

Candidates who are successful at National 5 will be able to progress to Higher Modern Studies or National 5 in another Social Subject. Candidates who are successful at National 4 could progress to National 5 in Modern Studies or another Social Subject.

## **MODERN STUDIES - HIGHER**

### **Course Details**

By choosing to study Higher Modern Studies, you will strengthen your knowledge and understanding of contemporary political and social issues in a local, national and global context. You will have to opportunity to develop a number of key skills, including written and verbal communication, independent learning, creative thinking, critical evaluation of the media and use of information technology. You will have the opportunity to share your own opinions and learn how to support them with evidence, while analysing other points of view.

### **Entry Requirements**

The Higher course progresses from concepts learned and skills developed at National 5. Therefore, you should have at least a C pass at National 5 in order to choose Higher Modern Studies. However, if you have an A or a B pass at National 5 level in another Social Subject and/or English, or a Higher pass in any of these subjects, that may also make you a suitable candidate.

### **Course Aims & Content**

The aims of the Higher Modern Studies course are to:

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

The Higher Modern Studies course at Dyce Academy will cover the follow areas of content:

- *Social Inequalities in Scotland and the UK*
- *Democracy in Scotland and the UK*
- *International Powers: The United States of America*

### **Unit 1: Social Inequalities in Scotland and the UK**

Learners will study causes of wealth and health inequality in Scotland in the UK, the consequences of these inequalities and the responses to these inequalities by the Government and voluntary organisations. Learners will also consider how these inequalities effect particular social groups, and the extent to which the responsibility for dealing with these inequalities should lie with individuals, charities or the Government.

### **Unit 2: Democracy in Scotland and the UK**

Learners will study power and decision-making in Scotland and the UK, including voting systems used in elections, factors that affect how people vote and the role of MPs and Parliament in holding the Prime Minister and Government to account. Learners will also consider the different elements and arguments around key political matters in the UK, including Scottish independence and the decision to leave the European Union.

### **Unit 3: International Powers: The United States of America**

Learners will study the political structures of the system of Government in the USA, the ability for individuals to democratically take part in decision-making, and the international influence of the USA on other countries around the world. Learners will also consider social and economic inequalities within the USA, and the effectiveness of government measures in tackling these inequalities.

In addition to these units of content, learners will consider a number of source-based questions which examine their ability to gather information from primary and secondary sources and to analyse this information.

#### **Assessment & Examination**

Learners will be given timed essays and source questions to complete throughout the year and at the end of each unit in order to monitor and gauge progress.

The external assessment consists of two question papers and an assignment.

##### Question Paper 1:

- Candidates will answer two 20-mark extended response questions and one 12-mark extended response question.
- Each question relates to one of our three sections of content. For each of the three questions, learners have at least two options to pick from when choosing which to answer.
- Paper 1 is scheduled to last one hour and 45 minutes.
- Paper 1 is worth 52 marks in total, representing 47% of a learner's total course grade.

##### Question Paper 2:

- Candidates will answer one 10-mark 'Conclusion' source question, one 10-mark 'Objectivity' source question and one 8-mark 'Reliability' source question.
- Paper 2 is scheduled to last one hour and 15 minutes.
- Paper 2 is worth 28 marks in total, representing 26% of a learner's total course grade.

##### Assignment:

The Assignment essay will be worth 30 marks in total, representing 27% of a learner's total course grade. The assignment allows candidates to research a topic of interest in more depth and write a written report on it. This will be completed in class time but assessed externally.

Completing the controlled assignment will give learners the opportunity to:

- Research an appropriate political or social topic through gathering primary and secondary information.
- Process the information gathered.
- Show knowledge and understanding of the topic or the issue studied.
- Present a reasoned and well-balanced conclusion, supported by evidence.

#### **Progression**

An A or a B pass at Higher would act as an entry qualification for Advanced Higher Modern Studies. Alternatively, all further education and higher education institutions recognise the value of a passing grade in Higher Modern Studies when it comes to course entry requirements.

