

# **BANCHORY ACADEMY**



## **S5/S6 CURRICULUM GUIDE SESSION 2023-2024**

## FOREWORD

Banchory Academy offers a wide range of educational opportunities for pupils returning to school in S5/6.

This booklet outlines the courses being offered at Banchory Academy for Session 2023-2024 and aims to help you select the most appropriate options.

Generally around 98% of pupils leaving Banchory Academy go on to positive destinations, be that college/university, employment/training, or gap years prior to further study. By choosing to study at school for S5/S6, we hope that you are well on the way to planning for that positive destination.

Clearly, then, as you opt to continue in full-time education after the age of sixteen, it is the school's job to ensure that you, and your parents, are given a clear introduction to the complex world of continuing education and offered the support necessary for understanding, planning and following a senior school curriculum which ensures a smooth progression into work, training, further or higher education.

This Options Guide is part of a wider process designed to make clear what is on offer to you here, in school, and to explain how it relates to what is available afterwards.

It includes detailed information about all the courses on offer in Banchory Academy. The options illustrated are designed to allow you a wide variety of subject combinations at a number of appropriate levels, showing how these relate to courses of further study.

The booklet is in two sections:

**Section One:** General advice on selecting courses.

**Section Two:** Information on each of the subject courses on offer. An alphabetical list of all courses is given at the beginning of this section.

**Read this booklet carefully. Talk to your friends, your parents/guardians and your teachers about the information it contains. Use it to help you make the right decisions about your future.**

## END OF FOURTH YEAR – WHAT NOW?

If you are approaching the end of your fourth year of secondary school you are nearing the end of compulsory education. You face some crucial decisions about your future. Several options are open to you.

### 1 ATTEND BANCHORY ACADEMY AS A SENIOR PUPIL

Having completed the compulsory part of your education you could voluntarily return to Banchory Academy to acquire additional qualifications.

### 2 ATTEND FURTHER EDUCATION COLLEGE

A number of Further Education Colleges exist. Locally the main college is North East Scotland College (NESCOL). Some college courses have minimum entrance qualifications, but others are open to all. The courses on offer frequently lead to vocational qualifications and are certificated by the Scottish Qualifications Authority. Many of the courses form stepping-stones to courses in Higher Education. Information on the many college courses can be found here <https://www.nescol.ac.uk/courses/>

### 3 LEAVE SCHOOL AND OBTAIN A JOB

If you want to leave school and find a full-time job you are free to do so, providing you are old enough. There are two school leaving dates each year:

1. A pupil whose 16th birthday falls between 1st March and 30th September may leave school at the end of May of their S4 year in school.
2. A pupil whose 16th birthday falls between 1st October and the end of February may leave at Christmas. People in this position **must** return to school until the Christmas of S5.

Mr Stuart Clark the Careers Adviser (with SDS) will help you in your search for a positive destination if you should decide to leave school at the end of S4.

## END OF FIFTH YEAR – WHAT NOW?

If you are already in fifth year you also have several options.

- 1) Return to Banchory Academy for a sixth year.
- 2) Leave school and enter Higher Education in a University or College.
- 3) Leave school and attend a Further Education College.
- 4) Take time out of studying and plan a gap year.
- 5) Leave school and obtain a job.

## TYPES OF COURSES AVAILABLE IN S5/6 AT BANCHORY ACADEMY

### National 4/5 Level courses

These are part of the National Qualifications system and provide a progression route for those pupils who have gained a pass at National 3/4 level in S4. National 5 level courses may provide a stepping-stone for some pupils to progress to Higher level courses in S6. S6 pupils who wish to broaden their range of qualifications may also select from the range of National 4/5 courses. These courses are certificated by the Scottish Qualifications Authority (SQA).

### Higher Level Courses

Higher level courses will be part of the curriculum for most pupils returning to S5. The general recommended entry requirement for all Higher level courses is a pass in National 5 level courses at B grade (sometimes C grade) or above. Check the individual course details for the recommended entry requirement for each subject. For pupils with a pass at National 4 it may be possible to study National 5 in S5 and go on to study Higher in S6. Subject teachers will advise if this is a suitable route. All Higher courses are examined and certificated by the SQA. They are essential qualifications for University entrance in Scotland and elsewhere in the United Kingdom.

### Foundation Apprenticeships

FA are equivalent of a Scottish Higher, but have a higher UCAS tariff point rating. The SQA components taught are a National Progression Award (NPA) and a Scottish Vocational Qualification in specified work experience.

[Apprenticeships | Apprenticeships.scot: Work, Learn & Earn](http://Apprenticeships | Apprenticeships.scot: Work, Learn & Earn)

### Advanced Higher Level Courses (S6 only)

These courses are offered mainly for those presently achieving grade A or B at Higher who want to study the subject in greater depth. Advanced Highers are generally not required as an entrance qualification for University, but it can be influential for **some** universities and faculties and certain **courses** (speak to individual universities for more info). Advanced Higher courses place a considerable emphasis on individual initiative and study with limited periods of teacher tuition. It is a good introduction to the kind of study experienced at University.

### YASS (S6 only)

Young Applicants in Scottish Schools Level 1 courses in a number of topics are on offer to pupils who are likely to gain 5 good passes at Higher and who wish to follow a more independent form of study. These are modules accredited by the Open University.

### Enrichment Courses (S5 only)

These are offered in selected subjects. They offer opportunities to develop core skills and life skills, maintain health and fitness and study new subjects.

### NESCOL

A variety of courses at level 5/6/7 are offered at NESCOL, including 2 year Foundation Apprenticeships.

## HOW MANY SUBJECTS WILL I STUDY?

There is no single answer to this question as each person has different needs and expectations.

### FIFTH YEAR STUDENTS

If you plan to complete a fifth and sixth year it is worth thinking about a two year plan of action by choosing subjects for the next two years. Your present S4 teachers will be able to give a good indication of the courses you should be capable of completing successfully in S5 and the level at which you should be studying e.g. National 5 or Higher. If you wish to move on to university, it is also worth speaking to your guidance teacher in terms of the number of Highers you might be expected to sit in one year.

All S5 students are advised to continue study in English and/or Mathematics selecting either Higher or National 5 courses.

All S5 students must also choose one of the enrichment courses listed on the option form.

All S5 students will also undertake a Personal and Social Education course with their Guidance teacher. (see appropriate section for details)

The range of National 4/5 courses generally available in school may not permit students to construct a worthwhile course if no Highers are being studied. Students unable to study one or more Highers may be advised to continue their education in a Further Education College where the wider range of courses on offer will give a more coherent programme which will have greater currency in the job market.

All fifth year students are obliged to spend all of the school day within school. They are not allowed to leave school during the school day (other than lunchtime), as they will have timetabled classes, supervised study or enrichment courses for every period in the week. Some students with FA placements will attend on Thursday pm.

Fifth year students have registration each morning and regular assemblies.

### SIXTH YEAR STUDENTS

All students are provided with opportunities to enhance and further develop their **academic qualifications**, involve themselves in the wider life of the school through **citizenship activities** whilst continuing with their own **personal development**.

This, we hope, is achieved through our interesting mix of academic subjects, curriculum events and through involvement in a range of school committees, working groups and citizenship activities.

#### 1. Academic Courses

All sixth year students must take a minimum of **4 subjects**. Where students are taking **only Advanced Highers, we recognise that 3 subjects** may be more appropriate. A **Foundation Apprenticeship** can be viewed as equivalent to 2 courses if there is a weekly work placement requirement. Students should discuss this with their Guidance Teacher.

S6 students may also look to broaden their range of skills and qualifications by studying new subjects or opting for the YASS, Open University modules which require independent study. These courses are accessed online and have fees.

**Having opted for a course, students are expected to continue for the whole of S6.**

In addition to academic subjects, we feel that it is important that senior pupils develop their personal skills and qualities.

**With this in mind, pupils would typically be expected to opt into 3 Citizenship/Personal Development type activities.**

**2. Citizenship**

Through supporting junior pupils and/or becoming involved in enterprising activities, S6 pupils gain in confidence, become more self-reliant and take responsibility for managing their time effectively. All S6 will be expected to have one period of classroom tutoring on their timetable.

**3. Personal Development / Senior Responsibility**

The school provides a range of opportunities for S6 students to develop organisational and support skills and the ability to work effectively in teams

The balance of time and effort for each of the above components of the S6 experience varies depending on a student's prior attainment and future aspirations

Further details on each of these activities and final decisions on choice of Citizenship and Personal Development activities will form part of the S6 Induction programme.

S6 are encouraged, if they wish, to put themselves forward as one of the school captains but all are expected to become ambassadors for the school and role models to more junior year groups.

**A NOTE ON CHOICES**

While every attempt will be made to satisfy individual choice **not all subject combinations may be possible and where there is insufficient uptake a course may not run. In addition where there is a particularly high uptake of any subject we may not have the subject staff, or in some cases sufficient specialist rooms to create classes to accommodate every pupils choice.**

**RECOMMENDED ENTRY QUALIFICATIONS**

Most of the courses on offer have recommended entry qualifications. These are included to try to ensure you follow the most appropriate pathways as you continue your studies. Discussion with Subject Principal Teachers is always recommended. S6 pupils may wish to attempt 'crash' courses in subjects not studied since S2 or S3 but should be aware that a high level of commitment is required in order to succeed in a crash course. With a full curriculum of Highers and National 5 courses, "crash" Highers are not normally recommended in S5. **S5 Higher choices should therefore be a continuation of subjects studied in S4 where a National 5 pass at grade C or better has been achieved.** If you are uncertain whether you will be permitted to take a

particular subject, discuss the matter with the subject teacher concerned. In addition, there are sometimes circumstances that would allow for a “crash” Higher in S5. Please speak to the subject Principal Teacher and your Guidance Teacher to assist with this.

## **SOME CONSIDERATIONS WHEN CHOOSING SUBJECTS**

1. Keep as many career options open as possible. You may still change your mind several times before leaving school.
2. Don't choose a subject just because your friends have taken it. You may need a subject for your chosen career and this will be more important in the long run than being in the same class as your friends.
3. Since many universities and employers value English and Mathematics you are advised to continue with these in Fifth year.
4. If you have a particular career, Further or Higher Education course in mind you must check the entry qualifications before choosing your subjects. The Careers Library, Careers Adviser and Guidance teachers will help you investigate recommended entry level. You would be well advised to choose subjects which keep open as many other options as possible. After all, you may well change your mind.
5. Although careers are an important consideration it may be appropriate to consider developing a new leisure pursuit or studying a new subject. This is perhaps more appropriate to S6 pupils who already possess a good group of qualifications.
6. As university recommended entry levels have become more complicated, it is essential that you check with your chosen university as to those qualifications relevant to your course. **Before choosing your subjects for S5/6 you should check the entry qualifications for specific degree courses on the university website and throughucas.com.** Applicants must also achieve Higher passes at certain levels which vary from one university to another. These now tend to be rising as the number of applicants increases while the number of places does not. Information on the "Going Rates" can be obtained by consulting the Scottish Universities Entrance Guide available in the Library or by logging on to any University website. It must be noted that applicants who do not fulfil the going rates at the first sitting are required to obtain a higher level at a second sitting.
7. Candidates who require upgraded results in S6 to obtain entry may, in many cases, be allowed to try to obtain a good grade in Advanced Higher rather than repeat a Higher but pupils should consult individual departments within different universities to ascertain what their policy is before making a decision about subject choice in S6. The universities are becoming increasingly concerned about candidates who waste their time in S6 and, in some cases, the universities may prescribe targets to be achieved in S6, even although a student may have already obtained his/her entry qualifications in S5.

## **STUDY TIME FOR SIXTH YEAR STUDENTS**

All sixth year students have time when they are not timetabled for classes or other duties. This study time gives students responsibility for planning the use of their time. By being given this responsibility students can learn to cope with it whilst drawing upon the support and advice from teachers. The time may be used to study, to work on UCAS applications, to complete S6 committee duties or to take part in citizenship

activities. Where possible, we will try to organise rooms for pupils to use as Study Areas.

In previous years Sixth year students are allowed to leave school at the end of period 3 (except on Monday when they should stay for PSHE/Briefing during Period 4) when not timetabled for classes. It is essential that anyone leaving the building "signs out" on the signing-out sheets at the school reception. Should students return to school later in the day, they must "sign in" again at reception.

## **GUIDANCE AND CAREERS**

At any time, you may request an appointment with the Careers Adviser. Appointments will be made through the Guidance Staff.

It is important that you have, by this stage in your education, at least some idea of where your future lies. If you are unclear or undecided in your ambitions now is the time to begin taking an active part in looking at career ideas which might interest you. Use the careers section in the school library; attend any relevant careers talks in school; watch the notice-boards for advance warning of Open Days and for information on specific careers; seek advice on Further Education and find out which courses are available and where.

The recommended entry level for the various careers must be carefully studied. If you already know what you want to do, do not close your mind to other possibilities. In today's economic climate you may not get your first or even second choice, whether it be an application for a specific career or a course in Further Education.

## **PERSONAL AND SOCIAL EDUCATION**

The S5 Personal and Social Education curriculum is a continuation of classroom input from Guidance Staff and talks from visiting speakers.

In class, Guidance Staff cover material on Study Techniques plus careers, college and university preparation. Visiting Speakers, police liaison and inserts include areas such as "Safe Drive".

Considerable time is spent on preparation for Work, Further and Higher Education which involves researching suitable Institutions and Courses and going through the UCAS web-based application process. This will include an opportunity to produce a draft Personal Statement and a visit to the Higher Education convention held in Aberdeen University. Guidance Staff meet all of their students individually to review progress and set targets and continuously track performance throughout the academic session.

Any parent wishing to receive more detailed information on course content should contact their child's Guidance teacher

In S6 one period per week may be timetabled for pupils to meet with their guidance teacher. In addition, PSE is delivered through a series of curricular inserts. These utilise the expertise of school staff and visiting tutors from the Careers Service, Higher Education and Industry.

Pre-exit Guidance covers job searching, Further and Higher Education preparation and a thorough build up to the completion of the UCAS application. Limited work experience opportunities are also possible for students considering careers in certain areas.

As in S5 Guidance staff meet students individually to review progress and plan ahead.

Guidance staff work closely alongside Mr S Clark, the school's Careers Adviser, who is in school three times per fortnight for consultation

## **EDUCATION MAINTENANCE ALLOWANCE (EMA)**

EMAs are available to eligible young people in S4, S5 and S6 at secondary school or Further Education Colleges.

EMA is a weekly payment paid directly to young people from low-income families who stay on in further education after they reach statutory leaving age. (ie after the end of their compulsory schooling).

Any young person who is thinking of staying in further education and whose annual household income is low is entitled to apply for an EMA. The household income assessed for EMA purposes is the same as that used by the Inland Revenue for assessing Tax Credits. Further information can be obtained from the EMA website: [www.emascotland.com](http://www.emascotland.com)

Support for courses at Higher Education institutions is available from the Students Awards Agency for Scotland (SAAS). For further information or general queries go to [www.saas.gov.uk](http://www.saas.gov.uk). Application can be made online. Student Loans and Bursaries may be available dependent on parental income and the location for the university.

## **COMPLETION OF UNIVERSITY APPLICATION FORMS (UCAS FORMS) – PROCEDURES AND TIMESCALES**

It is important that students begin to prepare their UCAS application as early as possible. However because of the large number of Banchory students who wish to proceed to higher education this generates a considerable volume of work for guidance staff. To ensure fairness the following system operates.

Priority is given to those students applying for universities and/or courses which have an application deadline in October. These, for example, include applications to the Universities of Oxford and Cambridge and for medical, veterinary and dentistry courses. When the priority reports are completed and submitted the Guidance staff begin to prepare reports for all the applications. These are recorded as they are submitted to guidance staff and, in the interest of fairness, are prepared **in the order in which they are received**.

Reports are prepared as quickly and as thoroughly as possible. Guidance staff estimate that it takes a half a day to prepare each UCAS report. This is a major task and must be carried out together with the guidance teacher's other duties which include teaching. As a consequence it is not possible to guarantee the availability of a UCAS report within a day or two of its submission. It is recommended that requests for reports be submitted **two weeks** before the required date. All pupils at Banchory Academy are now making use of the online UCAS APPLY system which has greatly simplified the application process. However, it is still essential that pupils meet the application deadlines issued by Guidance staff.

Guidance staff are pleased to share verbally the content of reports with students. However UCAS regulations state that requests for copies of school reports should be directed to UCAS.



## LIST OF COURSES

NPA in Enterprise and Employability	History – Higher
Accounting – Higher	History – Advanced Higher
Administration and IT – National 5	Human Biology - Higher
Art & Design – National 5	Mathematics - Applications of Maths – National 4/5
Art & Design - Higher	Mathematics – Applications of Maths - Higher
Art & Design – Advanced Higher	Mathematics – National 4/5
Art & Design – Enrichment Course (S5 only)	Mathematics – Higher
Biology – National 5	Mathematics – Advanced Higher
Biology – Higher	Mathematics of Mechanics – Advanced Higher
Biology – Advanced Higher	Media – National 5 / Higher (Higher S6 only)
Business Management – National 5	Modern Studies – National 5
Business Management – Higher	Modern Studies – Higher
Chemistry – National 5	Modern Studies – Advanced Higher
Chemistry – Higher	Music – National 5
Chemistry – Advanced Higher	Music – Higher
Children & Young People - FA	Music – Advanced Higher
Computing Science – National 5	Music – Enrichment Course (S5 only)
Computing Science – Higher	Physical Education – National 5
Cybersecurity & Network Management - FA	Physical Education – Higher
Design and Manufacture – National 4/5	Physical Education – Enrichment Course (S5 only)
Design and Manufacture - Higher	Physics – National 5
Drama – National 5	Physics – Higher
Drama - Higher	Physics – Advanced Higher
English – National 5	Politics – Higher (S6 only)
English – Higher	Practical Cake Craft – National 5
English – Advanced Higher	Practical Cookery – National 5
French – National 5	Practical Woodworking – National 4/5
French – Higher	Religious, Moral & Philosophical Studies – N5
French– Advanced Higher	Religious, Moral & Philosophical Studies – H
Geography – National 5	Religious, Moral & Philosophical Studies – AH
Geography – Higher	Scientific Technologies - FA
Geography – Advanced Higher	Skills for Work - Laboratory Science – National 5
German – National 4/5	Skills for Work - PE Sport & Recreation - N 4/5
Graphic Communication – National 4/5	Spanish – National 5
Graphic Communication – Higher	Spanish - Higher
History – National 5	Spanish – Advanced Higher

## COURSES OFFERED & PROGRESSION ROUTES

Subject	National 4	National 5	Higher	Advanced Higher
Accounting			✓	
Enterprise and Employability	equivalent	equivalent	equivalent	
Administration and IT	✓	✓		
Art & Design	✓	✓	✓	✓
Biology		✓	✓	✓
Business Management	✓	✓	✓	
Chemistry		✓	✓	✓
Children & Young People			FA	
Computing Science	✓	✓	✓	
Design and Manufacture	✓	✓	✓	
Drama	✓	✓	✓	
English	✓	✓	✓	✓
French	✓	✓	✓	✓
Geography	✓	✓	✓	✓
German		✓		
Graphic Communication		✓	✓	
Health and Social Care			FA	
History	✓	✓	✓	✓
Horticulture Award	SCQF 4			
IT Cybersecurity Networks			FA	
Applications of Maths	✓	✓	✓	
Mathematics	✓	✓	✓	✓
Mathematics of Mechs				✓
Media		✓	✓	
Modern Studies	✓	✓	✓	✓
Music	✓	✓	✓	✓
Physical Education	✓	✓	✓	
Physics		✓	✓	✓
Politics			✓	
Practical Cake Craft		✓		
Practical Cookery	✓	✓		
Practical Woodworking	✓	✓		
RMPS	✓	✓	✓	✓
Science	✓			
Scientific Technologies			FA	
Skills for Work - Energy		✓		
Skills for Work Lab Science		✓		
SfW Sport & Recreation	✓	✓		
Spanish	✓	✓	✓	✓

# NATIONAL PROGRESSION AWARD –ENTERPRISE AND EMPLOYABILITY

## INTRODUCTION

The National Progression Award (NPA) in Enterprise and Employability aims to equip students with relevant and transferable skills which can be used in any employment setting, including self-employment. It develops practical, technical and transferable skills such as creativity, oral, written and evaluation abilities, resource management and organisational skills. The National Progression Award consists of one mandatory unit (6 SCQF credit points) and three optional units (18 SCQF credit points). All four of these units are qualifications in their own right, but they must all be passed to gain the group award, (NPA).

## ENTRY REQUIREMENTS

The NPA in Enterprise and Employability is delivered by the Targeted Support Team and is aimed at students who have completed the Award in S4 and want to develop their skills further by progressing to the next level. The units covered will be the same but the learning contexts and projects will change from year to year.

## COURSE

**The course offers the opportunity for a flexible approach and will be tailored to the needs of the individuals who select it, but the units covered are:**

- **Personal Development: Self and Work.** In this unit, learners have the opportunity to improve their self-reliance, self-esteem and confidence by developing task-management skills within a vocational project.
- **Work Placement:** Learners think about their abilities and career aspirations in preparation for a work placement. During the placement they will carry out work specific duties, work with others and make progress towards achieving a learning goal. On completion of the placement they review their progress and the learning gained.
- **Working with Others:** The focus of this unit is on transferable skills: learners will carry out activities co-operatively with others and review co-operative contribution through discussion and reflection.
- **Enterprise Skills:** In this unit learners will develop their knowledge and understanding of key enterprise skills and qualities, and work as part of a team on an enterprise activity.

# ACCOUNTING – HIGHER

Accounting is a key function in all organisations and this course can act as an introduction to accounting and the world of finance. The main purpose of the course is to enable pupils to understand and make use of financial information so that they can prepare accounting statements and analyse, interpret and report on an organisation's financial performance.

## AIMS

The main aims of this course are to enable pupils to:

- Understand the significant function that accounting plays in industry and society
- Develop accuracy in preparation, presentation, interpretation and analysis of relatively complex accounting information and apply a systematic approach to solving problems
- Apply accounting concepts and techniques in the preparation of financial information
- Develop an understanding of the range of sources of finance available to organisations
- Apply the use of IT in accounting tasks

## COURSE CONTENT

### Unit 1 – Financial Accounting

- The role of financial accounting
- Partnership accounting
- PLC accounting, including current legislation and Accounting Standards
- Period end financial statements
- Manufacturing Accounts
- Business Analysis – Investment Ratios

### Unit 2 – Management Accounting

- The role of management accounting
- Budgeting - preparation of production, sales and complex cash budgets
- Costing – materials; overheads; job costing; service costing; process costing
- Decision Making using Marginal Costing
- Investment Appraisal

## LEARNING AND TEACHING

The subject offers opportunities for pupil-centred active learning including significant use of IT. Much of the work involves the preparation of practical accounting information and students must enjoy working with numbers and presenting work in a structured way.

## **ASSESSMENT PATTERN**

Topics within course units will be assessed during classes at the appropriate time in order to record progress. In addition, there will be a Course Assignment and Course Exam.

**Course Assignment** – Worth 60 marks, this is 33% of the overall marks for the course assessment. This is set by SQA and completed in class time. It will give pupils the opportunity to apply their accounting skills, knowledge and understanding and make appropriate use of ICT to analyse accounting data and then present their findings. This assignment is externally marked by SQA.

**Course Exam** – Worth 120 marks, this is 67% of the overall marks for the course assessment. All questions will be mandatory and will be sampled from all course coverage. The majority of the examination will be practical accounting preparation with 5-10% of the total marks assessing knowledge and understanding. Pupils will sit a prelim exam in preparation for this course examination.

## **HOMEWORK REQUIREMENTS**

Throughout the course pupils will be expected to complete regular homework to enhance their understanding of classwork and prepare for assessment.

## **ENTRY REQUIREMENTS**

Pupils opting for this course should have achieved (or expect to achieve) grades A/B for N5 Maths and N5 English. **Students considering Accounting as a subject choice must first discuss it with the Faculty Head for Technology and Business.**

## **POSSIBLE PROGRESSION ROUTES**

Accountancy can be studied as a University or College option and is also included in many other degree courses. The subject would be considered particularly relevant to those who intend to follow a career in banking, insurance, accountancy, administration, law or the civil service. For those who, at some time in the future, may consider setting up their own business, the knowledge gained through this course will be valuable.

# ADMINISTRATION AND IT – NATIONAL 5

## AIMS OF THE COURSE

Administration is a growing sector which cuts across the economy and offers wide-ranging employment opportunities. This course aims to develop learners' administrative and IT skills which will enhance their skills for learning, their life skills and enable them to contribute effectively in the world of work. Successful learners will understand the role of administration and develop IT skills appropriate in business, including organising and supporting events.

## COURSE CONTENT

**N5 course** comprises two areas of study:

**Administration Theory** - Candidates are introduced to the responsibilities of organisations, the skills/qualities and tasks (duties) of the administrative support function, and the impact of these in the workplace.

**IT applications** - Candidates develop skills in IT, problem-solving, organising, and managing information. They select IT applications to create and edit business documents, gather and share information, and develop skills to communicate information.

## LEARNING AND TEACHING

This is a practical course which involves experiential learning and uses real-life contexts. Learning and teaching of the 3 units of the course will be integrated to emphasise the links and relationships between them. A range of teaching approaches will be used including resource-based learning, problem solving and research. The course content will remain focused on current business practices and emerging technologies.

## ASSESSMENT PATTERN

### N5 Level

**External exam (50 marks)** covering use of IT functions in spreadsheet and database applications to produce and process information, problem-solving and administration theory.

**Assignment (70 marks)** completed in class and sent to the SQA for marking. This covers IT functions in word-processing, desktop publishing, and presentations to produce and process information, skills in using technology for investigation, skills in using technology for electronic communication, skills in problem-solving and administration theory.

## HOMEWORK REQUIREMENTS

Pupils will be expected to complete regular homework to enhance their classroom work for theory topics and prepare for assessment. Homework could consist of completing course work, revision of classwork or research tasks.