## MODERN STUDIES – ADVANCED HIGHER

### Course Details

By choosing to study Advanced Higher Modern Studies, you will have the opportunity to strengthen and deepen your knowledge and understanding of complex contemporary issues across politics and society, not only in Scotland and the UK, but also in different international contexts. You will also further develop the skills required to interpret and participate in the social and political processes you will encounter in life and be able to explain these processes to others. You will have the opportunity to share your own opinions and support them with evidence and robust argument, while analysing other points of view.

### Entry Requirements

This course is suitable for individuals who wish to achieve a greater understanding of modern society and their place within it, and for those who wish to focus on relevant subjects and topics related to politics, sociology or criminology in higher education or future employment.

The Advanced Higher course progresses from concepts learned and skills developed at Higher level. Given the nature of the course, you should have an A or a B pass at Higher Modern Studies in order to move onto Advanced Higher.

### Course Aims & Content

The aims of the Advanced Higher Modern Studies course are to:

- Apply knowledge and understanding of complex political or social issues in the United Kingdom and compare these key issues internationally.
- Justify and analyse these complex political or social issues.
- Analyse, evaluate, and synthesize a wide range of evidence and arguments.
- Analyse and evaluate different sources of information and social science research methods.
- Plan, research, collect and record information.
- Explain approaches to organising, presenting and referencing findings.
- Synthesize information in order to develop a sustained and coherent line of argument, leading to a conclusion which is supported by evidence.

There are three sections of content to choose from in Advanced Higher Modern Studies:

- Section 1: Political Issues and Research Methods
- Section 2: Law & Order and Research Methods
- Section 3: Social Inequality and Research Methods.

*At Dyce Academy, we choose to focus on **Section 2: Law & Order and Research Methods.***

Within Section 2, we will cover Topics B and C below, which each cover a different element of Law & Order. We will make use of case studies and examples we see in modern society, findings from academic journals and evidence from our own research methods. *In each of these topics, we will compare similarities and differences between the UK (including Scotland) and other international countries.* We will also cover Topic D which is focused on different research methods used within the field of Social Sciences.

Content will be delivered through a mix of face-to-face teaching and study periods.

### Topic B: Understanding Criminal Behaviour

Learners will study definitions of crime, ways in which crime can be measured, and how crime is viewed by society and the media over time. Learners will also consider different theories of criminal behaviour to help explain why people commit crime, including psychological, physiological and sociological theories. Finally, learners will consider the social and economic

impacts that criminal behaviour can have on victims, perpetrators, families and wider society.

### Topic C: Responses By Society To Crime

Learners will study different theories that aim to help explain how society ought to respond to criminal behaviour and criminals themselves. Learners will also consider different responses to prevent crime, including responses by the police, early intervention programmes and multi-agency approaches. Finally, learners will consider how society currently responds to criminal behaviour, such as the use of prisons, young offenders' institutions and non-custodial responses.

### Topic D: Social Science Research Methods & Issues

Learners will study academic research methods in order to assist in writing their dissertation and to evaluate the research methods used in case studies as part of the final exam. As part of this, learners will study a variety of different research methods, including statistics, surveys, interviews, focus groups, etc. Learners will also consider the reliability and validity of each of these sources of information and the evidence they produce.

### **Assessment & Examination**

Learners will be given timed essays and source questions to complete throughout the year and at the end of each unit in order to monitor and gauge progress. The external assessment consists of one question paper and a dissertation.

#### Question Paper:

Candidates will answer two 30-mark extended response questions based on the content we cover in class for Topics A-C. Candidates will also answer two 15-mark research methods questions, one based on the effectiveness of a specific research method and the other about the trustworthiness of a specific source of information. The question paper is scheduled to last three hours and is worth 90 marks, representing 64% of the total course grade.

#### Dissertation:

The Dissertation is essentially a 5,000-word essay that will be written and developed throughout the whole year before being submitted to the SQA in April. It is worth 50 marks, representing 36% of the total course grade. Candidates can choose any Modern Studies topic that refers to a complex, contemporary political or social issue. The topic can extend beyond the content mentioned in the course specifications, however, will need SQA approval.

Completing the dissertation allows candidates to demonstrate the following skills, knowledge and understanding:

- Justify an appropriate complex, contemporary political or social issue for research.
- Evaluate the use and effectiveness of different research methods.
- Use a wide range of sources of information.
- Analyse the issue they are discussing.
- Evaluate different arguments and pieces of evidence.
- Synthesize information to develop a sustained and coherent line of argument, leading to a conclusion, supported by evidence.
- Organise, present and reference findings using appropriate methods.

### **Progression**

Achieving a pass at Advanced Higher Modern Studies will give the perfect platform for learners pursuing a subject-related higher education course, including Law, Criminology, Politics, International Relations, Sociology and Journalism. However, the skills and knowledge that the course develops and builds are transferable and can be used effectively across a variety of subject areas.

## TRAVEL & TOURISM: NATIONAL 5 SKILLS FOR WORK

### Course Aims

The National 5 Skills for Work: Travel and Tourism Course is an introductory qualification in travel and tourism. It develops the skills, knowledge and attitudes, needed for work in the travel and tourism industry.

### Recommended Entry Requirements

Entry to this course is at the discretion of the school. This course is appropriate for a wide range of learners including those who wish to achieve a greater understanding of the travel and tourism industry. The primary target group for the course in 2020/21 is S5 and S6 only.

### Course Specification

This course is the base-level vocational course in travel and tourism. It is designed to enable a learner who has little or no experience of travel and tourism to gain the basic skills for work, as an introduction to employment in the industry. Specific employability skills are experienced in the Travel and Tourism: Employability (National 5) unit. All other units have been designed to include skills which are essential for employment in the travel and tourism industry. Customer care and enterprise skills related to selling are included in a second unit Travel and Tourism: Customer Service (National 5). Product knowledge relating to dealing with customer enquiries feature in the remaining two units: Travel Tourism: Scotland (National 5) and Travel and Tourism: UK and Worldwide (National 5).

### Assessment Specification

There is no external assessment for this course. Learners must successfully complete each Unit to achieve the Course. Unit specifications provide detailed information on the Evidence Requirements for each Unit. The Unit Support Notes provide information on approaches to assessment for each Unit. The Units are internally assessed by the school and externally verified by SQA.

Possible Progression Routes	Career Opportunities
<p>This course may provide progression to:</p> <ul style="list-style-type: none"><li>• Other SQA programmes or units in travel and tourism</li><li>• Further study</li><li>• Employment and/or training</li></ul>	<p>Travel Agent/Consultant</p> <ul style="list-style-type: none"><li>• Travel Blogger</li><li>• Air Cabin Crew</li><li>• Holiday Representative</li><li>• Tour Officer/Manager</li><li>• Ecotourism</li><li>• Hotel Industry</li></ul>

## **NPA CRIMINOLOGY - LEVEL 5**

This National Progression Award (NPA) introduces learners to criminology, including its history, the role of the media and crime prevention.

It develops knowledge and understanding of the way crime and criminal justice operates and provides bite-sized chunks of learning that are straightforward for centres to adopt and for learners to study.

It covers areas such as crime in the community and crime scenes.

### **TOPICS COVERED IN THE COURSE**

- History and Development of Criminology
- Crime in the Community
- Crime Scenes

### **ASSESSMENT**

The course will be assessed continuous throughout the year (rather than a one-off exam), including both closed and open-book assessments.

### **PROGRESSION ROUTES**

A pass in Criminology NPA will provide excellent progression for Higher Modern Studies in S6 but will also help with all Social Subjects Higher Courses.