# ART & DESIGN – NATIONAL 5

## **AIMS OF THE COURSE**

- To provide opportunities to explore thoughts, feelings and ideas visually
- To develop an appreciation of Art and Design Work
- To create original Expressive and Design ideas
- To develop an understanding of the social and cultural influences on artists and designers and their work.

## **COURSE CONTENT**

Using a variety of media pupils will have the opportunity to create art work in 2D and 3D. There may be opportunity to use new technologies.

There are three mandatory units;

### **Critical Activity**

Develop a full understanding of Design and Expressive historical and cultural aspects. Also a full understanding of visual elements in relation to their chosen product design or painting.

### **Portfolio**

Practical activity – produce finished art and design work

### **Expressive Portfolio**

Produce development and final expressive artwork

### **Design Portfolio**

Produce development and final design solution

## **LEARNING AND TEACHING**

A variety of methods is used, including class teaching, teacher demonstration, project work, various practical activities, videos and discussion.

## **ASSESSMENT PATTERN**

### **Expressive with Critical Activity**

Knowledge and understanding of expressive artists and art practice will be assessed.

Evidence of creative investigative visual research will be gathered.

Evidence of expressive development work in 2D and 3D work using an expressive theme will be collated.

### **Design with Critical Activity**

Evidence of creative visual investigative research and development ideas for a design brief will be gathered.

Knowledge and understanding of designers and design practices will be assessed

### **Added Value Unit**

This will be assessed through a portfolio and a question paper. The portfolio will include an edited selection of the research and investigative development ideas that inspired the finished work, a final piece of expressive work and a final piece of design work.

## **HOMEWORK REQUIREMENTS**

Pupils will be expected to continue to study artists and art practice through research tasks.

Pupils will be expected to work on the Added Value outcomes outside class time either at home or in the Art department as appropriate.

## **POSSIBLE PROGRESSION ROUTES**

To progress to Higher Art and Design pupils will be required to have gained a grade C at National 5.

## ART & DESIGN – HIGHER

### AIMS OF THE COURSE

Higher Art and Design is a logical extension of the current National 5 course.

The purpose of the Course is to provide a broad practical experience of Art and Design and related critical activity. The Course provides opportunities for pupils to be inspired and creatively challenged as they explore how to visually represent and communicate their personal thoughts, ideas and feelings through their work.

Pupils will analyse the factors influencing artists' and designers' work and practice.

They will use this understanding when developing and producing their own creative and personal expressive art and design work.

The skills that pupils gain by successfully completing the Course will be valuable for learning, life and work. Pupils will investigate and analyse how artists and designers have used materials, techniques and/or technology in their work. They will then experiment, using art and design materials, techniques and/or technology to develop their ideas for creative and expressive impact.

Pupils will develop creativity and complex problem solving skills when experimenting with materials, techniques and/or technology and experiment with different ways to realise their individual ideas. Pupils will also develop their critical thinking and reflective skills when reviewing and refining their work.

### COURSE CONTENT

The course consists of three units of work.

Expressive Work

Design Work

Art and Design Studies

Pupils begin by "brainstorming" a range of ideas and move onto further development of ONE idea and produce an Outcome and an Evaluation.

It is this Course Assessment work that is sent to the SQA for external marking.

Investigation + Development      36 marks

Solution      36 marks

Evaluation      8 marks

Total      80 marks per folio

Written question paper 2 hours 60 marks

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

Both Units are designed to provide progression to the related Units at Advanced Higher.

#### **Art and Design: Expressive Activity**

Pupils develop their personal thoughts and ideas in visual form. Pupils will develop critical understanding of artists' working practices and the social and cultural influences impacting their work. They will select stimuli and produce investigative drawings and studies. They will develop and refine their expressive ideas and art work, experimenting with and using a range of materials, techniques and/or technology in 2D and/or 3D formats in response to the stimuli.

#### **Art and Design: Design Activity**

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

## **Art and Design Studies**

Pupils will draw on, extend and apply the skills they have learned during the Course. This will be assessed through class assessment and a prelim.

The question paper adds value by requiring integration and application of skills, knowledge and understanding of art and design practice from across the Units.

## **LEARNING & TEACHING**

The Course has an integrated approach to learning, and includes a mix of practical learning and analysis of art and design practice.

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

## **ASSESSMENT PATTERN**

### **Art and Design: Expressive Activity**

Evidence will be required to show that pupils can produce a range of creative ideas and art work in response to stimuli. They will produce a range of analytical drawings, studies and expressive development work showing visual continuity and the creative development of the stimuli. Knowledge and understanding of expressive artists and art practice will also be assessed.

### **Art and Design: Design Activity**

Evidence will be required to show that pupils can produce a range of creative design ideas in response to a design brief. They will produce investigative studies and market research and will use this when developing and refining a range of design ideas. Knowledge and understanding of designers and design practice will also be assessed.

## **HOMEWORK REQUIREMENTS**

Pupils will be expected to develop work and complete essays outside class time. This should equate to approximately five hours per week. The department is available for pupils to access materials and working space at lunchtimes.

## **POSSIBLE PROGRESSION ROUTES**

The course allows pupils to develop their Art and Design expertise which may lead to improved leisure time or towards a wide range of careers that use artistic, creative and problem solving skills.

Higher Art and Design is an acceptable course for University entrance, but students should check its acceptability with individual institutions. Many courses and careers value the discipline gained through Art and Design and the broader experiences gained by studying the subject in school.

Design and the broader experiences gained by studying the subject in school.

Pupils gaining a pass at Higher level can progress to Advanced Higher.

## **ART & DESIGN – (Design) ADVANCED HIGHER**

### **AIMS OF THE COURSE**

The Course provides opportunities for pupils to develop their creativity and to apply their understanding of design practice, function and aesthetics. This will involve exploring and researching challenging design contexts, issues and opportunities, and evaluating and synthesising visual stimuli and other information from a variety of sources. This depth of personalised study into a selected area of design affords pupils a unique opportunity to intellectually engage with the design process and to focus on how to creatively respond to challenging design issues and opportunities. The Course will provide pupils with the opportunity to extend and apply the design skills they may have developed during the Higher Art and Design Course and elsewhere. Pupils will also demonstrate personal autonomy and creative decision making when negotiating the design area and stimuli for their work, and when developing and realising their design ideas and solutions.

### **COURSE CONTENT**

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

#### **Art and Design (Design): Design Studies**

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

#### **Art and Design (Design): Design Enquiry**

This Unit helps pupils to plan, develop and produce a range of related development lines of personal enquiry and creative design work in an independent and self-directed manner. Pupils will use their understanding of design practice to inspire and influence their own design approach and creative choices. They will work imaginatively to resolve any design issues or challenges and will experiment with and explore how materials, techniques and/or technology can be used to realise their design ideas in 2D and/or 3D formats

### **LEARNING AND TEACHING**

The Units have an integrated approach to learning. Through completing the Units and the Course assessment, pupils will carry out extended and self-directed studies into design practice and will apply this understanding when developing their design ideas and solutions. They will personally respond to their selected design area and stimuli, exploring how best to translate and realise their design ideas and turn these into effective and sophisticated design solutions that meet the requirements of the design area.

### **ASSESSMENT PATTERN**

Component 1 — portfolio 100 marks

Folio 60 marks

Evaluation 10 marks

Critical Analysis 30 marks

**Total marks 200 marks**

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

#### **Art and Design (Design): Design Studies**

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

- using higher-order thinking skills and complex analytical and evaluative skills when independently planning and carrying out the research and investigation
- synthesising information from a variety of sources
- presenting clear, relevant and accurate factual information and substantiated personal opinions about the selected research, using specialist vocabulary and coherent argument

## **Art and Design (Design): Design Enquiry**

### **Outcome 1**

Pupils will produce a design brief and outline plan of work for a design enquiry by:

- evaluating opportunities and creative choices within the design area, with reference to collated investigative research Personally selecting a design area and design stimuli
- identifying design needs, issues, opportunities and constraints of the design area
- planning and identifying initial approaches for investigating and developing design ideas and concepts

### **Outcome 2**

Pupils will produce investigative work in response to the design brief and outline plan by:

- producing extensive, pertinent and personal visual research and investigation showing in-depth understanding of the design issues, requirements, opportunities and constraints
- using a wide range of design materials, techniques and/or technology in effective and highly creative ways
- analysing and critically reflecting on the impact of options and design choices using their understanding of designers' work and design practice

### **Outcome 3**

Pupils will develop and refine a series of developmental concepts and ideas by:

- developing initial design ideas and concepts, showing sustained and progressive lines of enquiry towards potential design solution(s)
- using a range of advanced problem-solving and planning skills when experimenting with and using design materials, techniques and/or technology in sophisticated ways
- evaluating the impact of design choices and resolving complex design issues and technical challenges when realising and refining developmental ideas and concepts

## **HOMEWORK REQUIREMENTS**

The portfolio will be produced over an extended period of time. This allows pupil the opportunity to develop, reflect on and refine their work before it is presented for external assessment/markings. Some aspects of this work may happen outside class time.

## **POSSIBLE PROGRESSION ROUTES**

The course allows pupils to develop their Art and Design skills which will lead to improved leisure time or towards a wide range of careers that use artistic skills. Advanced Higher Art and Design is an acceptable course for University entrance, but students should check its acceptability with individual institutions. Many courses and careers value the discipline gained through Art and Design and the broader experiences gained by studying the subject in school.

## **ART & DESIGN – (Expressive) ADVANCED HIGHER**

### **AIMS OF THE COURSE**

In this Course, pupils will engage in a creative and personally selected expressive enquiry. They will explore the creative potential of their selected expressive stimuli and experiment with using materials, advanced techniques and/or technology to communicate and express their ideas in 2D and/or 3D formats.

The Course provides opportunities for personalisation and choice by allowing pupils to select creative and challenging contexts for self-directed learning. It allows pupils to broaden and extend their creativity and critical thinking skills and to work independently in an area of personal interest.

During the Course, pupils will develop and refine a series of original and creative ideas and expressive artwork. Throughout their learning, they will have opportunities to develop informed views and personal opinions on artists' work and expressive art practice. They will demonstrate critical understanding of art practice and will research and investigate how specific artists develop and create expressive art work in response to external stimuli including the environment, their surroundings and world events and/or social issues. They will use their knowledge of art practice to inspire their own expressive art work when expressing and communicating their thoughts, feelings and ideas, and responding in a personal and creative way to their stimuli, using art materials, techniques and/or technology to creatively communicate meaning through their work.

### **COURSE CONTENT**

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

#### **Art and Design (Expressive): Expressive Studies**

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

#### **Art and Design (Expressive): Expressive Enquiry**

This Unit helps pupils to work independently in a self-directed manner to plan, develop and produce a range of related development lines of creative enquiry and expressive art work. Pupils' expressive art work will be inspired and influenced by their investigative research into expressive art practice. Pupils will experiment with and creatively explore how materials, equipment, techniques, composition and/or technology can be used. They will use these in sophisticated and expressive ways to communicate and realise their ideas in 2D and/or 3D formats.

In the Advanced Higher Art and Design (Expressive) Course, added value will focus on challenge and application. Pupils will draw on, extend and apply the skills they have learned during the Course. This will be assessed through a portfolio of art work. The portfolio will assess both the process and products of learning, and will include evidence of supporting contextual research and evaluation.

### **LEARNING AND TEACHING**

The Course has an integrated approach to learning, and includes a mix of practical learning and analysis of art and design practice. Pupils will draw upon their detailed understanding of art and design work and practice as they experiment with using a range of selected art and design materials, techniques and/or technology to develop their own creative ideas. Pupils will develop a range of complex problem solving

skills, and a critical understanding of the impact of social, cultural and other external factors on artists' and designers' work and practice.

## **ASSESSMENT PATTERN**

Component 1 — portfolio 200 marks

**Total marks 200 marks**

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

### **Art and Design (Expressive): Expressive Studies**

Evidence is required to show that pupils can investigate, analyse and evaluate the work and practice of artists working within their selected context for learning. They will express substantiated personal opinions on the artists' work and practice.

### **Art and Design (Expressive): Expressive Enquiry**

Evidence is required to show that pupils can produce and refine creative and expressive investigative visual research and development ideas for a personally challenging creative enquiry. They will show considered exploration, visual coherence and continuity throughout the development process, and understanding of the expressive potential of composition and the visual elements in their work.

## **Component 1 — portfolio**

Pupils will select examples of their earlier expressive investigative and development work and will use this as a basis for developing and producing pieces of highly resolved expressive art work.

The choice of expressive stimuli for the *Art and Design (Expressive): Expressive Enquiry* Unit/portfolio will be selected by the individual learner and approved by the centre.

The portfolio will include:

- the initial creative starting point for the expressive ideas and further development work
- highly resolved pieces of expressive art work
- supporting contextual research and evaluation

The portfolio will have 1200 marks with marks will be awarded for:

- presenting the initial expressive ideas and producing further development work in 2D and/or 3D formats showing the ability to develop progressive lines of expressive enquiry
- producing highly resolved and sophisticated compositions/art work in 2D and/or 3D formats showing visual continuity with the earlier development work
- supporting contextual information and evaluation, describing how art research informed and inspired their creative approach and evaluating the impact of their creative choices and decisions

60 marks will be awarded for practical expressive art work.

## **HOMEWORK REQUIREMENTS**

The portfolio will be produced over an extended period of time. This allows pupils the opportunity to develop, reflect on and refine their work before it is presented for external assessment/markings. Aspects of this work may happen outside class time.

## **POSSIBLE PROGRESSION ROUTES**

The course allows pupils to develop their Art and Design skills which will lead to improved leisure time or towards a wide range of careers that use artistic skills. Advanced Higher Art and Design is an acceptable course for University entrance, but students should check its acceptability with individual institutions. Many courses and careers value the discipline gained through Art and Design and the broader experiences gained by studying the subject in school.

## **ART & DESIGN – ENRICHMENT COURSE (S5 Only)**

### **AIMS OF THE COURSE**

This course provides an option for interested pupils to re-visit the Art & Design department and engage in expressive practical activities. This course can also be used by S5 pupils who are preparing to undertake Art & Design Certificate Courses in S6 at Higher or National 5

### **COURSE CONTENT**

Pupils will choose an area of study from six given SQA exam categories and will then work within a personally selected theme, to produce expressive artwork in a variety of media.

### **ASSESSMENT PATTERNS**

There will be no formal assessment unless individual candidates wish to attain a unit pass at either Higher or National 5 in which case assessment procedures and criteria will be identical to that of Expressive folio at either Higher or National 5.

### **HOMEWORK REQUIREMENTS**

There are no homework requirements but pupils may be expected to do some research at home.

### **RECOMMENDED ENTRY LEVEL**

There are no formal entry-level requirements. Pupils will however be assessed by outcome to determine their level of presentation if they wish to opt for unit assessment.

## **BIOLOGY - NATIONAL 5**

### **AIMS OF THE COURSE**

The course develops scientific understanding of biological issues and aims to generate enthusiasm for biology by developing pupils' interests with an emphasis on practical activities.

### **COURSE CONTENT**

- **Cell Biology**

This topic covers cell structure and processes within cells, such as transport, photosynthesis and respiration, as well as DNA, protein and biotechnology.

- **Multicellular Organisms**

This topic includes a comparative approach to the study of plants and animals, through areas such as reproduction and inheritance, the need for transport within organisms, digestion and associated enzymes, control and communication, and health.

- **Life on Earth**

This topic will include the topics on world ecosystems, evolution, natural selection and competition, behaviour, biodiversity, decay, recycling, microorganisms, and ethical issues.

### **LEARNING AND TEACHING**

A variety of methods is used, including class teaching, project work, various practical activities, problem solving exercises, tutorials in small groups, videos and discussion.

### **ASSESSMENT PATTERN**

Each topic will be assessed through an end of unit test. There will be an external examination at the end of the course covering all 3 topics which lasts 2.5hrs. Pupils will sit an assignment task in school which will contribute to 20% of their overall grade.

### **ASSIGNMENT**

Pupils choose from a selection of experiments, which they then carry out under supervision. The underlying biology relating to the experiment is researched and a report is written under controlled conditions.

### **HOMEWORK REQUIREMENTS**

Pupils should expect to work at home on a regular basis. Without prompting, they should look back each week and summarise what they have covered. In addition, they can expect to be doing either a written exercise or preparation for assessments.

### **POSSIBLE PROGRESSION ROUTES**

Biology courses lead to many careers where biology is applied: medicine, dentistry, physiotherapy, nursing, speech and occupational therapy, psychology, veterinary sciences, agriculture, plant and animal breeding, food science, dietetics, microbiology, ecology, conservation, pharmacology, biochemistry and biophysics.

To progress into the Higher Biology course pupils will be required to have gained a grade C at National 5.

# **BIOLOGY – HIGHER**

## **AIMS OF THE COURSE**

Higher Biology aims to extend students' understanding of Biology and its growing importance in the modern world. The course aims to provide students with the information and skills for studying biological sciences at more advanced levels and for making mature judgements about the benefits and hazards of applying biological knowledge.

## **COURSE CONTENT**

Higher Biology covers a wide range of topics, building on ideas introduced in National 5 courses but developing them at a more demanding level. The content of the course covers the major concepts that make Biology an important and fundamental investigative science.

There are three main topics:

### **DNA and the Genome**

Pupils will develop knowledge through study of DNA and the genome. The topic covers the key areas of structure and replication of DNA, gene expression, and the genome. This topic explores the molecular basis of evolution and biodiversity, while the unity of life is emphasised in the study of gene expression.

### **Metabolism and Survival**

Pupils will develop knowledge by investigating the central metabolic pathways of ATP synthesis by respiration and how control of the pathways is essential to cell survival. The topic covers the key areas of metabolisms as essential for life, maintaining metabolism, and metabolism in microorganisms.

### **Sustainability and Interdependence**

Pupils will develop knowledge by investigating how humans depend on sufficient and sustainable food production from a narrow range of crop and livestock species, focusing on photosynthesis in plants. The topic covers the key areas of the science of food production, interrelationships and dependence, and biodiversity.

## **LEARNING & TEACHING**

A variety of methods are used, including supported self-study, lectures, practical work of different types, tutorials in small groups, videos and discussion.

## **ASSESSMENT PATTERN**

Each topic of the course is assessed once completed. There will be an external examination at the end of the course covering all 3 topics which lasts 3hrs. The exam is split into two papers. Paper 1 is a multiple choice paper and lasts 40minutes. Paper 2 is an extended answer paper and lasts 2hrs and 20minutes. Pupils will sit an assignment task in school which will contribute to 20% of their overall grade.

## **HOMEWORK REQUIREMENTS**

Homework is given regularly and varies in form. Homework activities are intended to develop conceptual understanding and to provide practice in some of the question styles that appear in exams. Activities include preparation for essays to be written in class, preparation for tests, completion of study guides, data handling and text interpretation exercises.

It is taken for granted that pupils will study their course notes in addition to the prescribed homework. Regular study is essential to keep up with the intensity of any Higher course.

### **RECOMMENDED ENTRY LEVEL**

Pupils in S5 should have a sound grasp of all National 5 work. Good language skills are important for absorbing the complex ideas and being able to write about them clearly and accurately. Some numerical ability and knowledge of chemistry would also be of benefit.

**Pupils who have not achieved a National 5 in Biology with a grade C will find the course very challenging.**

### **POSSIBLE PROGRESSION ROUTES**

In school, AH Biology follows Higher. Beyond school, Biology is mandatory for several careers and is indispensable for many others. Higher Biology underpins medical, veterinary and dental training at all levels and is applied in biochemistry, pharmacology, genetics, food science, microbiology, immunology, plant and soil sciences, agriculture and food production, behavioural sciences, sport and fitness courses, environmental sciences, paramedical occupations, such as speech therapy and physiotherapy and so on.

# BIOLOGY – ADVANCED HIGHER

## AIMS OF THE COURSE

The course encourages pupils to develop the skills of independent study which will be necessary in higher education. They will learn to handle detailed, complex information.

Pupils develop more knowledge and understanding of how Biology affects our daily lives and well-being through real-life applications. They learn to solve problems by planning and thinking for themselves. Practical skills are widely developed in a range of biological techniques.

Pupils' proficiency and confidence will grow in theoretical, oral and practical activities.

## COURSE CONTENT

The Advanced Higher Biology course is split into 4 topics.

### Cells and Proteins

- Lab techniques for Biologists
- Proteomics
- Hormones and Nerves
- Cell Cycle
- Protein structure, binding and conformational change

### Organisms and Evolution

- Sampling of wild organisms
- Measuring and recording animal behaviour
- Rate of evolution
- Variation and sexual reproduction
- Parasitism

### Investigative Biology

- Scientific principles and processes
- Scientific ethics
- Controls and Sampling

### Biology Project

The purpose of the project is to allow the learner to carry out an in-depth study of a biology topic. The topic will be chosen by the learner, who will individually investigate/research the underlying biology. This is an open-ended task which may involve a significant part of the work being carried out without close supervision.

The project will account for 25% of the overall award.

The majority of the marks will be awarded for applying scientific inquiry skills.

## LEARNING & TEACHING

The topics are covered in a systematic order in class but pupils are required to work independently at home using on-line resources such as Scholar. Homework is issued but a greater emphasis is placed on independent learning in preparation for university life.

Practical work will be carried out in school with the possibility of a 3-day residential field work trip. Pupils will be expected to learn a number of practical techniques and be able to apply them to unfamiliar situations.

### **ASSESSMENT PATTERN**

At the end of each of the first three topics, there will be an assessment which will provide the pupils with information about how they are coping with the level of demand of the course. These assessments do not contribute to the overall award. The final exam will be 3hrs long and account for 75% of the overall grade with the remaining 25% coming from the project mark.

### **HOMEWORK REQUIREMENTS**

Pupils must keep up with the theory by studying and expanding their notes and answering homework tasks. Use of the "Scholar" on-line course is recommended. Other work is submitted for marking.

### **RECOMMENDED ENTRY LEVEL**

Pupils are normally expected to have attained a pass in Higher Biology, preferably an A or B Grade. They should also be numerate, with a pass at National 5.

### **POSSIBLE PROGRESSION ROUTES**

The course provides a solid basis for the study of Biology in any Science, Zoology, Biomedical Science, Biochemistry, Medical or Veterinary Medicine course.

## **BUSINESS MANAGEMENT – NATIONAL 5**

### **AIMS OF THE COURSE**

Business plays a vital role in society and this course will allow learners to gain an introduction to the world of business. It aims to highlight the way in which organisations operate and how they achieve their goals. Learners will understand the way society relies on business to satisfy our needs and gain an insight into the business systems used to meet customer needs. The course also allows learners to develop enterprising skills and attitudes as well as financial awareness using realistic business situations.

### **COURSE CONTENT**

Pupils studying at N5 level will cover the following topics:

**Understanding Business** - Topics include the business environment, enterprise, different types of business organisations, internal and external environments and the role of stakeholders in business.

**Management of Marketing** - Topics include effective market research, maintaining competitiveness through the marketing mix, how marketing can be used to communicate effectively with consumers and maximising customer satisfaction.

**Management of Operations** - Topics include effective operations systems, quality processes and procedures, management of suppliers, inventory, and methods of production in an ethical manner.

**Management of People** - Topics include the issues facing organisations when managing people – recruitment and selection, training, motivation of staff, employment legislation.

**Management of Finance** - Topics include sources of business finance, cash budgeting, break-even and profit statements.

### **LEARNING AND TEACHING**

A range of learning and teaching approaches will be used to allow pupils to develop a wide variety of skills in a business context. This will include whole class teaching, individual study and group work. Opportunities for active learning will help pupils to develop an understanding of the role of business in contemporary society.

### **ASSESSMENT PATTERN**

**N5** - There will be an external exam worth 90 marks with questions from all 5 areas of study. There will also be an assignment which is done in class time and marked externally. The assignment is worth 70 marks.

### **HOMEWORK REQUIREMENTS**

Pupils will be expected to complete regular homework to enhance their study skills and prepare for assessment. Homework could consist of completing course work, revision of classwork or research tasks.

**POSSIBLE PROGRESSION ROUTES**

- Pupils achieving success at National 5 can progress to Higher level.
- Learners may also consider continuing their studies through a college course or using their skills and knowledge in the world of work.

# **BUSINESS MANAGEMENT – HIGHER**

## **AIMS OF THE COURSE**

- to develop an understanding of the importance of business and its role in satisfying consumer needs
- to develop the ability to analyse the ways in which organisations achieve their objectives and the role that individuals play in achieving these objectives
- to develop an understanding of the internal structure of organisations and the key functional areas of the organisation
- to develop an understanding of the ways businesses can use resources to achieve maximum efficiency
- to provide a foundation for future education and training in the world of work

## **COURSE CONTENT**

The course is organised into 5 areas of study:

1. **Understanding Business** - Features, objectives and internal structures of large organisations; The environment in which large organisations operate – internal and external factors; stakeholders
2. **Management of Marketing** - How the Marketing function enhances the effectiveness of large organisations – relevant theories, concepts and procedures used to improve competitiveness and customer satisfaction
3. **Management of Operations** - How the Operations function contributes to the success of large organisations – improving and maintaining quality, importance of satisfying both internal and external customers' needs
4. **Management of People** - How the management of people can meet the objectives of large organisations – dealing with staff, including retention, training, leadership and motivation.
5. **Management of Finance** - How the management of Finance contributes to the effectiveness of large organisations – understanding the issues that large organisations face when managing finance

## **LEARNING & TEACHING**

A variety of teaching and learning approaches will be used throughout the course including group work, case studies, individual learning, video clips and visiting speakers where appropriate.

## **ASSESSMENT PATTERN**

Topics within course units will be assessed during classes at the appropriate time in order to record progress. In addition, there is a Course Assignment and Course Exam

### **Course Assignment**

This is a research-based task based on a business and topic selected by pupils. Research for this assignment must be carried out by pupils in their own time and assignment write-up will be done under supervision in class time. This is worth 30marks – 25% of the final grade and is marked by SQA.

### **Course Examination**

This will take the form of a written paper (2hs 45 mins) where pupils have to answer questions based on a business case study as well as structured topic questions. This is worth 90 marks 75% of the final grade.

### **HOMEWORK REQUIREMENTS**

Throughout the course students will be expected to complete regular homework to enhance their study skills and prepare for assessment. Homework could consist of completing course work, revision of class work, research tasks or completion of exam standard questions. Students are also expected to keep up to date with current business news via television or newspapers.

### **RECOMMENDED ENTRY LEVEL**

- This course is available as an option to those who have achieved a pass in Business Management at National 5.
- Students can also opt to study Business Management as a “crash course”.  
**Individuals considering the “crash” option must first discuss it with Business Studies staff to ascertain if Higher level would be appropriate for them.**
- Candidates opting to study at Higher will be closely monitored to ensure they are studying at the appropriate level

### **POSSIBLE PROGRESSION ROUTES**

Business Management can offer a valuable qualification to those intending to follow any university course, not just Business-related subjects. The topics and skills covered in the course will be part of most types of business - Design, Engineering, Finance, Production, Publishing etc - and will be very useful in many degree courses.

# CHEMISTRY – NATIONAL 5

## AIMS OF THE COURSE

The aim of the course is to develop your curiosity, interest, and enthusiasm for chemistry in a range of contexts. The skills of scientific inquiry are integrated and developed throughout the course. The relevance of chemistry is highlighted by the study of the applications of chemistry in everyday contexts. This enables you to become scientifically literate citizens, able to review the science-based claims you meet.

## COURSE CONTENT

You will gain an understanding of chemistry and develop this through a variety of approaches, including practical activities, investigations and problem solving. You will research topics, apply scientific skills, and communicate information related to your findings, which develops skills of scientific literacy.

The course content includes the following areas of chemistry:

### CHEMICAL CHANGES AND STRUCTURE

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

### NATURE'S CHEMISTRY

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

### CHEMISTRY IN SOCIETY

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

You will also develop a range of skills, including:

- Planning or designing experiments to test given hypotheses or to illustrate particular effects
- Selecting, processing, and presenting information
- Making predictions based on evidence
- Drawing valid conclusions and giving explanations supported by evidence
- Evaluating experimental procedures
- Communicating findings
- Applying knowledge of chemistry to new situations, interpreting information and problem solving

## ASSESSMENT

You will have regular check tests to assess understanding as well as end of unit assessments and a prelim. You will have an external examination at the end of the course that consists of 100 marks and is 2 and a half hours long.

## HOMEWORK

You will be provided with regular written exercises to review and consolidate content, as well as an expectation to look back each week at the material covered.

## **POSSIBLE PROGRESSION ROUTES**

A qualification in chemistry can lead to a huge variety of careers, including food and energy production, forestry, medicine, dentistry, veterinary medicine, environmental work and even law.

From National 5 Chemistry, you could progress to Higher Chemistry, although we recommend having achieved a minimum grade B for this.

There is also both the Lab Science and Foundation Apprenticeship in Scientific Technologies courses, that both contain Chemistry sections.

# CHEMISTRY – HIGHER

## AIMS OF THE COURSE

This course develops your curiosity, interest and enthusiasm for Chemistry in a range of contexts. It will allow you to develop an appreciation of the impact of Chemistry in your everyday life by applying your knowledge and understanding of chemical concepts to practical situations. The skills of scientific inquiry and investigation are developed throughout the course.

## COURSE CONTENT

You will gain an understanding of chemistry and develop this through a variety of approaches, including practical activities, investigations and problem solving. You will research topics, apply scientific skills and communicate information related to your findings, which develops skills of scientific literacy.

The course content includes the following areas of chemistry:

### CHEMICAL CHANGES AND STRUCTURE

In this area, topics covered are: periodicity, structure and bonding, oxidising and reducing agents.

### NATURE'S CHEMISTRY

In this area, topics covered are: systematic carbon chemistry, alcohols, carboxylic acids, esters, fats and oils, soaps, detergents and emulsions, proteins, oxidation of food, fragrances, skin care.

### CHEMISTRY IN SOCIETY

In this area, topics covered are: getting the most from reactants, controlling the rate, chemical energy, equilibria, chemical analysis

### You will also develop a range of skills, including:

- Planning or designing experiments to test given hypotheses or to illustrate particular effects
- Selecting, processing and presenting information
- Making predictions based on evidence
- Drawing valid conclusions and giving explanations supported by evidence
- Evaluating experimental procedures
- Communicating findings
- Applying knowledge of chemistry to new situations, interpreting information and problem solving

## ASSESSMENT

You will have regular check tests to assess understanding as well as end of unit assessments and a prelim. You will have an external examination at the end of the course that consists of 2 papers – a 25 questions multiple choice paper and a 95-mark written answer paper.

## HOMEWORK

You will be provided with regular written exercises to review and consolidate content, as well as an expectation to look back each week at the material covered.

## **POSSIBLE PROGRESSION ROUTES**

A qualification in chemistry can lead to a huge variety of careers, including food and energy production, forestry, medicine, dentistry, veterinary medicine, environmental work and even law.

From Higher Chemistry, you could progress to Advanced Higher Chemistry, although we recommend having achieved a minimum grade B for this.

There is also the Foundation Apprenticeship in Scientific Technologies course that contains a Chemistry section.

# CHEMISTRY – ADVANCED HIGHER

## AIMS OF THE COURSE

The course builds on your knowledge and skills developed in the Higher Chemistry course and continues to develop your curiosity, interest, and enthusiasm for Chemistry in a range of contexts. The course offers opportunities for collaborative and independent learning set within familiar and unfamiliar contexts and seeks to illustrate and emphasise situations where the principles of Chemistry are used and applied to everyday life. Skills of scientific inquiry and investigation are developed throughout the course.

## COURSE CONTENT

You will gain an understanding of chemistry and develop this through a variety of approaches, including practical activities, investigations and problem solving. You will research topics, apply scientific skills, and communicate information related to your findings, which develops skills of scientific literacy.

The course content includes the following areas of chemistry:

### INORGANIC CHEMISTRY

In this area, topics covered are: electromagnetic radiation and atomic spectra, atomic orbitals, electronic configuration and the periodic table, transition metals

### PHYSICAL CHEMISTRY

In this area, topics covered are: chemical equilibrium, reaction feasibility, kinetics

### ORGANIC CHEMISTRY AND INSTRUMENTAL ANALYSIS

In this area, topics covered are: molecular orbitals, synthesis, stereo chemistry, experimental determination of structure, pharmaceutical chemistry

### RESEARCHING CHEMISTRY

In this area, topics covers are: common chemical apparatus, skills involved in experimental work, stoichiometric calculations, gravimetric analysis, volumetric analysis, practical skills and techniques

## YOU WILL ALSO DEVELOP A RANGE OF SKILLS, INCLUDING:

- Developing a critical understanding of the role of chemistry in scientific issues and relevant applications, including the impact these could make in society and the environment.
- Extend and apply skills, knowledge and understanding of chemistry
- Develop and apply analytical thinking skills, including critical evaluation of experimental procedures in a chemistry context
- Extend and apply skills of autonomous working in chemistry

## ASSESSMENT

You will have regular check tests to assess understanding as well as end of unit assessments and a prelim. You will have an external examination at the end of the course that consists of 110 marks and is 3 hours long.

## HOMEWORK

You will be provided with regular written exercises to review and consolidate content, as well as an expectation to look back each week at the material covered.

## **POSSIBLE PROGRESSION ROUTES**

A qualification in chemistry can lead to a huge variety of careers, including food and energy production, forestry, medicine, dentistry, veterinary medicine, environmental work and even law.

From Advanced Higher Chemistry, you could progress to an HND or degree in Chemistry or other related area or other further study or employment.

## **CHILDREN AND YOUNG PEOPLE – [FOUNDATION APPRENTICESHIP](#)**

### **COURSE DESCRIPTION**

This foundation apprenticeship gives experience to prepare students for a wide range of different childcare roles. In Scotland over 203,000 people work in social services. This course will prepare students to look after young children, organise activities and give children and their families support.

The Foundation Apprenticeship is for pupils in S5 or S6, they will complete a National Progression Award at SCQF level 6 in Social Services and Healthcare and four Mandatory Units of the Scottish Vocational Qualification 2 Social Services (Children & Young People)

For your National Progression Award, your topics will be:

- Safeguarding of Children and Young People
- Play for Children and Young People
- Communication with Children and Young People
- Development of Children and Young People
- Promote the Wellbeing and Safety of Children and Young People

To achieve your SVQ units, you'll be assessed as part of your work placement.

- Support effective communication
- Support the health and safety of yourself and individuals
- Develop your own knowledge and practice
- Support the safeguarding of children

The course will be delivered by Aberdeenshire Council partners in school for the NPA, and on placement in a local childcare setting for the SVQ.

### **ENTRY REQUIREMENT**

This course is suitable for pupils in S5 or S6 who are capable of working at SCQF level 6 (equivalent to Higher) and who are interested in a career working with Children and Young People. Pupils should be on track to achieve National 5 English, and be eligible for PVG Scheme membership if entering the course

### **WORK PLACEMENT**

This course involves a work-based learning experience and will require the equivalent of 4 hours per week on placement. This is likely to be a regular weekly placement, with additional days if required.

### **PROGRESSION AND DEVELOPMENT**

Pupils will have the right skills to move from this to a Modern Apprenticeship or may decide to move on to further or higher education.

### **ADDITIONAL INFORMATION**

As the Work placement will take pupils out of school for a significant period, the FA should be viewed as 2 courses when considering over all number of choices.

# COMPUTING SCIENCE – NATIONAL 5

## **AIMS OF THE COURSE**

Computing Science helps to develop a range of computing and computational thinking skills — including skills in analysis and problem-solving, design and modeling, and developing, implementing and testing digital solutions — across a range of contemporary contexts. The skills learners develop go with them outside the classroom and the fields of computer science, learning how approach any problems from a logical, computational perspective, making them easier to manage and, as a result, easier to solve. Computational Thinkers will shape the future of our economy and society.

## **COURSE CONTENT**

Pupils will learn how to apply aspects of computational thinking and problem analysis across a range of contexts. Learners will develop skills in designing, implementing and testing computer programs and information systems, and use these skills to create unique solutions to complex contemporary problems. Pupils will also study the legal, social and economic implications of technology for our society and how it is shaping our collective futures.

## **LEARNING AND TEACHING**

Much of the course content is investigative in nature; using whole class directed teaching activities to explore a topic before completing group or individual activities comprising research or practical tasks. Learners are asked to develop their knowledge, skills and understanding by investigating a range of real-life and relevant problems and their solutions. Problem based learning is used to support the learner's progress through the course, and is utilised in consolidating and developing knowledge after a period of research and study and allows the student to demonstrate their understanding of a topic in new and less familiar contexts. Computational thinking lies at the heart of the course and is recognised as a key skill set for all 21<sup>st</sup> century learners and every opportunity to develop problem solving skills and their ability to develop technical solutions is taken.

## **ASSESSMENT PATTERN**

The National 5 course has a two part assessment: the course assignment, a long form practical assignment testing applied knowledge and an exam

## **HOMEWORK REQUIREMENTS**

Homework exercises will be issued regularly and play an important part in supporting and consolidating understanding of the course.

## **POSSIBLE PROGRESSION ROUTES**

Computational Thinking is an important skill for any future employment. A Higher course is available for further study in S6 for pupils attaining Grade B or better at National 5

# COMPUTING SCIENCE – HIGHER

## AIMS OF THE COURSE

- To provide pupils with the specific skills and knowledge required for further work and study in the field of Computer Science, including Software Development, Cyber Security and Data Science.
- To develop practical skills and understanding for the creation of software.
- To develop computational thinking and related problem solving / resource management skills.

## COURSE CONTENT

The course is comprised of a number of topics covering programming, web design, databases, and computer systems. We cover these topics in depth looking at them in both a practical and theoretical context

## LEARNING AND TEACHING

A variety of teaching approaches will be employed throughout the course depending on which is deemed most suitable to the topic being taught. In general, a student-centred, resource-based learning approach will be followed. Each student will spend at least 50% of their time working on the computer.

## ASSESSMENT PATTERN

Class work is continually assessed to provide accurate progress tracking; the course assessment will be in two parts - the course assignment, a timed 8 hour assignment covering practical aspects of the course, and an exam.

## HOMEWORK REQUIREMENTS

Homework exercises will be issued regularly and play an important part in supporting and consolidating understanding of the course.

## ENTRY REQUIREMENTS

Students would be expected to have attained a National 5 in Computer Science. In the absence of a previous computer qualification, a good pass in a STEM subject at National 5 or Higher would be considered, at the department's discretion.

## POSSIBLE PROGRESSION ROUTES

Candidates can go on to further study at College or University level.

## Cybersecurity and Network Management– [FOUNDATION APPRENTICESHIP](#)

### **COURSE DESCRIPTION**

ICT and digital technologies play a part in everything we do. In Scotland, over 90,000 people work in digital technology roles and the current average full-time salary for digital technology roles is £37,500, over 30% higher than the Scottish average. A Foundation Apprenticeship in IT: Cyber security and Network Management could lead to jobs like:

- Cyber security analyst
- IT support technician
- Security administrator
- Network manager

Your National Progression Award (NPA) will cover:

- Security Fundamentals
- Network Fundamentals
- Server Administration Fundamentals

In S6, you'll work in a hands-on, practical way as part of your work placement, towards achieving the five units of your Diploma:

- Personal Effectiveness
- Health and Safety in IT and Telecom
- IT and Telecom System Operation
- Testing IT and Telecom Systems
- Working with IT and Telecoms Hardware and Equipment

The course will be delivered by Aberdeenshire Council partners in school for the NPA, and on placement in a local childcare setting for the SVQ.

### **ENTRY REQUIREMENT**

Students would be advised to have attained a National 5 in Computer Science. In the absence of a previous computer qualification, a good pass in a STEM subject at National 5 or Higher would be considered, at the department's discretion.

### **WORK PLACEMENT**

This course involves a work-based learning experience and will require the equivalent of 4 hours per week on virtual placement. This is likely to be a regular weekly placement, with additional days if required.

### **PROGRESSION AND DEVELOPMENT**

Pupils will have the right skills to move from this to a Modern Apprenticeship or may decide to move on to further or higher education.

### **ADDITIONAL INFORMATION**

As the Work placement will take pupils out of school for a significant period, the FA should be viewed as 2 courses when considering over all number of choices.

## DESIGN AND MANUFACTURE - NATIONAL 4/5

### AIMS OF THE COURSE

The Course provides a broad practical introduction to design, materials and manufacturing processes. It provides opportunities for pupils to gain skills in both designing and in communicating design proposals. It allows pupils to explore the properties and uses of materials and to make models and prototypes of products.

### COURSE CONTENT

**DESIGN** - Pupils will analyse a brief, generate ideas, develop ideas and plan for manufacture. This will involve freehand sketching, model making, computer aided design and adding written comments to justify design decisions.

**MANUFACTURE** - Pupils will measure and mark out materials using hand tools, cut materials using hand tools and machinery, learn how to assemble materials and apply finishes to materials. Pupils will then evaluate their finished prototype against their specification.

**THEORY** - Pupils will complete worksheets using textbooks in order to prepare them for their metalwork test. There are currently two main projects in S5 i.e. the candle holder and tea light project.

### LEARNING AND TEACHING

Much of the course will be experiential in nature. Design lessons will be taught to the whole class followed by individual help as pupils require it. For each new practical process, demonstrations are used to explain how to carry out the process safely and accurately. These may be to the whole class, small groups or with individual pupils.

### ASSESSMENT PATTERN

At **National 4**, the designs and manufactured projects are assessed by the class teacher throughout the course. The teacher's judgements are internally verified by school colleagues and sometimes by visiting verifiers from the Scottish Qualifications Authority (SQA).

At **National 5** there is on-going assessment to ensure appropriate progress in designing and manufacturing skills with the addition of related theory. For qualifications, there is an end of course assignment and a theory examination. In the assignment, pupils design and manufacture an object to suit a given design brief. Design work is sent to SQA for marking. Manufacturing is assessed by the class teacher with the usual internal and external verification. The theory examination is marked by SQA. An overall mark for all three elements will give a Grade A-D for the course.

### HOMEWORK REQUIREMENTS

Theory homework quizzes will be issued regularly throughout the course to support understanding of designing, materials and manufacturing.

### ENTRY REQUIREMENTS

Pupils should have a pass at National 4 or a good set of National 5 qualifications including English and preferably Art and Design.

**POSSIBLE PROGRESSION ROUTES**

This course would be useful for pupils entering employment in design or craft based industries. A Higher course is available for further study in S5/6 for pupils attaining Grade B or better at National 5.

# DESIGN AND MANUFACTURE - HIGHER

## **AIMS OF THE COURSE**

The course provides a broad and practical experience in product design and manufacture focussed on industrial or commercial designing and materials and manufacturing systems.

## **COURSE CONTENT**

**DESIGN** - Pupils will analyse a brief, generate ideas, develop ideas and plan for commercial manufacture. This will involve freehand sketching, model making, computer aided design and adding written comments to justify design decisions.

**THEORY** – Pupils will analyse a commercial product and then justify the designer's use of materials and manufacturing processes. This will then be presented to the rest of the class using PowerPoint. There will also be a class test on materials and manufacture.

There are currently two main projects in S5/6 i.e. the magazine rack and display unit.

## **LEARNING AND TEACHING**

A resource based approach using visits, case studies, magazines, books, personal experience where work is presented to the whole class and then students will work at their own pace with teacher support.

## **ASSESSMENT PATTERN**

There is on-going assessment throughout the course to ensure appropriate progress in designing and modelling skills with the addition of related theory. For qualifications, there is an end of course assignment and a theory examination. In the assignment pupils design a solution to a given design brief. The assignment is sent to SQA for marking. The theory examination is also marked by SQA. An overall mark for both elements will give a Grade A-D for the course.

## **HOMEWORK REQUIREMENTS**

Theory homework quizzes will be issued each week to supplement and reinforce work done in class.

## **ENTRY REQUIREMENTS**

Students should have gained Grade A or Grade B in National 5 Design and Manufacture, Graphic Communication or Art and Design. A National 5 Grade A or Grade B in English is also beneficial.

## **POSSIBLE PROGRESSION ROUTES**

The course is a recognised qualification for entry to most Colleges and Universities

## **DRAMA – NATIONAL 5**

### **AIMS OF THE COURSE**

Pupils have opportunities to develop skills creating and presenting drama. This course focuses on the development and use of a range of drama skills and production skills to present drama. This course allows development of transferrable skills such as teamwork, thinking skills, presentation skills, confidence and leadership skills.

The aims of the Course are to enable pupils to:

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

As pupils develop practical skills creating and presenting drama, they will also develop knowledge and understanding of cultural and social influences on drama. Pupils will analyse and evaluate how the use of self-expression, language and movement can develop their ideas for drama. They will develop critical thinking skills as they investigate, develop and apply a range of drama skills.

### **COURSE CONTENT**

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

#### **Drama Skills**

Pupils will explore and develop a range of drama skills and ways of communicating thoughts and ideas to an audience. They will learn how to respond to stimuli, including text. They will also learn how to develop portrayal of character in a range of ways and develop knowledge and understanding of form, structure, genre and style when creating and presenting drama. Pupils will develop knowledge and understanding of social and cultural influences on drama. They will also learn how to evaluate their own progress and that of other learners.

#### **Drama: Production Skills**

Pupils will develop a range of production skills. They will use these skills to enhance drama when presenting. Pupils will use problem-solving skills in order to generate ideas for presenting drama. Pupils can choose from acting and an additional area of theatre arts including set design, hair and make-up, costume, props, lighting and sound to develop their skills for presenting drama.

### **LEARNING AND TEACHING**

The Course uses an integrated approach to learning which develops practical skills as well as knowledge and understanding of drama. As pupils develop their creating skills, they will also learn how to use a range of drama skills for example characterisation techniques, rehearsal techniques and presentation techniques. They will experiment with presenting through portrayal of character and by using a range of production skills (acting, lighting, sound, set design, hair and make-up, costume and props). Through creating and presenting drama, evaluation skills will also be developed as pupils evaluate their own skills and progress, and that of other pupils. Pupils will also consider cultural values, identities and ideas which influence drama.

## **ASSESSMENT PATTERN**

All Units are internally assessed against SQA requirements  
The assessment of the Units in this Course will be as follows:

### **Drama Skills**

Pupils will provide evidence to demonstrate knowledge and understanding of a range of drama skills when they create drama. Using stimuli, including text, pupils will use drama skills when they create and present drama as an actor. Pupils will evaluate their own work and that of other pupils.

### **Drama: Production Skills**

Pupils will provide evidence to demonstrate their knowledge and understanding of a range of production skills. Pupils will use production skills to enhance drama when presenting. Pupils will evaluate their own work and that of other pupils.

### **Course assessment**

In the National 5 Drama Course, added value will focus on:

- challenge
- application

Pupils will draw on, extend and apply the skills they have learned during the course. This will be assessed through a performance and a question paper. The performance will involve creating and presenting a drama. A report will also be required which focuses on the process which the pupil undertook in order to arrive at the concepts for the performance. The report will be cross marked by SQA visiting assessor. The question paper will require demonstration of a depth of knowledge and understanding from the course.

## **HOMEWORK REQUIREMENTS**

Pupils will be expected to research materials, keep support logs, learn lines and prepare for production team responsibilities. They will also be required to complete essay questions and give time to extra rehearsals.

## **POSSIBLE PROGRESSION ROUTES**

The course allows pupils to widen their horizons regarding a range of vocations and careers through broadening generic skills such as literacy, personal learning, working with others, creating, applying, analysing and evaluating. It also builds skills of confidence, teamwork, creative thinking, self-evaluation, presentation and leadership.

Pupils gaining an A or B pass at National 5 level can progress to Higher.

# DRAMA – HIGHER

## AIMS OF THE COURSE

This Course allows learners to develop practical skills creating and presenting drama. Learners will also develop drama production skills.

The aims of the Course are to enable learners to:

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

As learners develop practical skills creating and presenting drama, they will also develop knowledge and understanding of the cultural and social influences on drama. Learners will analyse and evaluate how the use of self-expression, language and movement can develop their ideas for drama. Learners will develop critical thinking skills as they investigate and develop complex drama skills. Learners will also further develop their leadership, communication, teamwork, and presentation skills.

## COURSE CONTENT

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

### **Drama Skills (Higher)**

In this Unit, learners will explore and develop complex drama skills and ways of communicating thoughts and ideas to an audience. They will learn how to respond to text, including stimuli. They will also learn how to develop character in a range of ways and develop understanding of form, structure, genre and style when creating and presenting drama. Learners will develop knowledge and understanding of the social and cultural influences on drama. They will also learn how to evaluate their own progress and that of other learners. Learners will develop, produce and direct their own piece of drama from a range of stimuli. They will work also act within another learners drama. They will develop evaluation skills of their own and others work.

### **Drama: Production Skills (Higher)**

In this Unit, learners will develop complex production skills. They will use these skills to enhance drama when presenting. Learners will use problem-solving skills in order to generate ideas for presenting drama. Pupils will research texts before deciding on which they will work on to develop their skills in two production areas from acting, design (lighting, sound, set design, costume, props, hair and make-up) and directing.

## LEARNING AND TEACHING

Learners will explore, develop and communicate thoughts and ideas in drama through creating, presenting and using production skills. They will explore voice, movement and characterisation skills. Learners will respond to text, including stimuli, and communicate their ideas with others. Learners will apply their drama skills and production skills to present drama to communicate meaning to an audience.

On completing the Course, learners will be able to work collaboratively, communicate thoughts and ideas, create and present drama, use complex production skills when presenting to communicate meaning to an audience, show a

knowledge and understanding of social and cultural influences on drama, and evaluate their own work and that of others.

## **ASSESSMENT**

### **Unit assessment**

All Units are internally assessed against SQA requirements.

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

### **Drama Skills (Higher)**

In this Unit, learners will keep a log to demonstrate knowledge and understanding of complex drama skills when they create drama. Learners will use drama skills when they create and present drama. Learners will evaluate their own work and that of other learners.

### **Drama: Production Skills (Higher)**

In this Unit, learners will provide a log to demonstrate their knowledge and understanding of complex production skills. Learners will use production skills to enhance drama when presenting. Learners will evaluate their own work and that of other learners.

### **Course assessment**

In the Higher Drama Course, added value will focus on:

- challenge
- application

Learners will draw on, extend and apply the skills they have learned during the Course. This will be assessed through a performance and a question paper. The performance will involve researching, creating and presenting a drama as an actor, director or designer. A report will also be required which focuses on the process which the learner undertook in order to arrive at the concepts for the performance. The report will be marked by the SQA visiting assessor. The question paper will require demonstration of a depth of knowledge and understanding from the Course. Section one and two will be based on a play studied in class, answering from the perspective of an actor, designer or director. Section three will use evaluation skills to answer based on a live performance the learner has researched and seen. The performance must be current, having been performed in the last two years.

## **HOMEWORK REQUIREMENTS**

Learners will be expected to research materials, attend extra rehearsals, learn lines, complete essay questions and keep support logs. They will also be expected to attend live theatre to answer exam section two on production analysis.

## **POSSIBLE PROGRESSION ROUTES**

The course allows pupils to widen their horizons regarding a range of vocations and careers through broadening generic skills such as literacy, personal learning, working with others, creating, applying, analysing and evaluating. It also develops leadership, communication, evaluation and creative thinking skills.

Higher Drama is an acceptable course for University entrance, students should check its acceptability with individual institutions.

Pupils gaining an A or B at Higher level can progress to Advanced Higher Drama.

## **DRAMA – ADVANCED HIGHER (not available 2023-4)**

### **AIMS OF THE COURSE**

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

Pupils will investigate how theatre practice has been shaped by key practitioners. They will expand and develop their own skills within their chosen area of acting, directing or design. Pupils will also develop their skills in devising and interpreting text. Further, they will explore means of using theatre and performance skills to communicate effectively with an audience and investigate how key practitioners have influenced the theatre today. Pupils will also develop problem solving and critical thinking skills as they analyse theatre practice and interpret text. They will also learn to analyse their performance and the performance of others.