## **NPA CLIMATE CHANGE AND SUSTAINABILITY - SCQF LEVEL 3 AND 4**

This National Progression Award (NPA) focuses on the impacts of climate change encourages sustainable lifestyles. It develops knowledge and understanding of climate change and sustainability. It also develops geographical skills, such as interpreting and using information from numerical sources, and the scientific skills required to carry out an experiment or practical investigation. Learners will have the opportunity to explore the causes of climate change and the consequences for people and the environment, as well as developing an understanding of the importance of sustainable living and development.

**Course Structure - NPA Climate Change and Sustainability consists of 2 units.**

1. Geography: Global Issues in the context of Climate Change
2. Environmental Science: Sustainability

This course is completed and assessed in class; therefore a high level of attendance is required.

The aim of this course is to prepare pupils for the world of work and there is an emphasis on meeting tight deadlines, resilience and working independently.

### **Assessment Specification**

There is no external assessment for this course. Learners must successfully complete each Unit to achieve the Course. Assessment will be a combination of practical and knowledge

assessments under closed and open-book assessment conditions. The units are internally assessed by the school and externally verified by SQA.

**Entry requirements:** Entry to this course is at the discretion of the school. This course is appropriate for a wide range of learners including those who wish to achieve a greater understanding of the climate change, the environment and sustainable living. The primary target group for the course in 2020/21 is S5 and S6 only.

**Progression:** You can use this level of award to progress to National Courses or Units in Geography at level 3 or 4.

## **WIDER ACHIEVEMENT – HERITAGE HERO AWARD**

The Heritage Hero Awards are a wider achievement award, designed by Archaeology Scotland with a focus on history, heritage and archaeology projects.

### *What are the Heritage Hero Awards?*

The Heritage Hero Awards are an award scheme open to anyone engaging with cultural heritage. They aim to encourage connection with the past, and to reward achievement. They have been designed to link to work in schools, youth organisation and for heritage volunteers. This handbook should help guide you through each stage of the award. The Heritage Hero Awards are run by Archaeology Scotland. We are the leading independent charity working to inspire people to discover, explore, care for and enjoy Scotland's archaeological heritage.

The aims of the award scheme are:

- To improve young people's self-confidence and wellbeing through engagement with challenging heritage projects
- To inspire young people to develop a lifelong interest in the past
- To increase awareness of how to access heritage in schools, youth groups and similar organisations
- To help foster links between heritage organisations, community groups and young people

The awards are based around participation in a project decided by a group and encouraging personal growth.



# **TECHNICAL**

## **PRACTICAL WOODWORKING – NATIONAL 5**

### **Recommended Entry Levels:**

Entry is at the discretion of the Technical Department. The course would be suitable for any student who has a genuine interest woodworking and a willingness to work hard.

### **Course Description**

The course is largely workshop based, combining elements of theory and practical woodworking techniques. Pupils are introduced to safe working practices and become proactive in matters of health and safety. They will learn how to use a range of tools, equipment and materials safely and correctly. Pupils will develop skills in reading drawings and diagrams, measuring and marking out, cutting, shaping and finishing materials. The areas of study are Flat Frame Construction, Carcase Construction and Machining and Finishing.

### **Assessment**

Pupils will complete a range of projects throughout the course. Constructive formative feedback will be given throughout and each completed project will be assessed with written feedback. An annual SQA practical assignment will be completed in S4 for National 5 candidates, worth 70 marks. This assignment involves manufacturing a product and completing a log book. Pupils at National 4 will complete an Added Value Unit project presented to the pupils by SQA. There is currently no exam for National 4 and National 5 Practical Woodworking. However, there is still a theoretical component that is required for the course.

### **Homework**

Pupils will be expected to completed regular homework tasks using Google Classroom. Homework tasks are based on the 3 Woodworking units and safe working practices in a workshop environment.

### **Progression**

- Pupils can progress on to National 5 if successful at National 4 (there is no Higher course for pupils who are successful at National 5)
- National Certificate or Degree courses related to woodworking
- A range of employment or training opportunities related to woodworking

## **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.

Please note that the credit points attached to each module are higher education (CATS) points and not part of the UCAS tariff.

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