The aims of the Course are to enable pupils to:

- ◆ develop autonomy and independent thinking skills
- ◆ develop skills in performing within their chosen area of acting, directing or design
- ◆ develop individual creativity when applying skills in problem solving, analysis and evaluation
- ◆ analyse current theatrical performance
- ◆ develop analytical skills in the interpretation of texts
- ◆ develop knowledge and understanding of 20th-century theatre practice and key practitioners
- ◆ develop knowledge and understanding of social and cultural influences on drama

### **COURSE CONTENT**

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

#### **Drama Skills (Advanced Higher)**

This Unit will focus on pupils developing their knowledge of methodologies, theatre practices and texts to progress their devising, directing and performing skills. Their knowledge and skills will be informed by the work of a key theatre practitioner.

They will explore the evolution of the role and craft of the actor, director, and designer. Through devised and textual activities, learners will practically explore a variety of acting, directing and design concepts.

They will independently create a devised drama production, using their dramatic interpretation of complex texts. This will explore how meaning can be communicated to an audience through practical realisation of their own theatrical concepts. Pupils will also evaluate the effectiveness of their concepts.

#### **Drama: Production Skills (Advanced Higher)**

In this Unit, pupils will focus on a study of a key theatre practitioner, and explore in depth the influences on and the theory and practice of their chosen practitioner. They will explore and analyse key productions that reflect their acting or directing or design methodologies through both research and practical experimentation.

## **LEARNING AND TEACHING**

The Course is practical and experiential. Pupils will develop and apply skills in devising and performing theatre. They will develop skills in acting, directing and design. The Advanced Higher Course extends the study of the art of theatre, its forms and its practices, by exploring and analysing the work of leading theatre practitioners. The Course provides scope for personalisation and choice.

In this Course, pupils are encouraged to explore, analyse and take an imaginative approach. The Course encourages pupils to be creative and to express themselves in different ways, allowing them to develop important skills, attitudes and attributes. Learning through drama helps learners to develop an appreciation of aesthetic, social and cultural values, identities and ideas.

Learning in the Course will include active involvement in devising, creating, appreciating and using theatre to communicate with an audience. It will also include the analysis of texts and the study of key theatre practitioners.

## **ASSESSMENT**

### **Unit assessment**

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

### **Drama Skills (Advanced Higher)**

In this Unit, pupils will be required to provide evidence to demonstrate their knowledge and skills in devising, directing and performing through the exploration of a key practitioner. They will use their skills to create and present a devised drama. Pupils will evaluate their work as an actor or director.

### **Drama: Production Skills (Advanced Higher)**

In this Unit, pupils will provide evidence to demonstrate their knowledge and understanding of drama through the exploration of a key practitioner. Pupils will be required to analyse the chosen practitioner's influences, theories, practice and key productions. They will view and analyse a live theatrical event, considering performance concepts and effectiveness.

A minimum of two practitioners will be studied, with each Unit exploring a different practitioner.

### **Course Assessment**

In the Advanced Higher Drama Course, added value will focus on:

- ◆ challenge
- ◆ application

Pupils will draw on, extend and apply the skills they have learned during the Course. This will be assessed through a drama performance consisting of a group performance and an individual monologue and a dissertation. The Drama performance will involve analysing their chosen texts (historical, social and cultural contexts, previous productions and their own concept) to create and present drama. The dissertation will require demonstration of a depth of knowledge and understanding from the Units in the Course.

As part of the performance, pupils will be required to produce an extended response in the form of a report. The report will focus on the process which the pupil undertook in order to arrive at the concepts for the performance. The report will be marked by the SQA visiting assessor.

The dissertation adds value by requiring integration and application of knowledge and skills from across the Units. Pupils will demonstrate their knowledge of relevant and current performance theories and practice through researching an area of interest.

### **HOMEWORK REQUIREMENTS**

Learners will be expected to research materials, attend extra rehearsals, learn lines, complete project work and keep support logs. They will also be required to attend live theatre.

### **POSSIBLE PROGRESSION ROUTES**

The course allows pupils to widen their horizons regarding a range of vocations and careers through broadening generic skills such as literacy, personal learning, working with others, creating, applying, analysing and evaluating.

This Course would provide opportunities for progression to a variety of other qualifications in other related fields, including HNCs/HNDs in Acting and Performance, Musical Theatre, and the HNC in Technical Theatre.

## **DRAMA – ENRICHMENT COURSE (S5 ONLY)**

### **AIMS OF THE COURSE**

This course provides an option for interested pupils to re-visit the Drama department and engage in expressive practical activities. This course can also be used by S5 pupils who are preparing to undertake Drama Certificate Courses in S6 at Higher or National 5 level.

### **COURSE CONTENT**

At the beginning of the course there will be a short refresher lesson on production skills (acting, costume, hair and make-up, lighting, props, set design and sound). Pupils will then negotiate with staff to decide on drama to be covered including improvisation, script, genre, film.

### **ASSESSMETN PATTERNS**

There is no assessment.

### **HOMEWORK REQUIREMENTS**

There is no formal homework associated with the course, however, pupils are expected to come fully prepared for all practical classes.

### **RECOMMENDED ENTRY LEVEL**

There are no formal entry-level requirements.

### **Possible progression routes**

Preparation for external Drama exams  
Preparation for Drama in S6

## **ENGLISH - NATIONAL 5**

### **AIMS OF THE COURSE**

The National 5 course in English provides pupils with the opportunity to develop the skills of listening and talking, reading and writing in order to understand and use language.

### **COURSE CONTENT**

Building on literacy skills, the course develops understanding of the complexities of language, including the study of a wide range of texts. The course develops high levels of analytical thinking and understanding of the impact of language. Within the Literacy Unit, learners will be developing their language skills relevant for learning, life and work.

### **LEARNING AND TEACHING**

A variety of teaching styles will be used: whole class teaching, paired, group work and individual tasks.

### **ASSESSMENT PATTERN**

Leavers are assessed through a folio of writing and an end of course examination. Paper 1 – Reading for Understanding Analysis, Evaluation – 30 marks (%) will be awarded for applying reading skills, understanding, analysis and evaluation to a non-fiction text. Learners will answer questions to show their understanding, analysis and evaluation of that text, and summarise key information.

Paper 2 – Critical Reading – will have 40 marks (%). This paper has two parts: Section 1 Scottish Texts (20%) – Pupils will apply their understanding, analysis and evaluation skills based on previously studied Scottish texts by answering questions on one Scottish text chosen from a list of specified texts covering the genres of drama, prose, and poetry. These texts will be both contemporary and pre-20<sup>th</sup> century.

Section 2 Critical Essay (20%) - Pupils will apply their understanding, analysis and evaluation skills to previously studied texts from the following contexts: drama, prose or poetry by writing one critical essay.

In each part, pupils must cover a different genre and cannot use the same text twice.

The writing portfolio – will be prepared independently in class and home then externally assessed. Learners are given the opportunity to develop their skills in writing in different genres and for a range of purposes and audiences.

One piece of writing must be submitted either:

- One piece of a broadly creative nature
- One piece of a broadly discursive nature

The portfolio is worth 30% of the total mark

## **HOMEWORK REQUIREMENTS**

Homework is set every week. It may take the form of reading or watching the class text; planning or completing a written task started in class; preparing for an individual talk, presentation or assignment; researching a context for learning. On a weekly basis, pupils are also expected to go over work completed in class and broaden their personal reading to a range of texts including quality journalism. It should therefore never be possible for a pupil to say he or she has no English homework.

## **POSSIBLE PROGRESSION ROUTES**

Pupils completing National 5 by the end of S5 can progress on to Higher in S6.

## ENGLISH – HIGHER

### AIMS OF THE COURSE

Being competent in English is the key to success in many aspects of life and work. A qualification in English is often required for entry to further and higher education. This course aims to improve and extend your experience of English language and literature.

### COURSE CONTENT

The course is made up of two mandatory units which build on those in National 5 English. The course provides learners with the opportunity to develop their listening, talking, reading and writing skills in order to understand and use language.

**Analysis and Evaluation** Pupils will develop listening and reading skills in the contexts of literature, language and media. Pupils develop the skills needed to understand, analyse and evaluate detailed and complex texts.

**Creation and Production** Pupils will develop talking and writing skills in a wide range of contexts. Pupils develop the skills needed to create and produce detailed and complex texts in both written and oral forms.

### LEARNING & TEACHING

A variety of teaching methods will be used: group and paired work as well as teacher led activities. As teachers prepare learners to meet the requirements of the units and be independent learners, they will explore texts fully, explain particular approaches, the skills required and how to meet indicators of excellence.

### ASSESSMENT PATTERN

The **external examination** will consist of a reading paper with two sections:

**Paper 1 Reading for Understanding Analysis, Evaluation.** 30 marks (%) will be awarded for applying reading skills, understanding, analysis and evaluation to two non-fiction texts. Learners will answer questions to show their understanding, analysis and evaluation of non-fiction texts, and summarise key information.

**Paper 2 Critical Reading** will have 40 marks (%). This paper has two parts:

**Section 1 Scottish Texts (20%)** Pupils will apply their understanding, analysis and evaluation skills based on previously studied Scottish texts by answering questions on one Scottish text chosen from a list of specified texts covering the genres of drama, prose and poetry. These texts will be both contemporary and pre-20th century.

**Section 2 Critical Essay (20%)** Pupils will apply their understanding, analysis and evaluation skills to previously studied texts from the following contexts: drama, prose or poetry by writing one critical essay.

In each part, pupils must cover a different genre and cannot use the same text twice.

**The writing portfolio** will be prepared independently in class and home then externally assessed. Learners are given the opportunity to develop their skills in writing in different genres and for a range of purposes and audiences.

One piece of writing must be submitted either:

- one piece of a broadly creative nature
- one piece of a broadly discursive nature

The portfolio is worth 30% of the total mark.

### **HOMEWORK REQUIREMENTS**

Pupils will, of course, be prepared for all elements in class but success depends not just on classwork. Pupils must be prepared to spend several hours a week on individual study and preparation in their own time. Writing up notes should be done on a daily basis: deadlines for writing re-drafts and other work must be met; literature must be read, studied and revised; practice essays must be completed. It should never be possible for a pupil to say he/she has no English homework, especially as they will be expected to undertake weekly reading and annotation of quality newspaper articles.

### **RECOMMENDED ENTRY LEVEL**

The entrance level of the course is for those pupils who have a good pass at National 5. If pupils begin at Higher level and find that level too difficult, it will usually be possible to assess performance at the level below without too much disruption to the overall pattern of study.

Progression from National 5 to Higher will be evident in the form of enhanced demand in the level of difficulty of texts and critical approach, and in the length and quality of writing expected.

### **POSSIBLE PROGRESSION ROUTES**

On successful completion of Higher English, pupils will then be able, if they choose, to join the Advanced Higher English course in S6

## **ENGLISH – ADVANCED HIGHER**

### **AIMS OF THE COURSE**

Advanced Higher English builds on skills developed in Higher English. The course demands and is designed to foster greater maturity of thought and finesse in handling language.

### **COURSE CONTENT**

The course comprises work leading to two assessment components and a compulsory dissertation.

Analysis and evaluation of literary texts is the first component of the course. The work of a selected number of authors is studied in depth and students are expected to read most of the texts independently in order to prepare for group tutorials, presentations and critical essays. Literature is assessed by internal assessment and an Examination at the end of the course in which students are asked to write one critical essay and complete a textual analysis.

In Creation and Production students will be taught to write. Students are prepared for this partly through their study of literature and partly through specific instruction and practice in the elements of style and structure which make up the writer's craft. This involves the study of different genres of writing and the students experimenting with a wide variety of styles.

The student will submit a piece of writing as a Writing Portfolio to the SQA.

The Dissertation is an explorative essay of 3500 words. The student must choose an author or literary theme to investigate independently with only minimal guidance from a supervisor. It is the student's responsibility to choose his or her topic and to arrange consultation times with the supervisor. A preliminary title must be negotiated with the supervisor with subsequent plans and drafts submitted leading up to the Dissertation itself being submitted in March.

### **LEARNING & TEACHING**

Usually the size of the class allows most lessons to be in the form of tutorials. These are mostly led by the teacher but often students will be asked to lead the discussion or to prepare a presentation to deliver to the group.

### **RECOMMENDED ENTRY LEVEL**

Students of Advanced Higher English need to be hard-working and self-motivated. They must enjoy reading as they will be asked to read widely and quickly. The responsibility for their work is placed firmly on their own shoulders. Deadlines must be met, but many of these should be self-imposed ones with students deciding the pace of their own work in the context of their planning for the year as a whole. The course, therefore, is a valuable transition between school and Higher Education and as such is valuable for a wider range of students rather than only those intending to specialise in English.

An A or B pass in Higher English is recommended for those who wish to tackle this enjoyable and stimulating course.

## **FRENCH NATIONAL 5**

### **AIMS OF THE COURSE**

Through a variety of positive learning experiences, pupils will have the opportunity to build on their prior language learning to develop the high level of skills in listening and talking, reading and writing, which are essential for learning, work and life. In addition, we aim to enhance pupils' understanding of how language works.

### **COURSE CONTENT**

The course enables pupils to develop the skills necessary to use language successfully in order to express their ideas and opinions on issues of interest to them. We continue to equip pupils with the language and skills to cope in practical situations as confident individuals in another country. They will be encouraged to reflect on how their foreign language learning links to their own first language and develop their skills whilst listening, talking, reading and writing in a modern language. Pupils will study a variety of topics relating, for example, to the society they live in, other cultures and citizenship. The course material will enable pupils to see a purpose to their learning and enhance their enjoyment and understanding of their own and other cultures.

### **LEARNING AND TEACHING**

The courses are delivered using a variety of learning and teaching approaches in order to maximise progress in all four skills by engaging our pupils to be active participants in enjoyable, motivating learning environments. They will encounter a wide range of different types of texts in different media including reading authentic texts, newspaper articles, magazines and various websites and software. Their experiences will allow them to deepen their understanding of grammar and vocabulary on a range of topics. Pupils will prepare and deliver presentations, practise speaking and listening using digital audio, work together in groups and be encouraged to take responsibility for their own learning. Formative assessment and active learning continue to be integral to classroom teaching.

### **ASSESSMENT**

The course assessment has five components at National 5

Component 1: Reading This is undertaken in Exam Paper 1

Component 2: Writing This is undertaken in Exam Paper 1

Component 3: Listening This is undertaken in Exam Paper 2

Component 4: Performance-talking. 6-8 minutes. This is undertaken during the course and recorded under exam conditions.

National 5 is achieved when learners complete the course requirements and achieve a grade A-D in the external assessment.

### **HOMEWORK REQUIREMENTS**

Regular homework will be set including the learning and revising of new vocabulary and phrases as well as a variety of tasks to practise pupils' language skills to consolidate classroom learning. Pupils should be encouraged to use recommended websites to practise their language skills further at home.

### **POSSIBLE PROGRESSION ROUTES**

Pupils gaining National 5 could progress to Higher in S6, or study for a N5 in another language

## **AIMS OF THE COURSE**

- to provide pupils with a deeper knowledge of a foreign language in the four skills of Reading & Listening, Talking and Writing.
- to imbed these skills for further study at AH, at college or university
- to provide the language skills for living and working abroad
- to develop independent learning skills

## **COURSE CONTENT**

The Course provides pupils with the opportunity to develop skills in reading, listening, talking and writing, which are essential for learning, work and life. It will develop understanding of how language works and use different media for learning and the communication of ideas and information. The Course also provides learners with the opportunity to use creative and critical thinking and express opinions on a variety of topics.

Throughout the course learners will develop relevant skills to understand language, through reading and listening and to use language, through writing and speaking.

## **LEARNING & TEACHING**

- Wide variety of textual material
- Listening to native speakers on digital audio
- Discussion (in the foreign language)
- Recording of speaking onto digital audio
- Group work
- Direct teaching
- Grammar exercises
- Writing on a topic after preparation by teacher and student
- Translation skills
- Self-study and the development of independent learning skills
- ICT

## **ASSESSMENT PATTERN**

Learners will be assessed in 5 components:

Component 1. Reading

Component 2. Directed Writing

Component 3. Listening

Component 4. Performance Talking

## **HOMEWORK REQUIREMENTS**

Regular weekly items involving:

Writing in French

Learning vocabulary/phrases

Grammar exercises

Preparing talks/discussions  
Preparatory reading and/or close reading  
ICT Tasks

### **RECOMMENDED ENTRY LEVEL**

A pass at grade A/B at National 5. Some S5/S6 pupils *may* be considered for entry to Higher having completed at least 3 years of prior language study. However, the course requires significant self-instruction and effort to reach the standard provided by achieving an A or B grade at National 5. *This work should not be underestimated by those considering a direct entry into Higher.*

### **POSSIBLE PROGRESSION ROUTES**

Although a valuable course in itself, a Modern Language Higher is a good basis for further study at Advanced Higher level and for further study at colleges and universities. Students may also combine the study of a foreign language with other subjects such as physics, engineering, chemistry, business studies and European studies. There are a significant number of combined courses available.

The Course provides opportunities for the vertical and lateral progression to National Courses and to other SQA qualifications in Modern Languages and other related fields.

## **AIMS OF THE COURSE**

- to develop the knowledge of the language through the study of contemporary issues, a book or film and areas of personal interest.
- to widen students' horizons both in a career and leisure context.

## **COURSE CONTENT**

Advanced Higher French provides pupils with the opportunity to develop advanced skills in listening and talking, reading and writing and to further embed the deeper knowledge of how language works.

Pupils use language skills to communicate ideas and information in the contexts of **society, learning, employability and culture.**

Pupils use creative and critical thinking, as well as other higher order language skills, to synthesise ideas and arguments and develop independent learning skills, including research and analytical skills.

The study of a modern language has a unique contribution to make to the development of cultural awareness, as it provides pupils with a means of communicating directly with people from different cultures. They gain insights into other views of the world and therefore develop a richer understanding of active citizenship. Pupils encounter a wide range of different types of texts in different media throughout the course.

## **Mandatory Units**

Understanding Language

Using Language

Specialist Study

A broad overview of the mandatory subject skills, knowledge and understanding that will be assessed in the Course cover:

- advanced listening and talking, reading, and writing skills in the modern language, as appropriate to purpose and audience, in the contexts of society, learning, employability, and culture
- advanced knowledge and understanding required to use the modern language in a variety of social contexts
- understanding and applying an advanced range of grammar
- advanced knowledge and understanding required to apply the language skills of translation and either:
  - advanced knowledge and appreciation of literary and/or media texts in the modern language
  - or
  - advanced knowledge and appreciation of a thematic aspect
  - or
- advanced knowledge and appreciation of language in work

## **LEARNING AND TEACHING**

Directed study including research, writing and talking, audio and video materials, study of texts, discussion with speakers of foreign language, use of the Internet and ICT.

## **ASSESSMENT PATTERN**

### **UNIT ASSESSMENT**

#### **Understanding and Using Language**

Pupils will be required to provide evidence of their reading, listening and talking skills, using complex language, in the modern language in one of the following contexts: society, learning employability, or culture:

### **COURSE ASSESSMENT**

#### **Component 1 - Question Paper**

The question paper will have 120 marks

This question paper has two Sections

Section 1: Reading and Translation

This Section will have 50 marks

Section 2: Listening and Discursive Writing

This Section will have 70 marks

#### **Component 2 - Performance**

The performance will have 50 marks

The purpose of this performance is to give learners the opportunity to demonstrate their talking skills in the modern language in a discussion

#### **Component 3 - Portfolio**

The portfolio will have 30 marks

The purpose of the portfolio is to assess pupils' analytical and evaluative skills, of:

Literary and/or media texts

For this option, learners will write one text in English of between 1200 and 1500 words in length

### **HOMEWORK REQUIREMENTS**

Regular, self-directed homework is an essential part of the course.

### **RECOMMENDED ENTRY LEVEL**

A good Higher pass or equivalent is essential to undertake the requirements of this course.

### **POSSIBLE PROGRESSION ROUTES**

Advanced Higher is an excellent basis for further study at university, either as a main or subsidiary subject. A language is a valuable ancillary skill in a number of degree courses. It prepares students for mobility in Europe and enables them to pursue leisure and cultural interests.

## **AIMS OF THE COURSE**

The Geography Course will encourage pupils to develop an increased understanding of the environment, sustainability and the impact of global issues. Through such studies, a pupil's horizons are extended and they are challenged to look at the world in new ways. Geography opens up for pupils the physical environment around them and highlights the ways in which people interact with this environment.

## **COURSE CONTENT**

This Course has three mandatory Units; Physical Environments, Human Environments and Global Issues. Within each Unit there is a considerable degree of flexibility in contexts and themes which can be studied.

## **LEARNING AND TEACHING**

A wide range of teaching strategies will be employed including whole class teaching, group work, individual research as well as investigative and critical thinking activities. Opportunities for practical activities, including fieldwork, will be encouraged, so that learners can interact with their environment.

## **ASSESSMENT PATTERN**

The course assessment has two components:

Component 1: - question paper

Component 2:- assignment

The question paper allows candidates to demonstrate application of the following skills and breadth of knowledge and understanding from across the course:

- using a limited range of mapping skills
- using a limited range of numerical and graphical information
- giving detailed descriptions and explanations with some interpretation

The question paper has 80 marks out of a total of 100 marks. The question paper is therefore worth 80% of the overall marks for the course assessment.

The assignment allows candidates to demonstrate the following skills, knowledge and understanding within the context of a geographical topic or issue:

- choosing with minimum support, an appropriate geographical topic or issue
- collecting information from a limited range of sources of information
- processing the information gathered, using geographical skills/techniques
- drawing on knowledge and understanding to explain and analyse key features of the topic or issue
- reaching a well-supported conclusion, supported by evidence, about the topic or issue studied

The assignment has 20 marks out of a total 100 marks. The assignment is therefore worth 20% of the overall marks for the course assessment.

## **HOMEWORK REQUIREMENTS**

Throughout the course pupils will be given regular homework to enhance their study skills and prepare for unit assessments. Homework can take a number of different formats, for example, completing course work, revision or research tasks.

## **POSSIBLE PROGRESSION ROUTES**

Through completing this course it is expected that pupils will develop broad, generic skills for life, work and learning. Thinking skills, literacy, numeracy and employability, enterprise and citizenship skills will be developed to a level appropriate.

This course can lead to further study, or entry into employment or training for a diverse range of occupations and careers. Pupils who achieve a minimum requirement of a grade C in National 5 can progress on to Higher Grade in S6.

# **GEOGRAPHY - HIGHER**

## **AIMS OF THE COURSE**

Geography opens up for pupils the physical and human environment around them and the ways in which people interact with the environment.

The purpose of this Course is to develop understanding of our changing world and its human and physical processes. Opportunities for practical activities, including fieldwork, will be encouraged, so that pupils can interact with their environment.

The main aims of this Course are to enable pupils to develop:

- a wide range of geographical skills and techniques
- an understanding of the complexity of ways in which people and the environment interact in response to physical and human processes at local, national, international and global scales
- understanding of spatial relationships and of the complexity of the changing world in a balanced, critical and sympathetic way
- a geographical perspective on environmental and social issues and their significance
- an interest in, understanding of, and concern for the environment and sustainable development

## **COURSE CONTENT**

This Course has three mandatory Units. Units are statements of standards for assessment and not programmes of learning and teaching. They can be delivered in a number of ways. These principles will be applied in the Units below:

### **Physical Environments**

Pupils will develop and apply geographical skills and techniques in the context of physical environments. They will develop mapping skills in geographical contexts and develop and apply knowledge & understanding of the processes and interactions at work within physical environments on a local, regional and global scale.

Key topics include: atmosphere, hydrosphere, lithosphere and biosphere. Personalisation and choice is possible through case studies and areas chosen for study.

### **Human Environments**

Pupils will develop and apply geographical skills and techniques in the context of human environments. They will develop research skills in geographical contexts and develop and apply knowledge & understanding of the processes and interactions at work within urban and rural environments in developed and developing countries.

Key topics include: population, rural land degradation and management, urban change and management. Personalisation and choice is possible through contexts chosen as case studies.

## **Global Issues**

Pupils will develop and apply geographical skills and techniques in the context of global geographical issues. They will develop skills of numerical and graphical analysis in geographical contexts and develop and apply knowledge and understanding of global geographical issues which demonstrate the interaction of physical and human factors and the strategies adopted in the management of these issues.

Key topics include: river basin management; development and health; global climate change; trade, aid and geopolitics; energy. Personalisation and choice is possible through the issues selected for study.

## **LEARNING AND TEACHING**

A number of complimentary teaching approaches will be employed. This will include whole class teaching, group work, discussion, supported self-study and fieldwork. All students will be required to attend a fieldtrip that will take place over an extended school day.

## **ASSESSMENT**

The course assessment has two components:

### **Component 1: question papers**

The purpose of the **question papers** is to demonstrate application of skills and breadth of knowledge and understanding from across the three units of the course. This question papers will give learners an opportunity to demonstrate the following higher-order cognitive skills and knowledge and understanding from the mandatory content of the course.

- Using a wide range of geographical skills and techniques
- Describing, explaining, evaluating and analysing complex geographical issues, using knowledge and understanding which is factual and theoretical, of the physical and human processes and interactions at work within geographical contexts on a local, regional and global scale

The **question paper** will be made up of two papers:

**Paper One:** Human and Physical Environments (100 marks)

**Paper Two:** Global Issues and Geographical Skills (60 marks)

### **Component 2: assignment**

The purpose of the **assignment** is to demonstrate challenge and application by demonstrating skills, knowledge and understanding within the context of a geographical topic or issue. This assignment will give learners an opportunity to demonstrate the following higher order cognitive skills, knowledge and understanding. The **assignment** is worth 30 marks.

- Identifying a geographical topic or issue
- Carrying out research, which should include fieldwork where appropriate
- Demonstrating knowledge of the suitability of the methods and/or reliability of the sources used
- Processing and using a range of information gathered
- Drawing on detailed knowledge and understanding of the topic or issue
- Analysing information from a range of sources
- Reaching a conclusion supported by a range of evidence on a geographical topic or issue
- Communicating information
- 

### **HOMEWORK REQUIREMENTS**

Homework is regarded as integral to the teaching and learning process and will be given on a regular basis. It will be used to consolidate and accentuate the learning process and to prepare students for the final examination.

### **RECOMMENDED ENTRY LEVEL**

Potential students will be expected to have a minimum C pass at National 5 Geography or, in exceptional circumstances and at the discretion of the Department, a good pass in another social subject.

### **POSSIBLE PROGRESSION ROUTES**

A pass at Higher is recognised by both Arts & Science Faculties in Higher Education. This allows a wide range of further and higher education courses to be considered and to allow progression into a variety of careers.

# **GEOGRAPHY - ADVANCED HIGHER**

## **AIMS OF THE COURSE**

The Advanced Higher Geography Course will encourage pupils to develop important attitudes, including: an open mind and respect for the values, beliefs and cultures of others; openness to new thinking and ideas; and a sense of responsibility and global citizenship.

The main aims of this Course are to enable pupils to:

understand the ways in which people and the environment interact in response to physical and human processes

study spatial relationships to develop a balanced and critical understanding of the changing world

further acquire a geographical perspective on environmental and social issues and their significance

develop skills of independent research, fieldwork, analysis, synthesis, evaluation and presentation

acquire the techniques to collect, extract, analyse, interpret and explain geographical phenomena using appropriate terminology

develop expertise

## **COURSE CONTENT**

The Advanced Higher Geography Course is made up of two Units.

### **Geographical Skills**

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

### **Geographical Issues**

Pupils will develop critical thinking and the ability to evaluate sources and viewpoints on current geographical issues.

## **LEARNING & TEACHING**

Some classes will be taught but a considerable portion of the content will be covered through tutorials and supported self-study.

## **ASSESSMENT PATTERN**

### **Internal Assessment**

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

### **Geographical Skills**

Pupils will be required to give evidence of:

knowledge and application of a range of fieldwork methods and techniques;

knowledge of, and application of, a statistical technique; producing geographical information

knowledge and understanding of the contexts in which these geographical skills can be used

the ability to carry out independent research on complex geographical issues

## Geographical Issues

Pupils will be required to give evidence of:  
critical evaluation of viewpoints using evidence from a range of sources relating to complex, current geographical issues  
descriptions, explanations and analysis demonstrating knowledge and understanding of complex geographical issues

External Assessment:

Exam paper

Folio of work

## **HOMEWORK REQUIREMENTS**

At this level, pupils are expected to take the lead in organising their work, including homework. Pupils will be expected to finish class work, undertake their own research and reading on the designated topics and to plan and undertake, in their own time, a fieldwork exercise and research topics.

## **RECOMMENDED ENTRY LEVEL**

Potential students will be expected to have a minimum C pass in Higher Geography or, in exceptional circumstances and at the discretion of the Department, a good pass in another Social Subject or Science.

## **POSSIBLE PROGRESSION ROUTES**

A pass at Advanced Higher is recognised by both Arts & Science Faculties in Higher Education. This allows a wide range of further and higher education courses to be considered and to allow progression into a variety of careers.

# GRAPHIC COMMUNICATION – NATIONAL 4/5

## **AIMS OF THE COURSE**

In recent years, society has become more dependent on rapid clear transfer of information, a trend that has placed more emphasis on graphics.

This course provides opportunity for pupils to develop their skills in reading, interpreting and creating graphics to enhance communication.

## **COURSE CONTENT**

### **TECHNICAL DRAWING UNITS**

Pupils will complete two technical drawing units in S5 i.e. Orthographics 2 and True Shapes/Developments.

### **PRELIMINARY GRAPHICS**

Pupils will plan the layout of their gizmo, pie chart and sports bottle posters. Pupils will also measure and sketch the component parts and assembly of their sports bottle.

### **PRODUCTION DRAWINGS**

Pupils will produce orthographic drawings of the component parts and assembly of their sports bottle.

### **PROMOTIONAL GRAPHICS**

Pupils will produce a rendered image of their gizmo design using marker pens. Pupils will also produce a rendered image of their sports bottle using Computer Aided Design software. They will then produce a promotional label for the sports bottle using Desktop Publishing software.

### **LEARNING AND TEACHING**

Much of the course will be experiential in nature. Many lessons will be taught to the whole class followed by individual help as pupils require it.

For each new graphic technique, demonstrations are used to explain how to carry out the technique on paper, drawing board or computer. These may be to the whole class, small groups or with individual pupils.

### **ASSESSMENT PATTERN**

At **National 4**, pupils create Preliminary, Production, and Promotional graphics. These are assessed by the class teacher throughout the course. The teacher's judgements are internally verified by school colleagues and sometimes by visiting verifiers from the Scottish Qualifications Authority (SQA).

At **National 5** there is on-going assessment to ensure appropriate progress in developing graphic skills with the addition of related theory. For qualifications, there is an end of course assignment and a theory examination. In the assignment, pupils create Preliminary, Production, and Promotional graphics to suit a given task. The assignment is sent to SQA for marking. The theory examination is also marked by SQA. An overall mark for both elements will give a grade A-D for the course.

### **HOMEWORK REQUIREMENTS**

Theory homework quizzes will be issued regularly throughout the course to support understanding of design elements and principles, drawing standards, desktop publishing etc.

**ENTRY REQUIREMENTS**

Pupils should have a pass at National 4 or a good set of National 5 qualifications preferably including Art and Design.

**POSSIBLE PROGRESSION ROUTES**

The ability to communicate clearly is a useful asset in any future employment. A Higher course is available for further study in S5/6 for pupils attaining Grade B or better at National 5

# GRAPHIC COMMUNICATION – HIGHER

## AIMS OF THE COURSE

In recent years, society has become more dependent on rapid clear transfer of information, a trend that has placed more emphasis on graphics. This course provides opportunity for students to further develop their skills in reading, interpreting and creating graphics to enhance communication.

## COURSE CONTENT

**TECHNICAL DRAWING** - Pupils will complete a technical drawing unit in S5/6 which include topics such as tangency and sections.

**PRELIMINARY GRAPHICS** - Pupils will plan the layout of their phone flyer, mechanical toy packaging and lamp table talker. Pupils will also measure and sketch the component parts and assembly of their mechanical toy and lamp.

**PRODUCTION DRAWINGS** - Pupils will produce orthographic drawings of the component parts and assembly of their mechanical toy and lamp.

**PROMOTIONAL GRAPHICS** - Pupils will produce a rendered image of their mechanical toy and lamp using Computer Aided Design software. They will also produce promotional work for their mechanical toy and lamp using Desktop Publishing software.

## LEARNING & TEACHING

Much of the course will be experiential in nature. Many lessons will be taught to the whole class followed by individual help as students require it.

For each new graphic technique, demonstrations are used to explain how to carry out the technique on paper, drawing board or computer. These may be to the whole class, small groups or with individual students

## ASSESSMENT PATTERN

There is on-going assessment throughout the course to ensure appropriate progress in developing graphic skills with the addition of related theory. For qualifications, there is an end of course assignment and a theory examination. In the assignment, pupils create Preliminary, Production, and Promotional graphics to suit a given task. The assignment is sent to SQA for marking. The theory examination is also marked by SQA. An overall mark for both elements will give a Grade A-D for the course.

## HOMEWORK REQUIREMENTS

Homework exercises will be issued regularly throughout the course to support understanding of a range of graphic techniques.

## ENTRY REQUIREMENTS

Pupils should expect to attain at least Grade B in National 5 Graphic Communication or have a good set of other National 5 qualifications preferably including Art and Design.

## **POSSIBLE PROGRESSION ROUTES**

This course is a recognised qualification for entry to most Colleges and Universities. An Advanced Higher course is available for further study in S6 for pupils attaining Grade B or better at Higher.

## HEALTH AND SOCIAL CARE – [FOUNDATION APPRENTICESHIP](#)

### **COURSE DESCRIPTION**

Over 400,000 people work in social services and healthcare in Scotland – caring for people when they need it most. Whether it's helping an older person to get ready in the morning to providing nursing and medical care in a hospital setting, a career in the social services and healthcare sector is as vital as it is rewarding. A Foundation Apprenticeship in Social Services could set you on the right track. All Social Work degrees in Scotland accept a Foundation Apprenticeship in Social Services and Healthcare for entry. The Foundation Apprenticeship is for pupils in S5 or S6, they will complete a National Progression Award at SCQF level 6 in Social Services and Healthcare and four Mandatory Units of the Scottish Vocational Qualification in Social Services and Healthcare

For your National Progression Award, your topics will be:

- Social Services in Scotland
- Safeguarding People
- Communication in Care Relationships
- Safe Practice and Wellbeing in Social Services
- Human Development and Social Influences

To achieve your SVQ units, you'll be assessed as part of your work placement. You'll learn how to:

- Support effective communication
- Support the health and safety of yourself and individuals
- Develop your own knowledge and practice
- Support the safeguarding of individuals

The course will be delivered by Aberdeenshire Council partners in school for the NPA, and on placement in a local healthcare setting for the SVQ.

### **ENTRY REQUIREMENT**

This course is suitable for pupils in S5 or S6 who are capable of working at SCQF level 6 (equivalent to Higher) and who are interested in a career working in Healthcare. Pupils should be on track to achieve National 5 English, and be eligible for PVG Scheme membership if entering the course

### **WORK PLACEMENT**

This course involves a work-based learning experience and will require the equivalent of 4 hours per week on placement. This is likely to be a regular weekly placement, with additional experiences. In Aberdeenshire last year this included experience at the vaccination clinics a virtual experience called 'Ward round live',

'Healthcare live' including clinical skills and a Mental Health Care day with live and interactive scenarios.

### **PROGRESSION AND DEVELOPMENT**

Pupils will have the right skills to move from this to a Modern Apprenticeship or may decide to move on to further or higher education.

### **ADDITIONAL INFORMATION**

As the Work placement will take pupils out of school for a significant period, the FA should be viewed as 2 courses when considering over all number of choices.

# HISTORY - NATIONAL 5

## **AIMS OF THE COURSE**

History uniquely provides opportunities for pupils to study past societies. Through such studies, pupils gain a perspective on, and an understanding of, the forces which have shaped their own society and societies in other countries. Through studying History it is hoped that pupils will develop skills to debate issues and, on the basis of evidence, form views and respect those of others. The course also aims to foster in learners an interest in history which will enhance understanding of our modern, multi-cultural society.

## **COURSE CONTENT**

This Course has three mandatory Units; Scottish History, British History and European and World History. Within each Unit there is a considerable degree of flexibility in contexts and themes which can be studied.

## **LEARNING AND TEACHING**

A wide range of teaching strategies will be employed including whole class teaching, group work, and individual study. Learning experiences including document work, active learning, historical research and debates will encourage learners to understand past societies.

## **ASSESSMENT**

This course assessment has two components:

Component 1: Question paper (2hr 20mins)

The question paper contains three sections. Candidates must answer one part from each section. The question paper allows candidates to demonstrate a depth of factual knowledge and understanding as well as source analysis and evaluation skills:

- The Era of the Great War 1910-1928 (Scotland)
- Changing Britain, 1760-1900 (Britain)
- Free at Last? Civil Rights in the USA, 1918-1968 (European and World)

The question paper has 80 marks out of total of 100. The question paper is therefore worth 80% of the overall marks for the course assessment.

Component 2: Assignment

The assignment allows candidates to have an open choice of any historical issue. Their choice is not constrained by the content of the question paper. The assignment involves research leading to an extended piece of writing which assesses the following skills, knowledge and understanding:

- choosing, with minimum support, an appropriate historical question or issue
- collecting relevant evidence from at least two sources of information
- organising and using the information collected to address the historical question or issue
- drawing on knowledge and understanding to explain and analyse the causes and/or impact of the historical question or issue

- referring to at least two relevant historical sources
- identifying different perspectives and/or points of view
- structuring information and presenting a reasoned conclusion supported by evidence

The assignment has 20 marks out of a total of 100 marks. The assignment is therefore worth 20% of the overall marks for the course assessment.

### **HOMEWORK REQUIREMENTS**

Throughout the course pupils will be given regular homework to enhance their study skills and prepare for unit assessments. Homework can take a number of different formats, for example, completing course work, revision or research tasks.

### **POSSIBLE PROGRESSION ROUTES**

Through completing this course it is expected that pupils will develop broad, generic skills for life, work and learning. Thinking skills, literacy and employability, enterprise and citizenship skills will be developed to a level appropriate.

This Course can lead to further study, or entry into employment or training for a diverse range of occupations and careers. Pupils who achieve a minimum requirement of a grade C in the National 5 can progress on to Higher Grade in S6.

# HISTORY – HIGHER

## AIMS OF THE COURSE

The main aims of the Course are to develop:

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

## COURSE CONTENT

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

This Course has three mandatory Units.

Scottish - Migration and Empire, 1830–1939

Pupils will develop techniques to evaluate a range of historical sources. Complex issues in Scottish history will be studied on the Later Modern period. Pupils will develop knowledge and understanding of this area of historical study.

British - The Making of Modern Britain, 1851–1951

Pupils will develop techniques to evaluate the impact of historical developments. Complex issues in British history will be studied on the Later Modern period. Pupils will develop knowledge and understanding of this area of historical study.

European and World - Germany, 1815–1939

Pupils will develop techniques to evaluate the factors contributing to historical developments. Complex issues in European and world history will be studied on the Later Modern period. Pupils will develop knowledge and understanding of this area of historical study.

## LEARNING & TEACHING

A range of teaching methods will be employed in the delivery of the Higher grade course including individual, pair and group work, class discussions and debate as well as self-supported study units.

## ASSESSMENT

This course assessment has two components:

-Component 1: Question paper

Paper One: Scottish History (1 hour and 30 minutes) 36 marks

Paper Two: British, European and World History (1 hour and 30 minutes) 44 marks

### -Component 2: Assignment (30 marks)

The purpose of this question papers is to demonstrate application of skills and breadth of knowledge and understanding across the Course. This question papers will assess the skills of critically analysing and evaluating historical issues and applying in-depth knowledge and understanding to present reasoned and well-structured arguments.

- Migration and Empire 1830–1939 (Scotland): Evaluating a range of historical sources with reference to their origin, purpose content and context.
- Britain 1851–1951 (Britain): Evaluating the impact of complex historical developments in a well-structured manner.
- Germany, 1815–1939 (European and World): Analysing the factors contributing towards complex historical developments, drawing well-reasoned conclusions supported by evidence

The question papers have a total of 80 marks. The question papers are therefore worth 73% of the overall marks for the course assessment.

The assignment allows candidates to have an open choice of historical issues. Their choice is not constrained by the content of the question paper. The purpose of this assignment is to demonstrate challenge and application by demonstrating skills, knowledge and understanding within the context of a historical issue by:

Choosing a historical issue.

Placing the issue in its historical context.

Analysing different factors contributing to an event or development.

Evaluating factors to develop a line of argument.

Using referenced evidence in order to support your analysis or evaluation.

Using other information from your own knowledge to add further support to your analysis or evaluation.

Coming to a conclusion about the issue and support this by reasons.

The assignment has 30 marks out of a total of 110 marks. The assignment is therefore worth approximately 27% of the final grade.

### **HOMEWORK REQUIREMENTS**

The Higher course is demanding and challenging. Regular homework is an integral part of the course and will take a number of forms, for example, reading notes from lessons and course texts. Pupils are expected to meet deadlines for submission of coursework, essays and source questions.

### **RECOMMENDED ENTRY LEVEL**

It is beneficial for the pupil to have the skills and knowledge required by a minimum C grade pass in the National 5 History Course or equivalent qualifications.

### **POSSIBLE PROGRESSION ROUTES**

Pupils who successfully complete the Higher History course have the opportunity to undertake the Advanced Higher course.

Higher History provides an entry qualification for further study, employment and training. This course is a preparation for a diverse range of occupations and careers.

# HISTORY – ADVANCED HIGHER

## AIMS OF THE COURSE

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

The aims of this Course are to enable pupils to:

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

## COURSE CONTENT

The Course consists of two Units: Historical Study and Researching Historical Issues.

### Historical Study

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

### Researching Historical Issues

Pupils will develop a range of skills relevant to undertaking independent research including how to: identify appropriate research issues; plan and manage a complex programme of research; source, collect and record appropriate and reliable information; evaluate, analyse and synthesise evidence; and organise, present and reference findings using appropriate conventions.

## LEARNING & TEACHING

The main methods are supported self-study linked to personal tutorials on the areas covered. Group work is also possible depending on the number of pupils.

## ASSESSMENT PATTERN

### Internal Assessment

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

### Historical Study

Pupils will be required to give evidence of:

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

Researching Historical Issues

Pupils will be required to give evidence of:

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

External Assessment

Exam paper

### **HOMEWORK REQUIREMENTS**

The extent of homework will be negotiated between teacher and pupil and will relate closely to the demands of the course. The aim is to make pupils positively motivated, self-reliant and responsible for their own learning.

### **RECOMMENDED ENTRY LEVEL**

Pupils may only take Advanced Higher if they have gained an A, B or C grade at Higher. The high literary content of the course requires pupils to have a good pass at Higher English.

### **POSSIBLE PROGRESSION ROUTES**

After Advanced Higher further specialisation is possible at University where there are a range of History and History related degree options including Archaeology, Economic History, History of Art, Medieval History, Social & Political History etc.

With its stress on analysis of information, logical thought and communication skills it is also valuable for such careers as journalism, civil service, law, librarianship, management, teaching and working in the heritage industry.

# HUMAN BIOLOGY - HIGHER

## AIMS OF THE COURSE

Biology, the study of living organisms, plays a crucial role in our everyday life, and is an increasingly important subject in the modern world. Biology affects everyone, and biologists work to find solutions to many of the world's problems. Advances in technology have made human biology more exciting and relevant than ever.

The Higher Human Biology course gives candidates the opportunity to understand and investigate the living world in an engaging and enjoyable way. It develops candidates' abilities to think analytically, creatively and independently, and to make reasoned evaluations.

## COURSE CONTENT

Higher Human Biology covers a wide range of topics, building on ideas introduced in National 5 courses but developing them at a more demanding level. The content of the course covers the major concepts that make Human Biology an important and fundamental investigative science.

The course content includes the following areas of human biology:

### Human cells

- division and differentiation in human cells
- structure and replication of DNA
- gene expression
- mutations
- human genomics
- metabolic pathways
- cellular respiration
- energy systems in muscle cells

### Physiology and health

- gamete production and fertilisation
- hormonal control of reproduction
- the biology of controlling fertility
- antenatal and postnatal screening
- the structure and function of arteries, capillaries and veins
- the structure and function of the heart
- pathology of cardiovascular disease (CVD)
- blood glucose levels and obesity

### Neurobiology and immunology

- divisions of the nervous system and neural pathways
- the cerebral cortex
- memory
- the cells of the nervous system and neurotransmitters at synapses
- non-specific body defences
- specific cellular defences against pathogens

- immunisation
- clinical trials of vaccines and drugs

### **LEARNING & TEACHING**

A variety of methods are used, including supported self-study, lectures, practical work of different types, videos and discussion.

### **ASSESSMENT PATTERN**

Each topic of the course is assessed once completed. There will be an external examination at the end of the course covering all 3 topics which lasts 3hrs. The exam is split into two papers. Paper 1 is a multiple choice paper and lasts 40minutes. Paper 2 is an extended answer paper and lasts 2hrs and 20minutes. Pupils will sit an assignment task in school which will contribute to 20% of their overall grade.

### **HOMEWORK REQUIREMENTS**

Homework is given regularly and varies in form. Homework activities are intended to develop conceptual understanding and to provide practice in some of the question styles that appear in exams. Activities include preparation for essays to be written in class, preparation for tests, and completion of study guides, data handling and text interpretation exercises.

It is taken for granted that pupils will study their course notes in addition to the prescribed homework.

Regular study is essential to keep up with the intensity of any Higher course.

### **RECOMMENDED ENTRY LEVEL**

Pupils in S5 should have a sound grasp of all National 5 work. Good language skills are important for absorbing the complex ideas and being able to write about them clearly and accurately. Some numerical ability and knowledge of chemistry would also be of benefit.

**Pupils who have not achieved a National 5 in Biology will find the course very challenging.**

**Pupils will be unable to select both Higher Biology and Higher Human Biology.**

### **POSSIBLE PROGRESSION ROUTES**

In school, AH Biology follows Higher. Beyond school, Human Biology is mandatory for several careers and is indispensable for many others. Higher Human Biology underpins medical, veterinary and dental training at all levels and is applied in biochemistry, pharmacology, genetics, food science, microbiology, immunology, behavioural sciences, sport and fitness courses, environmental sciences, paramedical occupations and health care careers such as speech therapy and physiotherapy.

## **(MATHS) APPLICATIONS OF MATHEMATICS – NATIONAL 4/5**

### **AIMS OF THE COURSE**

The purpose of the National 4/5 Applications of Mathematics Course is to motivate and challenge learners by enabling them to think through real-life situations involving mathematics and to form a plan of action based on logic.

### **COURSE CONTENT**

#### **Managing Finance and Statistics**

The Outcomes cover aspects of finance and statistics in real-life situations requiring mathematical reasoning.

#### **Geometry and Measures**

The Outcomes cover aspects of geometry and measurement in real-life situations requiring problem solving skills.

#### **Numeracy**

Many of the skills in this unit are transferrable across all aspects of mathematics courses.

Learners will be required to decide what numeracy and information handling skills to use, and how to apply those skills to an appropriate level of accuracy. Learners will also interpret graphical data and use their knowledge and understanding of probability to solve real-life problems involving money, time and measurement.

### **LEARNING AND TEACHING**

A variety of approaches will be used including direct teaching and investigation. Pupils will have the opportunity to work individually as well as in pairs or groups. The main resource will be worksheets and Internet resources.

### **ASSESSMENT PATTERN**

Pupils will be required to pass assessments on an ongoing basis. These are tests of basic competency so occasionally an extension test may also be set, giving students the opportunity to assess their progress across a wider range of skills. Pupils are required to pass core assessments. In the event of failure there will be one opportunity for retest. Any remediation work must be done in pupil's own time.

A prelim exam will cover the work done up to that point.

### **HOMEWORK REQUIREMENTS**

Homework will take a variety of forms. Pupils may be asked to finish off an exercise that they were working on in class in order to get sufficient practice. Homework might be set at the start of a piece of work to help the teacher establish the best starting point for a class. Pupils might be set revision or asked to research a topic.

### **RECOMMENDED ENTRY LEVEL**

A pass at National 3 Applications of Mathematics, National 4 Applications of Mathematics or National 4 Mathematics.

### **POSSIBLE PROGRESSION ROUTES**

A pass in National 4 Applications of Mathematics may allow pupils to progress on to National 4 Mathematics or National 5 Applications of Mathematics.

A pass in National 5 Applications of Mathematics may allow pupils to progress on to Higher Applications of Mathematics.

## **(MATHS) APPLICATIONS OF MATHEMATICS – HIGHER**

### **AIMS OF THE COURSE**

The purpose of the Higher Applications of Mathematics Course is to enhance critical and logical thinking so that pupils can interpret, analyse, and critically appraise statistical and mathematical information; simplify and solve problems; assess risk; and make informed decisions.

### **COURSE CONTENT**

The course covers the following:

- analyse complex real-life situations and problems involving mathematics
- select and apply skills in finance, statistics and probability, data modelling, and planning and decision making
- communicate mathematical information with complex features
- select and apply skills in numeracy
- use mathematical reasoning skills to extract and interpret information and draw conclusions or justify decisions
- use software where appropriate, for example to model and analyse statistical, mathematical, and financial problems

### **LEARNING AND TEACHING**

A variety of approaches will be used including direct teaching and investigation. Pupils will have the opportunity to work individually as well as in pairs or groups. The course is computer based and most classwork involves the use of OneNote, Word, Excel or Rstudio (a statistical programming language).

### **ASSESSMENT PATTERN**

Pupils will be required to complete assessments on an ongoing basis in order to get useful feedback on their learning.

The course assessments mirror the final exam and are a mixture of written answers and computer-based answers that are then printed out.

A prelim exam will cover the work done up to that point. A second prelim exam may be set on completion of the course this will cover the whole course but concentrate on the final block of work.

A statistical project accounts for 30% of the final course award and this is undertaken immediately after the prelims. Some class time is given to the task, but pupils are expected to source a dataset of their own which meets the requirements of the investigation prior to the task.

### **HOMEWORK REQUIREMENTS**

Homework will take a variety of forms. Pupils may be asked to finish off an exercise that they were working on in class to get sufficient practice. Homework might be set at the start of a piece of work to help the teacher establish the best starting point for a class. Pupils might be set revision or asked to research a topic.

Homework can be tasks that require Excel or RStudio, so it is important that pupils have access to the desktop version of Excel and can download RStudio (free) to use outwith class.

### **RECOMMENDED ENTRY LEVEL**

A pass at National 5 applications of Mathematics or National 5 Mathematics. Also suitable for pupils who have completed Higher Mathematics in S5.

# MATHEMATICS – NATIONAL 5

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

## AIMS OF THE COURSE

The National 5 Maths course is designed to develop pupil skills in using mathematical language, to explore mathematical ideas, and to develop skills relevant to learning, life and work in an engaging and enjoyable way. It will build on prior learning and develop:

- operational skills in algebra, geometry, trigonometry and statistics
- reasoning skills of investigation, problem solving, analysis and modelling
- numeracy skills in number processes and information handling

## COURSE CONTENT

**The course covers:** expressions and evaluation of formula covering aspects of algebra and geometry. In addition, relationships in algebra, geometry, trigonometry, and statistics. Pupils will develop their skills in solving equations, analysing graphs, making reasoned deductions and predictions. Finally, the course further develops knowledge and skills in geometry, trigonometry and statistics which can readily be applied to solving real-life problems.

## LEARNING AND TEACHING

A variety of approaches will be used including direct teaching and investigation. Pupils will have the opportunity to work individually as well as in pairs or groups. The main resource will be textbooks; pupils will also use worksheets and ICT resources.

## ASSESSMENT PATTERN

There will be regular summative assessments, appropriate to the course, to provide feedback on learning. There will also be a prelim exam sampling all work covered to that point. These are all set and marked internally.

The course award is determined by an external exam that covers the whole course.

## HOMEWORK REQUIREMENTS

Homework will take a variety of forms. Pupils may be asked to finish off an exercise that they were working on in class to get sufficient practice. Homework might be set at the start of a piece of work to help the teacher establish the best starting point for a class. Pupils might be set revision or asked to research a topic.

## RECOMMENDED ENTRY LEVEL

A pass at National 4 Mathematics (or evidence that the pupil's knowledge and understanding of the fourth level experiences and outcomes in mathematics is secure)

## POSSIBLE PROGRESSION ROUTES

A pass in National 5 Mathematics may allow pupils to progress on to Higher Mathematics or Higher Applications of Mathematics.

# MATHEMATICS – HIGHER

## AIMS OF THE COURSE

The course builds on the National 5 course, and assumes knowledge of **all** topics and skills covered in that course.

The traditional subject areas of Algebra, Geometry and Trigonometry are studied at a more advanced level and the study of Calculus is commenced.

## COURSE CONTENT

There are 3 units which include development of skills in mathematical reasoning and modelling.

### **Expressions and Functions:**

The general aim of this Unit is to develop knowledge and skills that involve the manipulation of expressions, the use of vectors and the study of mathematical functions.

### **Relationships and Calculus:**

The general aim of this Unit is to develop knowledge and skills that involve solving equations and to introduce both differential calculus and integral calculus.

### **Applications:**

The general aim of this Unit is to develop knowledge and skills that involve geometric applications, applications of sequences and applications of calculus.

## LEARNING & TEACHING

Most topics are taught by direct class teaching. Certain topics are introduced using appropriate computer programs or the graphic calculator. A comprehensive textbook is available for all pupils taking this course. All pupils are provided with passwords to access the SCHOLAR website for further practice if needed. A booklet of practice assessments is available to download from the school website.

## ASSESSMENT PATTERN

There will be regular summative assessments, appropriate to the course, to provide feedback on learning. There will also be a prelim exam sampling all work covered to that point. A second prelim exam may be set on completion of the course this will cover the whole course but concentrate on the final block of work. These are all set and marked internally.

The course award is determined by an external exam that covers the whole course.

## HOMEWORK REQUIREMENTS

Homework is an integral part of the course. Completion of **all** class exercises will form most of the homework. This requires to be done as soon as possible after the class lesson. More extended revision exercises will be given at regular intervals. The total homework commitment is about 3 hours a week.

## RECOMMENDED ENTRY LEVEL

An A or B pass at National 5 Maths

## POSSIBLE PROGRESSION ROUTES

Some pupils may well wish to continue the study of Mathematics after completion of the Higher Course. Advanced Higher Mathematics or Advanced Higher Mathematics of Mechanics will be offered.

# MATHEMATICS – ADVANCED HIGHER

## **AIMS OF THE COURSE**

The course builds on the Higher Mathematics Course and assumes knowledge of all topics covered in that course. It is hoped pupils will enjoy the study of Mathematics as a subject in its own right – but such study is of direct use in many related subject areas (eg Physics and Engineering)

## **COURSE CONTENT**

There are 3 units which emphasise importance of logical thinking and proof throughout.

### **Methods in Algebra and Calculus**

The outcomes cover partial fractions, standard procedures for both differential calculus and integral calculus, as well as methods for solving both first order and second order differential equations.

### **Applications of Algebra and Calculus**

The outcomes cover the binomial theorem, the algebra of complex numbers, properties of functions, and rates of change. Aspects of sequences and series are introduced, including summations, proved by induction.

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

The outcomes cover matrices, vectors, solving systems of equations, the geometry of complex numbers, as well as processes of rigorous proof.

## **LEARNING & TEACHING**

This will, in the main, be by direct teaching. Textbooks are available and are supplemented by worksheets, practice assessments and Scholar.

## **ASSESSMENT PATTERN**

There will be regular summative assessments, appropriate to the course, to provide feedback on learning. There will also be a prelim exam sampling all work covered to that point. A second prelim exam may be set on completion of the course this will cover the whole course but concentrate on the final block of work. These are all set and marked internally.

The course award is determined by an external exam that covers the whole course.

## **HOMEWORK REQUIREMENTS**

Homework is an integral part of the course. Completion of all class exercises will form the majority of the homework. This is required to be done as soon as possible after the class lesson. Review type homework exercises will also be given on a regular basis.

## **RECOMMENDED ENTRY LEVEL**

An A or B pass at Higher Maths

# MATHEMATICS OF MECHANICS – ADVANCED HIGHER

## AIMS OF THE COURSE

Advanced Higher Mathematics of Mechanics aims to build upon and extend students mathematical skills and understanding in a way that recognises problem solving as an essential skill.

Mechanics is the branch of mathematics concerned with the study of forces that act on bodies and any resultant motion that they experience. It will offer pupils an enhanced awareness of the range and power of mathematics and the importance of mathematical applications to society in general.

## COURSE CONTENT

The content is covered in 3 units. There is some overlap with Advanced Higher Mathematics which will not be taught as part of this course but will be included in assessments.

### Mathematical Techniques for Mechanics

Pupils are introduced to the modelling of practical problems using differential equations. Partial fractions are introduced. Pupils' experience of calculus is widened.

### Linear and Parabolic Motion

Pupils will develop and use mathematical models in problems involving motion in a straight line under the influence of a force. A vector approach is encouraged in the study of the relative motion of bodies. The motion of projectiles in a vertical plane is explored. Newton's Laws of Motion are used to develop an understanding of equilibrium, friction and resulting motion.

### Force, Energy and Periodic Motion

Pupils explore problems involving motion in a horizontal circle with uniform angular velocity. Pupils will look at simple harmonic motion, consider force associated with elastic strings and springs, and consider the centres of mass for rigid bodies as well as statics of rigid bodies.

## LEARNING & TEACHING

Mainly direct teaching. A textbook is available for this course as well as supplementary worksheets.

## ASSESSMENT PATTERN

There will be regular summative assessments, appropriate to the course, to provide feedback on learning. There will also be a prelim exam sampling all work covered to that point.

The course award is determined by an external exam that covers the whole course.

## HOMEWORK REQUIREMENTS

Homework is an integral part of the course. Completion of all class exercises will form the majority of the homework. This is required to be done as soon as possible after the class lesson. Revision homework exercises will also be given on a regular basis.

## RECOMMENDED ENTRY LEVEL

Grade A or B at Higher. Students must also choose to study Advanced Higher Mathematics since work that is common to both courses will be covered within that course.

## **MEDIA – NATIONAL 5**

### **AIMS OF THE COURSE**

The National 5 Media course offers pupils opportunities to develop and extend a wide range of skills, including communication, independent learning, critical literacy, personal, interpersonal and team working, and creative thinking. In particular, this Course aims to enable pupils to develop:

- the ability to analyse and create media content, as appropriate to purpose, audience and context
- knowledge and understanding of the key aspects of media literacy
- knowledge and understanding of the role of media within society
- the ability to plan and research when creating media content, as appropriate to purpose, audience and context
- the ability to evaluate the pupils' practice

### **COURSE CONTENT**

Building on media literacy skills, the course develops understanding of the complexities of media language, including the study of a wide range of texts. The course develops high levels of analytical thinking and understanding of the impact of media language. This enables pupils to experience the opportunities and challenges within the media industry by creating their own media content.

The course consists of two areas of study: analysing media content and creating media content.

### **LEARNING AND TEACHING**

National 5 Media enables pupils to analyse and create media content. Pupils think critically about a wide range of different types of media texts and their role in everyday life. They will develop an appreciation of media content in a cultural context and in the context of the media industry. Through analysing and creating media content, pupils develop skills that enable them to engage more fully in society and in learning.

The course provides pupils with the opportunity to develop knowledge of media contexts, roles and the key aspects of media literacy: categories, language, representation, narrative, audience and institution.

### **ASSESSMENT PATTERN**

The overall grade comes from 1 examination paper (2 hours) and 1 assignment.

Component 1: Analysing Media Content examination (50%)

Pupils will be required to provide evidence of the skills that are needed to analyse media content. Pupils will demonstrate knowledge of the relevant media contexts, roles and key aspects of media literacy central to the detailed analysis of media content.

Component 2: Assignment (50%)

Pupils will be required to provide evidence of the skills and knowledge that are needed to plan and create media content, and evaluate production processes. Pupils will apply knowledge of the relevant key aspects of media literacy central to creating media content.

## **HOMEWORK REQUIREMENTS**

Homework will be set every week. Pupils will be expected to research materials; read widely on societal influences; revise new media key aspects; complete assignment work; read or watch the class texts; plan or complete a written task started in class.

## **POSSIBLE PROGRESSION ROUTES**

This Course or its Units may provide progression to other qualifications in Media or related areas further study, employment or training

## **MEDIA – HIGHER**

### **AIMS OF THE COURSE**

The main purpose of this course is to analyse and create media content. Pupils are able to understand and develop their media literacy skills and appreciate the opportunities and challenges that occur within the media industry.

This course offers pupils opportunities to develop and extend a wide range of skills including communication, independent learning, critical literacy, personal, interpersonal and team working, and creative thinking.

In particular, this course aims to enable pupils to develop:

- the ability to analyse, evaluate and create media content, appropriate to purpose, audience and context
- knowledge and understanding of the key aspects of media literacy
- knowledge and understanding of the role of media within society
- the ability to plan and research when creating media content, as appropriate to purpose, audience and context
- the ability to self-evaluate

### **Course content**

#### **Media: Analysing Media Content**

The purpose of this Unit is to develop the skills to analyse media content. This Unit provides pupils with the opportunity to develop knowledge and understanding of media contexts, roles and the key aspects of media literacy central to the detailed and complex analysis of media content.

#### **Media: Creating Media Content**

The purpose of this Unit is to develop the skills to plan and create media content and evaluate production processes. This Unit provides pupils with the opportunity to develop knowledge and understanding of the key aspects of media literacy central to creating media content.

#### **Course Award**

Pupils will provide evidence of the ability to analyse and create detailed media content. The course assessment will take the form of an assignment that focuses on planning, creating and evaluating media content, and two question papers that focus on analysing and evaluating media content.

### **LEARNING AND TEACHING**

#### **Analysing Media Content**

Pupils will be required to analyse media content of chosen texts (for example: films, TV programmes and advertising). Pupils will demonstrate knowledge of the relevant media contexts, roles and key aspects of media literacy central to the detailed and complex analysis of media content.

#### **Creating Media Content**

Pupils will be required to provide evidence of the skills and knowledge that are needed to plan and create media content and evaluate production processes. Pupils will apply knowledge of the relevant key aspects of media literacy central to creating media content. Pupils will be given a brief to create their own media (film, advertising, poster)

## **ASSESSMENT PATTERN**

The overall grade comes from 2 examination papers (1 hour 45mins & 1 hour) and 1 assignment.

Component 1: Analysis of Media Content examination (33%)

Pupils will have the ability to apply knowledge and understanding by analysing media content in context. Pupils will demonstrate knowledge and understanding of key aspects of media literacy through the analysis of a pair of previously unseen print texts.

Component 2: Role of Media (17%)

Pupils will have the ability to apply knowledge and understanding by analysing the role of media in society. Pupils will demonstrate their ability to make judgements and draw conclusions.

Component 3: Assignment (50%)

Pupils will be required to provide evidence of the skills and knowledge that are needed to plan and create media content, and evaluate production processes. Pupils will apply knowledge of the relevant key aspects of media literacy central to creating media content.

## **HOMEWORK REQUIREMENTS**

Homework will be set every week. Pupils will be expected to research and analyse complex media texts; read widely on the ways in which media functions within society; revise cause and effect relationships between content and context key aspects; complete assignment work; read or watch to analyse class texts; plan or complete a written task started in class.

## **POSSIBLE PROGRESSION ROUTES**

### **Progression**

This Course or its Units may provide progression to:  
other qualifications in Media or related areas  
further study, employment and/or training

The course allows pupils to widen their horizons regarding a range of vocations and careers through broadening generic skills such as literacy, personal learning, working with others, creating, applying, analysing and evaluating. It also develops leadership, communication, evaluation and creative thinking skills.

Higher Media is an acceptable course for University entrance, students should check its acceptability with individual institutions.

## **RECOMMENDED ENTRY LEVEL**

Pupils should have achieved the National 5 Media course and/ or the National 5 English course.

## **MODERN STUDIES - NATIONAL 5**

### **AIMS OF THE COURSE**

Modern Studies opens up the world of contemporary society for pupils. The purpose of Modern Studies is to develop pupils' knowledge and understanding of contemporary political and social issues in local, Scottish, United Kingdom and International contexts. Through such studies pupils will form an appreciation of the changing nature of modern society, rights and responsibilities, while developing the skills to interpret and participate in the social and political processes they will encounter now and in the future.

### **COURSE CONTENT**

This Course has three mandatory Units; Democracy in Scotland and the United Kingdom, Social Issues in the United Kingdom and International Issues. Within each Unit there is a considerable degree of flexibility in contexts and themes which can be studied.

### **LEARNING AND TEACHING**

A wide range of teaching strategies will be employed including whole class teaching, group work, and individual study. Opportunities for active learning will encourage the process of developing an understanding of contemporary society.

### **ASSESSMENT**

This course assessment has two components:

- Component 1: question paper
- Component 2: assignment

The question paper has three sections. Each section has two optional parts and in each option, candidates must answer four questions: three questions assess knowledge and understanding; the fourth question assesses evaluating skills using sources.

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

The question paper component has 80 marks out of a total of 100 marks for course assessment. The question paper is therefore worth 80% of the overall marks for the course assessment.

The assignment allows candidates to demonstrate challenge and application by demonstrating the following skills, knowledge and understanding:

- ◆ choosing, with minimum support, an appropriate Modern Studies topic or issue
- ◆ finding at least two sources, of different types, as independently as possible, and collecting relevant evidence from them
- ◆ evaluating the effectiveness of the two sources used, commenting on their specific strengths and weaknesses
- ◆ applying Modern Studies skills to the evidence collected

- ◆ drawing on knowledge and understanding to explain and analyse key features of the topic or issue
- ◆ reaching a well-supported conclusion, supported by evidence, about the topic or issue

The assignment component has 20 marks out of a total of 100 marks for course assessment. The assignment is therefore worth 20% of the overall marks for the course assessment.

### **HOMEWORK REQUIREMENTS**

Throughout the course pupils will be given regular homework to enhance their study skills and prepare for unit assessments. Homework can take a number of different formats, for example, completing course work, revision or research tasks.

### **POSSIBLE PROGRESSION ROUTES**

Through completing this course it is expected that pupils will develop broad, generic skills for life, work and learning. Thinking skills, literacy, numeracy and employability, enterprise and citizenship skills will be developed. This Course can lead to further study, or entry into employment or training for a diverse range of occupations and careers. Pupils who achieve a minimum requirement of a grade C in the National 5 can progress on to Higher Grade in S6.

## **MODERN STUDIES – HIGHER**

### **AIMS OF THE COURSE**

The main aims of Modern Studies are to enable pupils to develop a range of research and evaluating skills:

- understanding of the democratic process and complex political issues
- understanding of complex social and economic issues at local, Scottish, national and international levels and ways of addressing needs and inequalities
- understanding of different views about the extent of state involvement in society
- understanding of the nature and processes of conflict resolution
- understanding of the importance of human and legal rights and responsibilities and their application in different societies

### **COURSE CONTENT**

This Course develops a range of cognitive skills. It encourages active learning in the process of developing an understanding of contemporary society. Pupils will acquire and apply relevant knowledge. By using a range of sources of information, they will develop investigating, evaluating and analysing skills in order to understand and explain political, social and international issues.

This Course has three mandatory Units.

#### **Democracy in Scotland and the United Kingdom**

In this Unit, pupils will evaluate a range of written, numerical and graphical sources of information in order to detect and explain the degree of objectivity in contemporary Scottish and UK political contexts. Pupils will apply a knowledge and understanding of democracy in Scotland and the United Kingdom. Pupils will study topics such as: the United Kingdom constitutional arrangement including the role of the Scottish Parliament and other devolved bodies and the impact of UK membership of the European Union; the study of political institutions and processes; voting systems and their impact; the impact of a range of factors which affect voting behaviour; and the ways in which citizens are informed about, participate in, and influence the political process.

#### **Social Issues in the United Kingdom**

In this Unit, pupils will evaluate a range of written, numerical and graphical sources of information in order to make and justify decisions about social issues. Pupils will apply knowledge and understanding of social issues within the United Kingdom and Scotland. In the social inequality context, pupils will focus on a contemporary aspect of social inequality in the UK and the impact on a group in society. They will focus on topics such as inequality relating to a specific social group; evidence, theories and causes; the impact of inequality; and the attempts to tackle inequality and their effectiveness.

## **International Issues**

In this Unit, pupils will evaluate a range of written, numerical and graphical sources of information in order to draw and support conclusions in international contexts. Pupils will apply knowledge and understanding of international issues. Contexts for study will focus on the study of a significant contemporary world issue. The study of a world issue will focus on a significant recent issue or conflict which has a global impact. The study of the issue may focus on the background; its causes, the consequences of the issue on those areas directly involved as well as its global impact; and the attempts at resolution of the issue and a consideration of the effectiveness of these attempts.

## **LEARNING & TEACHING**

A range of teaching methods will be employed in the delivery of the Higher grade course including individual, pair and group work, class discussions and debate, using the media, including the internet, to research topics within the prescribed units.

## **ASSESSMENT**

This course assessment has two components:

### **-Component 1: question papers (73% of total)**

**Paper One:** The question paper contains **three sections**. The purpose of this question paper is to demonstrate application of skills and breadth of knowledge and understanding from across the three Units of the Course. The paper is worth 52 marks and is completed in 1 hour and 45 mins.

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

**Paper Two:** Candidates will answer one 10 mark source conclusion question, one 10 source objectivity question and one 8 mark source reliability question. The paper is worth 28 and is completed in 1 hour and 15 mins.

### **-Component 2: assignment**

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

This assignment will give learners an opportunity to demonstrate the following higher order cognitive skills, knowledge and understanding:

- ◆ identify a Modern Studies issue about which there are alternative views
- ◆ research a Modern Studies issue, using a range of sources of information
- ◆ synthesise and analyse information from a range of sources
- ◆ evaluate the usefulness and reliability of a range of sources of information
- ◆ reach a decision on the issue studied
- ◆ show detailed knowledge and understanding of the issue to support the decision reached
- ◆ show an awareness of alternatives to the decision
- ◆ communicate information using the conventions of a report

The assignment will have 30 marks (27% of the total mark).

## **HOMEWORK REQUIREMENTS**

The Higher course is demanding and challenging. Regular homework is an integral part of the course and will take a number of forms, for example, reading notes from lessons, a quality newspaper, watching appropriate TV programmes such as Panorama, revising for assessments or completing a self-supported unit of study.

## **RECOMMENDED ENTRY LEVEL**

It is beneficial for the learner to have the skills and knowledge required by a minimum C grade in the National 5 Modern Studies course or equivalent qualifications.

## **POSSIBLE PROGRESSION ROUTES**

Pupils who successfully complete the Higher Modern Studies course have the opportunity to undertake the Advanced Higher course.

Higher Modern Studies provides an entry qualification for further study, employment and training. This course is a preparation for a diverse range of occupations and careers.

# MODERN STUDIES – ADVANCED HIGHER

## AIMS OF THE COURSE

The purpose of Modern Studies is to develop pupils' knowledge and understanding of contemporary political and social issues in local, Scottish, United Kingdom and international contexts. In these contexts, pupils will develop an awareness of the political, social and economic issues they will encounter in their lives. This purpose will be achieved through successful study of the Course Units which focus on an in depth study of either political issues or social issues and which adopt an international comparative approach and develop a wide range of skills.

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

- analyse the complex political and social processes in order to develop an understanding of contemporary society
- understand and analyse complex political or social issues in the United Kingdom and adopt an international comparative approach
- develop a range of independent practical research skills by carrying out research into a contemporary issue
- present complex ideas in a range of ways
- evaluating, analysing and synthesising a range of evidence relating to complex issues
- develop a knowledge and understanding of social science research methods
- apply a multidisciplinary approach drawing on analysis from a range of social sciences

## COURSE CONTENT

This Course develops a range of cognitive skills while developing an understanding of contemporary society. Pupils need to acquire and apply knowledge and develop their understanding of relevant concepts, theories, principles and terminology. By using a variety of sources of information, they will develop evaluating, analysing, synthesising and researching skills in order to understand and explain contemporary issues.

This Course has two mandatory Units

### Contemporary Issues

In this Unit, pupils will study Social Issues and Research Methods. Pupils will develop an in depth knowledge and understanding of issues in the United Kingdom and adopt an international comparative approach to their study. Pupils will examine case studies related to the context studied to critically evaluate a range of social science research methods.

### Researching Contemporary Issues

In this Unit, pupils will develop a range of skills relevant to undertaking independent research including how to identify appropriate research issues; plan and manage a complex programme of research; source, collect and record appropriate and reliable information; evaluate, analyse and synthesise evidence; organise, present and reference findings using appropriate conventions; and evaluate research methodology.

## **LEARNING & TEACHING**

The main methods are supported self-study linked to personal tutorials on the areas covered. Group work is also possible depending on the number of pupils.

## **ASSESSMENT PATTERN**

Internal Assessment

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

### **Contemporary Issues**

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

- describing, explaining and analysing in order to demonstrate factual and theoretical knowledge and understanding of complex social issues in the United Kingdom and ability to make international comparisons
- evaluating, analysing and synthesising a wide range of evidence to demonstrate complex skills related to social issues
- critically evaluating a range of social science research methods

### **Researching Contemporary Issues**

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

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

## **External Assessment**

Exam paper

## **HOMEWORK REQUIREMENTS**

The extent of homework will be negotiated between teacher and pupil and will relate closely to the demands of the course. The aim is to make pupils positively motivated, self-reliant and responsible for their own learning.

## **RECOMMENDED ENTRY LEVEL**

Pupils may only take Advanced Higher if they have gained an A or B grade at Higher. The high literary content of the course requires pupils to have a good pass at Higher English.

## **POSSIBLE PROGRESSION ROUTES**

Advanced Higher Modern Studies may prove useful for students considering University courses in Law or Politics.

# MUSIC – NATIONAL 5

## AIMS OF THE COURSE

The aims of the Course are to enable pupils to:

- develop skills in creating music, which includes composing, arranging and improvising, by applying a range of basic compositional techniques
- develop skills in musical analysis and to discriminate between a range of styles and genres of music
- develop their musical literacy through an understanding of a range of music concepts and ideas
- perform a variety of music on their two chosen instruments with accuracy
- have the opportunity to acquire skills in the use of music technology
- reflect on, and evaluate their own work and that of others

## COURSE CONTENT

### Composing Skills

Pupils will develop skills in creating music, which includes composing, arranging or improvising, in order to create their own original music. Pupils will also develop understanding of a range of musical styles/genres and an awareness of the social and cultural influences on music.

### Understanding Music

Pupils will develop knowledge and understanding of music, a range of music concepts and basic musical literacy. Pupils will explore music of a range of styles and genres and consider the social and cultural influences on music.

### Performing Skills

In this Unit, pupils will develop performing skills appropriate to their chosen instrument(s)/voice. They will develop the ability to play accurately and maintain musical flow. Through regular practice and reflection, pupils will develop technical and musical skills while exploring a range of music.

To achieve an award, pupils must pass all of the required Units, including the Added Value Unit.

## LEARNING AND TEACHING

The course has an integrated approach to learning through practical activity. Through creating, performing and using music technology, pupils will develop and apply their understanding of music and will experience music in a variety of styles.

## ASSESSMENT PATTERN

Assessment will consist of three components: a performance to a visiting examiner and an externally marked question paper. One composition will be submitted to SQA for marking.

## HOMEWORK REQUIREMENTS

Pupils will be expected to practise their instruments on a regular basis. There will be occasional requirements to work on composition outside class time. Musical concepts should be revised regularly.

## POSSIBLE PROGRESSION ROUTES

To progress on to the Higher Music course pupils will be required to have gained a grade C at National 5

# MUSIC – HIGHER

## AIMS OF THE COURSE

The Course allows pupils to develop and consolidate practical skills in performing and creating music, while developing a detailed understanding of a range of music styles and concepts. It can meet the needs of a wide variety of pupils with a range of musical interests.

The Course provides opportunities for pupils to perform a variety of challenging music in solo and/or group settings, using their voice or their selected instrument(s). Through music, pupils will extend their ability to express themselves and develop their personal creativity and self-confidence when performing and creating music. In the Course, pupils will develop detailed knowledge and understanding of music concepts and musical literacy. They will recognise and distinguish between a wide range of music signs, symbols and music concepts as they perform, create and listen to music.

Performing and creating music allows pupils to express themselves musically and to critically reflect on and make improvements to their learning. This encourages pupils to think imaginatively and to express themselves when developing their own creative ideas and music, applying their understanding of music concepts to their own creative practice. Understanding music through listening enables learners to develop detailed knowledge and understanding of music, bringing depth and breadth to their learning and raising their social and cultural awareness of the influences on musicians and composers.

## COURSE CONTENT

The Course consists of three mandatory Units and the Course assessment.

### Performing Skills

Pupils will develop performing skills two selected instruments, or on one selected instrument and voice. They will perform challenging level-specific music with sufficient accuracy and will maintain the musical flow realising the composers' intentions. Pupils will, through regular practice and critical reflection and evaluation, develop their technical and musical performing skills

### Composing Skills

Pupils will experiment with, and creatively use complex compositional methods and music concepts to realise their intentions when creating original music. Pupils will critically reflect on and evaluate the impact and effectiveness of their creative and musical choices and decisions. They will analyse how musicians and composers create music in different ways and how music styles are shaped by social and cultural influences.

### Understanding Music

Through listening, pupils will develop detailed knowledge and understanding of a range of complex music concepts, and music literacy. They will identify and distinguish the key features of specific music styles and recognise level-specific music concepts in excerpts of music, and music signs and symbols in notated music.

## LEARNING AND TEACHING

This Course is practical and experiential in nature and includes flexibility in the contexts for learning. It helps learners to develop and extend their interest in music, and to develop performing skills on their two selected instruments or on one instrument and voice. It also helps them to acquire more specialist skills in an area which may be of particular interest to them. The Course also provides opportunities

for learners to develop composing skills and broaden their understanding of music concepts and styles.

## **ASSESSMENT**

### **Unit assessment**

The **Course assessment** will consist of three Components: a performance, and a question paper and composition.

#### **Component 1 — performance**

The performance time on either of the two selected instruments, or instrument and voice, must be a minimum of four minutes within the overall twelve-minute programme.

Pupils should perform a minimum of two contrasting pieces of music on each of the two selected instruments, or instrument and voice.

These should be of an appropriate standard/level of difficulty.

This performance will give learners the opportunity to demonstrate the following skills:

- the ability to perform music and respond to others in solo and/or in groups
- the ability to maintain musical flow and realise the composer's intentions
- the ability to evaluate their own performing skills, and identify areas for improvement

This performance will have 60 marks (scaled to 50% of the total mark).

#### **Component 2 — question paper**

This question paper will have 40 marks (scaled to 35% of the total marks).

#### **Component 3 – composition**

Composition submitted to SQA for marking. This is worth 30 marks (scaled to 15% of total mark)

## **HOMEWORK REQUIREMENTS**

Learners will be expected to practise regularly and study musical concepts. Some composition work will be done outside class time.

## **POSSIBLE PROGRESSION ROUTES**

The course allows pupils to develop their musical skills in performance which will lead to improved leisure time or towards musical careers. The life enriching benefits of both playing and gaining knowledge of music are widely known.

Higher Music is an acceptable course for University entrance, but students should check its acceptability with individual institutions. Many courses and careers value the discipline gained through music and the broader experiences gained by studying the subject in school.

Pupils gaining a pass at Higher level can progress to Advanced Higher

# MUSIC – ADVANCED HIGHER

## AIMS OF THE COURSE

To meet the needs of pupils who:

- wish to study music as part of a general education
- wish to pursue a leisure interest in music
- intend to follow a career in music

## COURSE CONTENT & ASSESSMENT PATTERN

### Performance

Perform a prepared programme of music on either two selected instruments, or a selected instrument and voice. The performance time on either of the two selected instruments, or instrument and voice, must be a minimum of eight minutes within the overall 18-minute programme. The performance will have 60 marks (scaled to 50% of the total marks available for Course).

### Question paper

This will be completed by all pupils, regardless of the Coursework option that they select. It will be worth 40 marks (scaled to 35% of the total marks available for Course assessment). All questions in the paper will be compulsory. In the question paper, learners will demonstrate aural discrimination and conceptual knowledge and understanding of music by responding to excerpts and an associated range of questions in sophisticated and challenging musical contexts.

### Composition

This will be worth 15% of total mark – detail to be confirmed.

## LEARNING & TEACHING

Pupils may learn their instruments through school instructors, private teachers or through class tuition in a range of instruments. Listening concepts will be taught through whole class tutorials, research tasks and study of composers and their music.

## ASSESSMENT PATTERN

### HOMEWORK REQUIREMENTS

It is expected that pupils will use much of their music homework time for daily practice. This should be no less than 20 minutes per day on each instrument. Composition tasks may require some work outside class time. Listening concepts require regular revision to consolidate knowledge gained in class.

### RECOMMENDED ENTRY LEVEL

A pass in Higher Music

Pupils who are Grade 4 or roughly equivalent and have not sat Higher Music will be considered after negotiation with the Music staff.

### POSSIBLE PROGRESSION ROUTES

This course or its units may provide progression to:

Higher National Programmes

Higher or Further education

Training or employment.

## **MUSIC – ENRICHMENT (S5 Only)**

### **AIMS OF THE COURSE**

To provide the chance for pupils currently involved in music to develop their performing skills. There may be an opportunity to be awarded a stand alone performing certificate. This will not be essential. Pupils will continue to work on instruments they already have some competence on to prepare for NQ presentation in S5 or looking to being presented in S6.

### **COURSE CONTENT**

Maintain a performance diary which will include negotiated targets and record achievements. Prepare and practise pieces for regular class presentations. Opportunity for group music making. Opportunity for certification.

### **ASSESSMENT PATTERN**

Informal assessment by peers and staff.

### **RECOMMENDED ENTRY LEVEL**

Pupils with prior ability who have discussed enrichment opportunities with Music staff. Pupils planning to study Music in S6. It may also be appropriate for some pupils studying Music in S5.

### **POSSIBLE PROGRESSION ROUTES**

Preparation for NQ Music Exams. Preparation for non school music exams eg. ABRSM, Trinity, Rock School. Preparation for music in S6.

## PHYSICAL EDUCATION – NATIONAL 5

### AIMS OF THE COURSE

The purpose of the course is to enable candidates to demonstrate and develop movement and performance skills. By engaging in practical activities, candidates can demonstrate initiative, decision making and problem solving.

The course aims to enable candidates to:

- Develop the ability to safely perform a comprehensive range of movement and performance skills
- Understand factors that impact on personal performance in physical activities
- Build capacity to perform effectively
- Develop approaches to enhance personal performance
- Monitor, record and evaluate performance development

### COURSE CONTENT

**Performance** – This aims to develop candidate's ability to perform in physical activities by enabling them to acquire a comprehensive range of movement and performance skills. They can learn how to select, use, demonstrate and adapt these skills. Candidates develop the control fluency during movement to enable them to meet the physical demands of performance in a safe and effective way.

**Factors Impacting on Performance** – This aims to develop candidates knowledge and understanding of the factors that impact on performance in physical activities. Candidates consider the effects of mental, emotional, social and physical factors on performance, and acquire an understanding of how to plan, monitor, record and evaluate the process of performance development.

### LEARNING AND TEACHING

Pupils will be taught in various different ways. In striving towards personal performance improvements pupils will often be taught in quite direct ways. At other times pupils will work individually and in small groups when analysing their performances in various forms.

This form of teaching will be more geared towards pupils discovering, through guidance, the different requirements of various tasks.

### ASSESSMENT PATTERN

**Portfolio** – 60 marks – Submitted to SQA for marking. The purpose of the portfolio is to assess the candidate's knowledge and understanding of the performance development process. It assess the candidate's ability to integrate skills and apply knowledge and understanding from across the course.

**Performance** – 60 marks – The purpose of this component is to assess the candidate's ability to effectively perform in two different physical activities. Each performance is a single event in a challenging, competitive and/or demanding context.

The performance assessment is two, one of performances from two different activities.

### POSSIBLE PROGRESSION ROUTES

Pupils gaining National 5 A/B could progress to Higher Physical Education.

# PHYSICAL EDUCATION – HIGHER

## AIMS OF THE COURSE

The course enables candidates to demonstrate and develop a broad and comprehensive range of complex skills in challenging contexts in physical activities. Candidates will demonstrate initiative, decision making and problem solving by engaging in physical activities. Candidates will develop the ability to use strategies to make appropriate decisions for effective performance. These strategies will be based on an analysis and understanding of the impact of mental, emotional, social and physical factors on performance.

The course enables candidates to:

- ◆ develop a broad and comprehensive range of complex movement and performance skills, and demonstrate them safely and effectively across a range of challenging contexts
- ◆ select and apply skills and make informed decisions to effectively perform in physical activities
- ◆ analyse mental, emotional, social and physical factors that impact on performance
- ◆ understand how skills, techniques and strategies combine to produce an effective performance
- ◆ analyse and evaluate performance

## COURSE CONTENT

The course consists of two areas of study:

**Factors impacting on performance** - Candidates develop knowledge and understanding of mental, emotional, social and physical factors that impact on personal performance in physical activities. Through collecting information, candidates consider how these factors can influence effectiveness in performance. They develop knowledge and understanding of a range of approaches for enhancing performance. Candidates select and apply these approaches to factors that impact on their personal performance. Candidates create and implement Personal Development Plans (PDPs), modify these, and justify decisions relating to future personal development needs.

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

## LEARNING AND TEACHING

The nature of the work at Higher requires pupils to develop independence of both thought and action. Staff will adopt the role of co-ordinator and facilitator. A variety of roles will be employed from active engagement with pupils to being present for consultation as required. Learning and teaching will take place in whole-class, small-group and individual settings. Resource-based learning, where pupils may be

involved in setting their own pace using structured materials, will be used to support and promote a gradual shift from dependence towards independent study and flexible learning.

**RECOMMEND ENTRY LEVEL**

Pupils will be expected to have attained an A/B pass in National 5.

**POSSIBLE PROGRESSION ROUTES**

Higher Education programmes

Training and employment

## **PHYSICAL EDUCATION – ENRICHMENT COURSE – S5 ONLY**

### **AIMS OF THE COURSE**

The course aims to provide pupils with the opportunity to further develop their practical performance in areas of personal interest by allowing pupils to select activities they follow.

### **COURSE CONTENT**

The content of the course will be negotiated between teaching staff and pupils. The department will endeavour to be as flexible as possible within the constraints of the facilities available

### **LEARNING AND TEACHING**

The pupils will be taught through a variety of different approaches that will take account of the activity being taught and the pupils' previous experience. This will involve for example direct teaching, problem solving, group learning and, occasionally, working without direct supervision. Pupils' will be expected to take ownership of their learning and as such will be encouraged to take responsibility for aspects of their own performance development.

### **RECOMMENDED ENTRY LEVEL**

The course is open to any pupil with a proven track record of hard work and commitment within the Physical Education department. The courses are designed to cater for all, with each pupil working at their own ability level.

# PHYSICS – NATIONAL 5

## AIMS OF THE COURSE

Physics provides pupils with an insight into the underlying nature of our world and its place in the universe. From the study of the electrical and heat energy used in our society, to the exploration of space, it covers a range of applications of the relationships that have been discovered through experiment and calculation, including those used in modern technology.

Advances in physics mean that our view of what is possible is continually being updated. This course enables learners to understand the processes behind scientific advances, and to appreciate and contribute to topical scientific debate.

## COURSE CONTENT

The topics studied are:

### **Wave characteristics and EM Spectrum**

This topic concentrates refraction of light, the electromagnetic spectrum, and the range applications in modern life.

### **Electricity and Power**

The concept of power is a measure of energy transfer and its calculations in the context of electrical circuits is covered.

### **Nuclear Radiation**

This topic considers the properties of nuclear radiation in more detail, introducing absorption and half-life. Nuclear power, radiation safety and radiation dosimetry are also studied.

### **Space and Cosmology**

In this topic pupils learn about light years, celestial bodies and the study of the universe using different types of telescopes. The challenges of space travel/exploration are discussed.

### **Electrical Circuits and Electronics**

In depth study of electrical circuits and components is covered.

### **Energy**

Conservation of energy is studied in more depth. Specific heat capacity and specific latent heat are included.

### **Gas Laws**

The concept of kinetic theory is developed and extended to explain the gas laws. Equations relating pressure, temperature and volume are introduced.

### **Vectors, Scalars and Newtons Laws**

Revision of Newton's First and Second Laws leads to Newtons Third Law. The concepts of vectors and scalars are introduced and applied to projectile motion.

## LEARNING AND TEACHING

A variety of methods will be used, including class teaching, project work, practical activities of different types, problem solving exercises, tutorials in small groups, videos and discussion.

Pupils work in pairs and groups when doing practical activities. A range of skills is developed in the Physics course, with particular emphasis on practical work.

## ASSESSMENT PATTERN

Each topic will involve an end of topic assessment to monitor progress. However, these tests do not contribute to the final grade. The course involves an external examination, lasting 2.5 hours, covering all the course content and the assignment which contributes to 20% of the final grade.

## **ASSIGNMENT**

Pupils choose from a selection of experiments, which they then carry out under supervision. The underlying physics relating to the experiment is researched and a report is written under controlled conditions.

## **HOMEWORK REQUIREMENTS**

Pupils should expect to work at home on a regular basis. Without prompting, they should look back each week and summarise what they have covered. In addition, they can expect to be doing either a written exercise or preparation for assessments.

## **POSSIBLE PROGRESSION ROUTES**

A qualification in Physics can lead to careers in the energy industries, engineering, food production and processing, medical, veterinary work and the environment. The problem solving skills gained through a Physics qualification are regarded highly by employers in all sectors.

To progress into the Higher Physics course pupils will be required to have gained a grade C at National 5.

# PHYSICS – HIGHER

## AIMS OF THE COURSE

Through a deeper insight into the structure of Physics, this course provides an opportunity for extending the student's knowledge and understanding of the concepts of Physics. It develops the pupil's ability to solve problems and carry out experimental work designed to consolidate theory and to investigate phenomena. The course also provides, for those who wish to proceed beyond Physics Higher, a basis for further study.

## COURSE CONTENT

The course is divided into four major topics:

### Our Dynamic Universe

This topic builds on the concepts of Newton's Laws to introduce the equations of motion and momentum. Newton's description of gravitation is studied. The concept of special relativity is studied and ideas surrounding the expansion of the universe are discussed. The ideas around Black Holes are introduced.

### Particles and Waves

This topic covers the Standard Model. Wave properties are studied, concentrating on interference and diffraction. Wave-particle duality is considered, and quantum mechanical ideas are introduced.

### Electricity

Building upon N5 concepts, electromotive force and internal resistance are considered. Capacitors and their properties are studied in detail. Semiconductors and Band Theory are introduced and the many applications in modern technology discussed.

## LEARNING & TEACHING

A high degree of maturity is assumed in students taking this course. Classroom work involves formal teaching, discussion, demonstrations, problems, practical work and reading. A good level of mathematics is essential for this course.

## ASSESSMENT PATTERN

Each topic of the course is assessed once completed. There will be an external examination at the end of the course covering all 4 topics which lasts 3hrs. The exam is split into two papers. Paper 1 is a multiple-choice paper and lasts 40minutes. Paper 2 is an extended answer paper and lasts 2hrs and 20minutes. Pupils will sit an assignment task in school which will contribute to 20% of their overall grade.

## HOMEWORK REQUIREMENTS

Pupils should do Physics homework and consolidate between each lesson with a minimum time of 2 hours per week. Homework is given from a range of sources.

## RECOMMENDED ENTRY LEVEL

Pupils would normally be expected to have attained a National 5 qualification in Physics. They should have reached a similar standard in Maths.

## **POSSIBLE PROGRESSION ROUTES**

Pupils who gain an A or B at the end of the course can enter Advanced Higher Physics.

Physics is a common component of Science and Engineering courses in Higher Education.

# PHYSICS – ADVANCED HIGHER

## AIMS OF THE COURSE

The course encourages pupils to develop the skills of independent study which will be necessary in higher education. They will learn to handle detailed, complex information.

Pupils develop more knowledge and understanding of how Physics affects our daily lives and well-being through real-life applications. They learn to solve problems by planning and thinking for themselves. Practical skills are widely developed in a range of chemical techniques.

Pupils' proficiency and confidence will grow in theoretical, oral and practical activities.

## COURSE CONTENT

The Advanced Higher Physics course is split into 4 sections.

Unit 1: Rotational Motion and Astrophysics

- Kinematic relationships
- Angular motion
- Rotational dynamics
- Angular momentum
- Rotational kinetic energy
- Gravitation
- General relativity
- Stellar physics

Unit 2: Quanta and waves

- Introduction to quantum theory
- Particles from space
- Simple harmonic motion
- Waves
- Interference and polarisation

Unit 3: Electromagnetism

- Fields
- Circuits
- Electromagnetic radiation

Unit 4: Investigating Physics

The purpose of the project is to allow pupils to carry out an in-depth study of a physics topic. The topic will be chosen by the pupil, who will individually investigate/research the underlying physics. This is an open-ended task which may involve a significant part of the work being carried out without close supervision.

## **LEARNING & TEACHING**

The units are covered in a systematic order in class but pupils are required to work independently at home using on-line resources such as Scholar. Homework is issued but a greater emphasis is placed on independent learning in preparation for University life.

Practical work will be carried out in school. Pupils will be expected to learn a number of practical techniques and be able to apply them to unfamiliar situations.

## **ASSESSMENT PATTERN**

At the end of each of the first three sections, there will be an assessment to monitor progress. However, this does not contribute to the overall award.

There will be a final examination lasting 3hrs and accounting for 75% of the overall mark with the other 25% coming from the investigation.

## **HOMEWORK REQUIREMENTS**

Pupils must keep up with the theory by studying and expanding their notes and answering homework tasks. Use of the "Scholar" on-line course is recommended. Other work is submitted for marking.

## **RECOMMENDED ENTRY LEVEL**

Pupils are normally expected to have attained a pass in Higher Physics, preferably an A or B Grade. They should also be numerate, with a pass at Higher Maths.

## **POSSIBLE PROGRESSION ROUTES**

The course provides a solid basis for the study of Physics in any Science, Engineering, Medical, or Technology course.

# PRACTICAL CAKE CRAFT NATIONAL 5

## AIMS OF THE COURSE

The Scottish hospitality industry is large, vibrant and growing. It employs a significant proportion of the nation's workforce. Cake production is a part of this sector, and the course can be seen as a gateway to the hospitality industry. 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 #
- develop technical and creative skills in cake finishing
- follow safe and hygienic working practices
- develop their knowledge and understanding of cake design and follow trends in cake production
- acquire and use organisational skills in the context of managing time and resources

## COURSE CONTENT

The course, which is practical and experiential in nature, develops a range of cake baking and finishing skills in hospitality-related contexts. It enables pupils to develop, demonstrate and consolidate creative techniques in the production of cakes and other baked items.

Pupils will bake and finish a range of cakes, developing specialist skills, techniques and processes. The course allows pupils to develop important dexterity and fine motor skills as well as encouraging their imaginative and creative skills.

It also develops the thinking skills of understanding, analysing and evaluating, as well as aspects of numeracy, employability skills, and the ability to work safely and hygienically.

## LEARNING AND TEACHING

The course is practical in nature, with a high level of experiential learning supported by related theory. There is a balance between whole-class teaching/demonstration and activity-based learning. The underpinning knowledge is integrated with practical activities as far as possible.

## ASSESSMENT

Course assessment has three components: question paper sat in May Diet, a Practical Assignment and related Practical Activity. The Practical Assignment and Practical Activity involves the pupils carry out one task — designing, planning, making, finishing and evaluating a cake — which will provide evidence for both components.

## HOMEWORK

Pupils need to come prepared for classes, be willing to research, consolidate and practise skills.

## POSSIBLE PROGRESSION ROUTES

Other qualifications in hospitality/ related areas. A National 5 in Practical Cake Craft

can be useful for developing fine motor skills involved in a range of careers including dentistry, medicine, engineering and architecture or further study, employment or training.

**Additional Information**

In accordance with Aberdeenshire policy, pupils will be required to pay towards the cost of the course. Information detailing the costs and method of payment will be issued by the department at the beginning of the course.

## **PRACTICAL COOKERY – NATIONAL 4/5**

### **AIMS OF THE COURSE**

The hospitality, catering and food industries are major employers in the North East and Scotland as a whole. This course aims to prepare pupils with practical cookery skills, knowledge and understanding of ingredients required to progress into work or professional hospitality courses. It also develops transferable skills including organisational practices, time management and manual dexterity which are valuable for a wide range of careers.

### **COURSE CONTENT**

The courses taught in National 4 and 5 have similar themes but National 5 requires a wider range of skills and knowledge, ability, and depth of understanding. The course is based on 3 themes:

- Cookery skills, processes, and techniques
- Understanding and using ingredients
- Organisational skills for cookery

### **LEARNING AND TEACHING**

The course is practical in nature, with a high level of experiential learning supported by related theory. Learning and teaching are linked to business contexts where possible and has an emphasis on organisational skills and time management. The coursework also supports pupil experiences in literacy, numeracy, and health and well being.

### **ASSESSMENT PATTERN**

**National 4** – the course is assessed internally. There is a minimum of 4 assessment involving both the planning and cooking of given recipes. Each assessment is a mix of theory and practical assessments.

**National 5** – Assessment is carried out in 3 sections

1. Assignment – planning exercise preparing for the Practical Activity.
2. Practical Activity - assessment of practical, organisational and time management skills by making a three-course meal to a given specification.
3. Exam in May diet assessing knowledge and understanding.

### **HOMEWORK**

Formal homework is to come to class correctly prepared with foods and dishes for each lesson. Pupils have a range of written tasks and revision throughout the year. Informal homework is always expected to be carried out by pupils - practising skills, research of recipes and ingredients, watching relevant programmes etc. Revision is required for all assessment.

### **POSSIBLE PROGRESSION ROUTES**

Employment in the food/hospitality industry, continuing catering qualifications at college level. A National 4/5 in Hospitality is beneficial for pupils thinking of careers in nursery nursing, hairdressing, beauty therapies, nursing, primary teaching and other careers where there is increasing emphasis on personal wellbeing, organisational skills, time management and manual dexterity.

# PRACTICAL WOODWORKING – NATIONAL 4 AND 5

## AIMS OF THE COURSE

Practical Woodworking provides opportunities for pupils to gain a range of theoretical and practical woodworking skills relating to tools, equipment, processes and materials. They will also develop skills in reading and interpreting working drawings and related documents as well as an understanding of health and safety issues. The course is practical and experiential and engages pupils with technologies.

## COURSE CONTENT

FLAT FRAME CONSTRUCTION – develops skills, knowledge and understanding in the use of woodworking tools and making woodworking joints and assemblies commonly used in flat-frame joinery. Pupils develop their ability to read and use drawings and diagrams of both familiar and unfamiliar woodwork tasks.

CARCASE CONSTRUCTION – develops skills, knowledge and understanding in the use of woodworking tools and making woodworking joints and assemblies commonly used in carcass construction, including working with manufactured board or with frames and panels. Pupils use working drawings or diagrams in both familiar and unfamiliar contexts that require some interpretation on their part.

MACHING AND FINISHING – develops skills, knowledge and understanding in using machine and power tools. Pupils also develop skills in a variety of woodworking surface preparations and finishing techniques.

## LEARNING AND TEACHING

Learning in this course should be primarily hands-on and experiential. Activities used within the course will stimulate pupils' interest and develop skills and knowledge to ensure success. Whole class demonstration is an important part of the learning and teaching and will be followed up by sessions with individual pupils or small groups. Group work is a fundamental aspect of working in practical technologies.

## ASSESSMENT

**NATIONAL 4** - pupils will complete 3 Unit assessments based around the 3 areas of study and an Added Value Unit, Making a Finished Product from Wood (N4). This work is assessed by the class teacher and verified by school staff and/or SQA visiting verifiers.

**NATIONAL 5** – pupils will complete assessment tasks throughout the course to ensure they are making appropriate progress. This course is assessed by a Question Paper worth 30% of the course award, is part of the SQA diet of exams and marked externally. The Practical Activity worth 70% of the course assessment is completed in class in an extended period of time under supervision of the class teacher. The Practical Activity is set by the SQA and marked by school staff in line with SQA marking instructions and subject to verification by other staff and/or SQA visiting verifiers.

## PROGRESSION ROUTES

Pupils achieving a pass at N4 level could consider moving on to study for N5 Practical Woodworking. Those achieving a pass at N5 will find it useful for entering employment in craft-based industries or moving on to further studies through a College course.

# **POLITICS – Higher (S6 Only)**

## **AIMS OF THE COURSE**

The main aims of the Higher Politics course are to enable pupils to develop a range of analytical, evaluative and research skills within political contexts. Specifically, candidates will develop:

- Knowledge and understanding of: significant political concepts, political systems through comparative study and political parties and elections
- The ability to analyse and evaluate political ideas, theories, issues and events
- A range of research, data-handling and evaluative skills

## **COURSE CONTENT**

The course will develop a breadth of skills that are becoming increasingly more relevant to the world in which we live today. It will encourage pupils to examine current political events both in the UK and in the USA and, through research and exemplification, will allow pupils to develop their knowledge of political systems and theory. Pupils will develop investigative, analytical and evaluative skills throughout the course.

The course has three mandatory Units

**Political Theory:** candidates will examine issues of power and authority and will examine key political theorists such as Max Weber. Pupils will study two political ideologies: Conservatism and Socialism and will draw balanced conclusions about these in local, national and international contexts.

**Political Systems:** candidates will study the political and constitutional systems of the UK and the USA. They will compare and contrast how each system functions, complications with the systems and similarities between them. Context is crucial in this type of study and so attention will be paid to differences under leaders from Blair to Johnston and from Obama to Trump.

**Political Parties and Elections:** candidates will study the dominant ideas within a political party such as the Conservatives or Labour and how these impact on electoral success. Attention will be paid to recent election and how internal struggles within parties have led to success or failure. Candidates will also study how parties use campaign methods to secure votes and will analyse the various theories of voting behaviour.

## **LEARNING AND TEACHING**

A range of teaching methods will be employed in the delivery of the Higher Politics course including individual, pair and group work, class discussions and the use of media to add context to key political events and issues.

## **ASSESSMENT**

The course assessment has two components:

Component 1: Question Paper (73% of total)

Paper One: The question paper contains three sections. The purpose of this section is to demonstrate the knowledge, analytical and evaluative skills acquired in the course. The paper is worth 52 marks and is completed over 1 hour and 45 minutes. The three sections covered in this essay-response paper are: Political Theory, Political Systems and Political Parties and Elections.

Paper Two: Candidates will answer one 8-mark question and one 20 mark question based on source information. Candidates are asked to interpret sources, evaluate and compare information and draw conclusion based only on source evidence. This paper is worth 28 marks and is completed in 1 hour and 15 minutes.

## **Component 2: Assignment**

The Assignment is a pupil research task similar to those completed in other social subjects. It is worth 30 marks and therefore 27% of the overall grade. It is completed outside the exam diet and through a combination of research in school and pupil study.

The Assignment will give learners the opportunity to demonstrate the following skills and knowledge:

- Identifying a political issue that invites discussion and debate
- Researching a political issue using a range of sources of information
- Showing detailed factual and theoretical knowledge and understanding of a political issue
- Communicating information from, and with reference to, political sources
- Analysing and synthesising information in a structured manner
- Drawing a detailed and reasoned conclusion showing awareness of other possible views.

## **HOMEWORK REQUIREMENTS**

The Higher course requires regular homework to be completed to scaffold and reinforce key knowledge. This could take the form of practice essays, reading of course notes, viewing current affairs documentaries or reading newspapers.

## **POSSIBLE PROGRESSION ROUTES**

Pupils who successfully complete the Higher Politics course will have gained skills that are becoming more and more necessary to engaging in the modern world. Students will have engaged with political theory, gained skills in examining media sources and will have expanded their knowledge of political issues across the world. This will prepare students for both employment and further education, especially in fields such as politics, international relations and law.

# RELIGIOUS, MORAL & PHILOSOPHICAL STUDIES – NATIONAL 5

## AIMS OF THE COURSE

The purpose of this course is to develop knowledge and understanding of religious, moral and philosophical issues that affect the world today. Religious and non-religious perspectives will be included. The course will explore the questions they raise and the solutions or approaches they offer. Pupils will have opportunities to reflect on these and on their own experience and views.

## COURSE CONTENT

Pupils will continue to explore RMPS topics in depth. For the World Religion unit they will study Judaism, for the Morality and Belief unit they will study Religion and Justice, for the Religious and Philosophical Questions unit they will study The Problem of Evil and Suffering, and they will have an individual assignment to research and produce.

## LEARNING AND TEACHING

A wide range of teaching strategies will be employed including whole class teaching, group work, paired work, group presentation and individual study. Resources are also varied. Pupils will have booklets of support notes, the use of textbooks, DVDs, information sheets, library resources, internet provisions and guest speakers.

## ASSESSMENT

This course assessment has two components:

- Component 1: question paper (2hr 20mins)
- Component 2: assignment

The question paper contains three sections. Candidates must answer one part from each section. The question paper allows candidates to demonstrate a depth factual knowledge and understanding, analyse and evaluate from across the course:

- World Religion (Judaism)**
- Morality and Belief (Religion and Justice)**
- Religious and Philosophical Questions (Suffering and Evil)**

The **question paper** has 80 marks out of total of 100. The question paper is therefore worth 80% of the overall marks for the course assessment.

The **assignment** allows candidates to have an open choice of religious, moral or philosophical issue. Their choice is not constrained by the content of the question paper. The assignment allows candidates to demonstrate the following skills, knowledge and understanding within the context of religious, moral and philosophical questions:

- identifying an appropriate religious, moral or philosophical issue for study, about which there are alternative or different points of view
- commenting on the significance or impact of the issue
- using sources of information
- drawing on knowledge and understanding to explain and analyse the issue and viewpoints, one of which must be religious, moral or philosophical

- drawing and presenting a detailed and reasoned conclusion on the issue

The **assignment** has 20 marks out of a total of 100 marks. The assignment is therefore worth 20% of the overall marks for the course assessment. 50% of the marks cover skills.

### **HOMEWORK REQUIREMENTS**

Throughout the course pupils will be given homework to enhance their study skills and prepare for assessments. Homework can take a number of different formats, for example finishing class tasks, doing extension work, research tasks, watching documentaries, presentation preparation and revision.

### **POSSIBLE PROGRESSION ROUTES**

Pupils may be able to progress to Higher qualifications in Religious, Moral and Philosophical Studies in S6.

The course develops skills that are transferable to other subject areas as well such as History, Modern Studies, Geography and English.

It is expected that pupils will develop broad, generic skills for life, work and learning. Thinking skills, literacy, health and well being, employability, enterprise and citizenship skills will be developed through the coursework.

# RELIGIOUS, MORAL & PHILOSOPHICAL STUDIES – HIGHER

## AIMS OF THE COURSE

The purpose of this Course is to develop knowledge and understanding of religious, moral and philosophical issues that affect the world today. Religious and non-religious perspectives will be included. The Course will explore the questions they raise and the solutions or approaches they offer. Pupils will have opportunities to reflect on these and on their own experience and views.

The main aims of the Course are to enable pupils to develop:

- the ability to critically analyse, reflect on and express reasoned views about religious, moral and philosophical questions and their impact
- a range of skills including investigating religious, moral and philosophical questions and responses, critical analysis, evaluation, and the ability to express detailed, reasoned and well-structured views
- in-depth factual and abstract knowledge and understanding of beliefs, practices and sources related to world religions
- in-depth factual and theoretical knowledge and understanding of religious, moral and philosophical questions and responses to them

## COURSE CONTENT

This Course develops a range of cognitive skills. It encourages active learning in the process of investigating religious, moral and philosophical topics or issues. Pupils need to develop and apply relevant knowledge and understanding. Pupils will learn to express viewpoints and will have the opportunity to reflect on and articulate their personal faith or values.

The Course has three mandatory Units:

### World Religion

Pupils will develop skills to interpret and comment on the meaning and context of sources related to the religion selected for study. They will develop in-depth factual and abstract knowledge and understanding of the impact and significance of religion today through studying some key beliefs, practices and sources found within one of the world's six major religions (Buddhism, Christianity, Hinduism, Islam, Judaism or Sikhism) and the contribution these make to the lives of followers.

### Morality and Belief

Pupils will develop skills to evaluate and express detailed, reasoned and well-structured views about contemporary moral questions and responses. They will develop in-depth factual and theoretical knowledge and understanding of contemporary moral questions and religious and non-religious responses. The range of contexts for study will be flexible to allow for personalisation and choice. Religious viewpoints studied must be from one of the world's six major religions (Buddhism, Christianity, Hinduism, Islam, Judaism or Sikhism).

### Religious and Philosophical Questions

Pupils will develop skills to critically analyse religious and philosophical questions and responses. They will develop in-depth factual and theoretical knowledge and understanding of these. The range of contexts for study will be flexible to allow for personalisation and choice. Religious viewpoints studied must be from one of the

world's six major religions (Buddhism, Christianity, Hinduism, Islam, Judaism or Sikhism).

## **LEARNING AND TEACHING**

A number of complimentary teaching approaches will be employed. This will include whole class teaching, group work, discussion and supported self-study.

## **ASSESSMENT PATTERN**

This course assessment has two components:

### **-Component 1: question papers**

**Paper One:** World Religion, Morality and Belief (2 hours and 15 mins – 60 marks)

**Paper Two:** Religious and Philosophical Questions (45 mins – 20 marks)

The purpose of these question papers is to demonstrate application of skills and breadth of knowledge and understanding across the Course. This question paper will assess the skills of critically analysing and evaluating religious, moral and philosophical questions and applying in-depth knowledge and understanding to present reasoned and well-structured views.

### **-World Religion (Islam)**

### **-Morality and Belief (Religion and Conflict)**

### **-Religious and Philosophical Questions (Origins)**

The **question papers** have a combined total of 80 marks. The question paper is therefore worth 73% of the overall marks for the course assessment.

The question paper will have a greater emphasis on the **assessment of knowledge and understanding than the assignment**. The other marks will be awarded for the demonstration of skills.

### **Component 2: assignment**

The **assignment** allows candidates to have an open choice of religious, moral or philosophical issue. Their choice is not constrained by the content of the question paper. The purpose of this assignment is to demonstrate challenge and application by demonstrating skills, knowledge and understanding within the context of a religious, moral or philosophical issue:

- identifying an appropriate religious, moral or philosophical issue for study, about which there is a range of viewpoints
- drawing on in-depth knowledge and understanding of the issue
- analysing the issue
- researching the issue, using a range of sources of information
- synthesising information in a structured manner
- evaluating different viewpoints on the issue, which must be religious, moral or philosophical
- judging or measuring the significance or impact of the issue
- presenting a reasoned and well-structured conclusion on the issue
- explaining both supporting information and potential challenges/counter-arguments

The **assignment** has 30 marks out of a total of 110 marks. The assignment is therefore worth 27% of the total grade.

**HOMEWORK**

To fulfil the criteria of the course there will be a regular home study pattern.

**RECOMMENDED ENTRY LEVEL**

Pupils should have passed National 5 at A or B or equivalent in a social subject.

**POSSIBLE PROGRESSION ROUTES**

In recent years the subject of RMPS has become highly desirable for certain careers e.g. medicine, teaching (both Primary and Secondary), social work, and the legal profession. It would also be a beneficial subject for anyone who wished to study Moral Philosophy, Psychology or Theology at University.

# RELIGIOUS, MORAL & PHIL. STUDIES – ADVANCED HIGHER

## AIMS OF THE COURSE

The purpose of this Course is to develop knowledge and understanding of religious, moral and philosophical issues relevant to the contemporary world and to develop skills of analysing and evaluating complex issues. It will provide pupils with the opportunity to synthesise information and draw reasoned conclusions. Pupils can apply the skills they have learned at Higher and elsewhere in the curriculum.

The main aims of this Course are to enable pupils to:

- develop a self-directed approach to learning and research
- analyse and evaluate evidence
- synthesise information in response to religious, moral and philosophical issues in the contemporary world
- develop in-depth knowledge and understanding of some key philosophical issues found within religion today, and the ways in which religions have responded
- develop in-depth knowledge and understanding of themes and debates in medical ethics
- develop in-depth knowledge and understanding of religious experience and responses
- experience an intellectually challenging opportunity to develop higher-order thinking skills by carrying out independent research into religious, moral or philosophical issues

## COURSE CONTENT

The Course has two mandatory Units and two optional Units.

### **Philosophy of Religion**

Pupils will develop skills to critically evaluate key theological and philosophical issues from the philosophy of religion. They will develop in-depth knowledge and understanding of how these arguments and responses to them contribute to the development of a stance for living.

### **Religious Experience**

Pupils will develop skills to critically evaluate a range of complex issues concerning religious experience and religious and other responses. Learners will develop in-depth knowledge and understanding of different perspectives on religious experience.

### **Researching Religious, Moral and Philosophical Studies**

Pupils will develop a range of skills relevant to undertaking independent research including: how to identify appropriate research issues, plan and manage a complex programme of research; source, collect and record appropriate and reliable information; evaluate, analyse and synthesise evidence; and organise, present and reference findings using appropriate conventions

## LEARNING AND TEACHING

The main methods are supported self-study linked to personal tutorials on the areas covered. Group work is also possible depending on the number of pupils.

## **ASSESSMENT PATTERN**

Internal Assessment

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

### **Philosophy of Religion**

Pupils will be required to provide evidence of:

- Critically evaluating arguments from the philosophy of religion

### **Religious Experience**

Pupils will be required to provide evidence of:

- Critically evaluating complex issues involving religious experience

### **Researching Religious, Moral and Philosophical Issues**

Pupils will be required to provide evidence of:

- Developing independent research skills in the context of complex religious, moral or philosophical issues

## **External Assessment**

Exam paper

## **HOMEWORK REQUIREMENTS**

To fulfil the criteria of the course, and in particular the personal research, there will be regular home study pattern.

## **RECOMMENDED ENTRY LEVEL**

Pupils would normally be expected to have completed a course in either:

- a) Religious, Moral and Philosophical Studies
- b) English at Higher level
- c) Social Subject at an equivalent

## **POSSIBLE PROGRESSION ROUTES**

In recent years the subject of RMPS has become highly desirable for certain careers, e.g. medicine, teaching (both primary and secondary), social work and the legal profession. It would also be a beneficial subject for anyone who wished to study Moral Philosophy, Psychology or Theology at University.

# SCIENTIFIC TECHNOLOGIES FOUNDATION APPRENTICESHIP

## COURSE DESCRIPTION

The Life Sciences and the Related Science Industries are high-tech, innovative and highly diverse, spanning pharmaceuticals, medical technology, biotechnology, and industrial biotechnology and have applications across many other sectors. People with STEM (Science, Technology, Engineering and Maths) qualifications are in high demand from employers resulting in great prospects for career development and progression.

The Foundation Apprenticeship in Scientific Technologies is for pupils in S5 or S6 and allows pupils to develop the skills and knowledge to work towards an SVQ at SCQF Level 6 and build a career in the science-based industries.

### [Apprenticeships | Foundation Scientific Technologies](#)

The Foundation Apprenticeship in Scientific technologies includes:

- A National Progression Award (NPA) in Applied Sciences at SCQF level 6 (same level as a Higher)
- Three units of a SVQ in Laboratory and Associated Technical Activities (Industrial Science)
- A substantial work placement

The NPA consists of the following Units:

- Laboratory Safety
- Mathematics for Science
- Fundamental Chemistry — An Introduction
- Experimental Procedures

The NPA is delivered in school and the SVQ is delivered with our partners at Dundee and Angus College and while on placement.

It is possible to only be entered for the NPA (school based) and not carry out the full Foundation Apprenticeship by not going out on placement.

## Entry Requirements

This course is suitable for pupils in S5 or S6 who are capable of working at SCQF level 6 (equivalent to Highers) and who have an interest in Science. Ideally pupils should have achieved grade A, B or C passes at National 5 in Chemistry and Maths or Applications of Maths. Pupils who do not have this should speak to Dr Skellern.

## Work Placement

This course involves a work-based learning experience and will require the equivalent of one day per week on placement. During the placement the pupils will be helped to build the evidence needed to complete the units from the SVQ.

## Progression and Development

Pupils will have the right skills to move from this to a Modern Apprenticeship or Technical Apprenticeship in a science subject; or may decide to move on to further or higher education.

## Additional Information

As the Work placement will take pupils out of school for a significant period, the FA should be viewed as 2 courses when considering over all number of choices.

## **SKILLS FOR WORK - SCIENCE LAB SKILLS NATIONAL 5**

### **COURSE DESCRIPTION**

Science is important to the Scottish Economy. There is a future need for recruitment owing to retirement and expansion of the industries using scientific skills both at technician and graduate level. The National 5 Laboratory Science course is designed to introduce pupils to the knowledge and skills which are required for employment/further study in the wide range of industries and services using laboratory science, and to develop an awareness of the opportunities and range of employment within the sector.

The specific aims of the course are to:

- encourage pupils to consider a career in industries and services using laboratory science
- develop an awareness of the opportunities there may be within sectors in terms of the types and range of career options
- develop the basic skills expected in a work-place laboratory
- develop the skills of communicating laboratory information
- develop pupils understanding and use of the requirements of maintaining health and safety in a laboratory environment
- develop problem solving and numeracy skills in the context of a laboratory
- provide opportunities for the personal development of skills and attitudes which will improve the pupils' employment potential within a sector
- develop the pupils' awareness of their individual strengths and weaknesses in relation to the requirements of a sector, and to reflect on how this affects their employability potential

**The qualification consists of four units.**

#### **Unit 1 Careers using Laboratory Science**

This unit introduces pupils to the wide range of industries and services which use scientific knowledge and laboratory skills. Pupils will learn about the variety of ways in which science and laboratory skills are used in different industries and services. Pupils will investigate a range of career opportunities within industries and services which use laboratory science.

#### **Unit 2 Working in a Laboratory**

This unit provides pupils with the opportunity to gain practical experience in measuring and weighing quantities, basic laboratory skills such as handling chemicals, preparing solutions, and in calculating and presenting results of practical work. Safety and security procedures are addressed to enable pupils to maintain health and safety while working in a laboratory environment and a risk assessment is carried out.

#### **Unit 3 Practical Skills**

This unit provides pupils with the opportunity to learn and develop the skills most commonly used in laboratories. Pupils will learn how to work safely with potentially hazardous materials such as microorganisms and will measure radioactivity. Skills in performing a titration, chromatography and distillation are also developed.

#### **Unit 4 Practical Investigation**

In this unit pupils will work individually to produce a plan to investigate a scientific topic using practical procedures. Pupils will identify a hypothesis to investigate. Methods for testing the hypothesis using practical procedures are devised and tasks. Pupils will produce a scientific report with their individual analysis and evaluation of the information gathered.

#### **WHO IS THE COURSE SUITABLE FOR?**

The course contains a significant amount of self-evaluation, with some personalisation and choice. This makes it suitable for most pupils as a stand-alone National 5 Course. There is no external exam so pupils must be committed to work throughout the year since assessment is continuous. This course may be taken in S5 or S6 and may be undertaken by pupils not taking Highers or Advanced Highers.

## SKILLS FOR WORK - ENERGY NATIONAL 5

### COURSE DESCRIPTION

ANTÓNIO GUTERRES, United Nations Secretary-General, has said "It's time to stop burning our planet, and start investing in the abundant renewable energy all around us." The IEA estimates that the transition towards net-zero emissions will lead to an overall increase in energy sector jobs: while about 5 million jobs in fossil fuel production could be lost by 2030, an estimated 14 million new jobs would be created in clean energy, resulting in a net gain of 9 million jobs.

There are many technologies used in the production of energy and this course has been designed to contain both an electrical generation practical/skills element using wind turbines and a heat generation practical/skills element using solar panels. These elements were selected to ensure learners receive a range of skills using different technologies that are involved in the generation of energy. Other systems used to generate energy from both the traditional/conventional and renewable systems will be discussed and evaluated during the course.

### The specific aims of the course are to:

- Encourage students to consider a career in the energy sector
- Develop an awareness of the role of conventional and renewable energy systems in the UK
- Develop an awareness of what opportunities there may be within the sector in terms of the types and range of career options
- Develop engineering skills and other skills relevant to the microgeneration energy sector
- Provide opportunities for the personal development of skills and attitudes that will improve the students' employment potential within the energy sector
- Develop the students' awareness of their individual strengths and weaknesses in relation to the requirements of the sector, and to reflect on how this affects their employability potential.
- Raise awareness of the impact of the energy sector on the environment.
- Raise awareness of the responsibilities of the energy industry regarding the environment.

### The qualification consists of 3 full units & 2 half units.

#### Unit 1: An Introduction

This unit provides students with an overview of where we get our energy from, the engineering systems that convert it into a more convenient form, and the energy conversion processes that take place from fuel being input to energy being generated. It gives a broad overview of traditional and renewable energy systems, energy conservation and includes an evaluation of an industrial or domestic energy generation facility. Investigation and presentation skills are developed in this unit.

#### Unit 2: Domestic Solar Hot Water Systems

This unit introduces a microgeneration system which generates heat from solar energy and transfers this heat energy to a heat exchanger and on to other appliances, e.g. hot water tank or under-floor heating system suitable for use in a domestic or small-scale industrial building. This is a practical skills-based unit which gives students the practical skills to manufacture some of the parts and assemble a small solar hot water panel through team working which is seen as an essential element in this unit.

### **Unit 3: Domestic Wind Turbine Systems**

This unit introduces residential or microgeneration wind turbine systems which generate electrical energy. This is a practical skills-based unit which will give students the ability to wire up an electrical circuit, manufacture parts, assemble, and test a small-scale wind turbine. The students will use prepared components to build the turbine. Team working is seen as an essential element in this unit.

### **Unit 4a: Employability and Careers**

Students will review their performance in the employability skills undertaken in significant practical activities in the units throughout the course and evaluate their own strengths and weaknesses. It will also involve students investigating careers and job roles within the energy sector.

### **Unit 4b Energy and the Individual**

Learners will investigate the energy they use over an average year. This will include producing their own carbon footprint. From the data gained, they will review and evaluate their lifestyles to try and reduce the energy they consume and thereby reduce the size of their carbon emissions/footprint. Presentation skills will also be developed in this unit.

### **WHO IS THE COURSE SUITABLE FOR?**

The course contains a significant amount of self-evaluation, with some personalisation and choice. This makes it suitable for most pupils as a stand-alone National 5 Course. There is no external exam so pupils must be committed to work through the year since assessment is continuous. This course may be taken in S5 or S6 and may be undertaken by pupils not taking other N5s, Highers or Advanced Highers.

**AIMS OF THE COURSE**

Skills for Work Courses are designed to help candidates to develop:

- skills and knowledge in a broad vocational area
- Core Skills
- an understanding of the workplace
- positive attitudes to learning
- skills and attitudes for employability

**COURSE CONTENT**

The course has 4 units:

**Assist with a Component of Activity Sessions**

Pupils will assist in the planning and delivery of a component within activity sessions for both a group and a single client, using appropriate resources. They will carry out appropriate risk assessments and health and safety procedures. Pupils will also assist in reviewing the activity session with clients and use this review to inform the planning of future activity sessions. Pupils will carry out emergency procedures within the activity environment and complete reports and review their performance with the person responsible.

**Employment Opportunities in the Sport and Recreation Industry**

Pupils will source information about career pathways and identify the skills, qualifications and experience needed to pursue these. This will allow them to map their own skills, qualifications and experience against industry requirements. Using this information they will be able to identify areas where further training is required, produce a career plan and review this as necessary.

**Assist with Fitness Programming**

Pupils will be assisted to learn how to develop and organise a physical training plan for a client. Pupils will assist in establishing a client's fitness baseline taking into account the client's overall objectives. They will be assisted to address aspects of health and safety, monitor the client's progress, carry out periodic monitoring of the client's physical training plan, review the results and modify the physical training plan.

**Assist with Daily Centre Duties**

Pupils will gain experience in setting-up and dismantling and storing equipment.

They will learn how to:

- move and handle equipment in compliance with manufacturers' instructions and centre/organisational requirements
- check for faults in equipment and deal with them

Pupils will gain experience in cleaning and tidying areas within the organisation, as well as choosing the correct materials and the appropriate personal protective equipment (PPE). In addition, they will gain knowledge and understanding of the importance of relevant health and safety procedures. Candidates will learn to demonstrate a positive approach when interacting with clients, staff and others. This

positive approach will include the ability to communicate appropriately, be responsive and establish and maintain effective relationships.

### **LEARNING & TEACHING**

The pupils will be taught through a variety of different approaches that take account of the activity being taught and the pupils' previous experience. This will involve direct teaching, classroom observation, problem solving and paired learning. Pupils will also be expected to take ownership of their learning and as such will be encouraged to take responsibility for aspects of their own development.

### **ASSESSMENT PATTERN**

To achieve the Course award the candidate must successfully achieve all the Units which make up the Course.

### **RECOMMEND ENTRY**

The course is open to any pupil with a proven track record of hard work and commitment within the Physical Education department. The course may be of particular relevance to those pupils; who wish to pursue a career in sports coaching or teaching.

## **SPANISH NATIONAL 5**

### **AIMS OF THE COURSE**

Through a variety of positive learning experiences, pupils will have the opportunity to build on their prior language learning to develop the high level of skills in listening and talking, reading and writing, which are essential for learning, work and life. In addition, we aim to enhance pupils' understanding of how language works.

### **COURSE CONTENT**

The course enables pupils to develop the skills necessary to use language successfully in order to express their ideas and opinions on issues of interest to them. We continue to equip pupils with the language and skills to cope in practical situations as confident individuals in another country. They will be encouraged to reflect on how their foreign language learning links to their own first language and develop their skills whilst listening, talking, reading and writing in a modern language. Pupils will study a variety of topics relating, for example, to the society they live in, other cultures and citizenship. The course material will enable pupils to see a purpose to their learning and enhance their enjoyment and understanding of their own and other cultures.

### **LEARNING AND TEACHING**

The courses are delivered using a variety of learning and teaching approaches in order to maximise progress in all four skills by engaging our pupils to be active participants in enjoyable, motivating learning environments. They will encounter a wide range of different types of texts in different media including reading authentic texts, newspaper articles, magazines and various websites and software. Their experiences will allow them to deepen their understanding of grammar and vocabulary on a range of topics. Pupils will prepare and deliver presentations, practise speaking and listening using digital audio, work together in groups and be encouraged to take responsibility for their own learning. Formative assessment and active learning continue to be integral to classroom teaching.

### **ASSESSMENT**

The course assessment has five components at National 5

Component 1: Reading This is undertaken in Exam Paper 1

Component 2: Writing This is undertaken in Exam Paper 1

Component 3: Listening This is undertaken in Exam Paper 2

Component 4: Performance-talking. 6-8 minutes. This is undertaken during the course and recorded under exam conditions.

National 5 is achieved when learners complete the course requirements and achieve a grade A-D in the external assessment.

### **HOMEWORK REQUIREMENTS**

Regular homework will be set including the learning and revising of new vocabulary and phrases as well as a variety of tasks to practise pupils' language skills to consolidate classroom learning. Pupils should be encouraged to use recommended websites to practise their language skills further at home.

### **POSSIBLE PROGRESSION ROUTES**

Pupils gaining National 5 could progress to Higher in S6

# SPANISH – HIGHER

## AIMS OF THE COURSE

- To provide pupils with a deeper knowledge of a foreign language in the four skills of Reading and Listening, Talking and Writing
- to develop these skills for further study at college or university
- to provide the language skills for living and working abroad
- to develop independent learning

## COURSE CONTENT

The Course provides pupils with the opportunity to develop skills in reading, listening, talking and writing, which are essential for learning, work and life. It will develop understanding of how language works and use different media for learning and the communication of ideas and information. The Course also provides pupils with the opportunity to use creative and critical thinking.

### Understanding Language

The purpose of this Unit is to provide pupils with the opportunity to develop and extend **reading** and **listening** skills in the modern language and to develop their knowledge and understanding of detailed and complex language in the contexts of **society, learning, employability, and culture.**

### Using Language

The purpose of this Unit is to provide pupils with the opportunity to develop and extend **talking** and **writing** skills in the modern language and to develop their knowledge and understanding of detailed and complex language within the same 4 contexts of the Understanding Language Unit.

## LEARNING & TEACHING

- Wide variety of textual material
- Listening to native speakers on digital audio
- Discussion (in the foreign language)
- Recording of speaking onto digital audio
- Group work
- Direct teaching
- Grammar exercises
- Writing on a topic after preparation by teacher and student
- Translation skills
- Self-study and the development of independent learning skills
- ICT

## ASSESSMENT PATTERN

Learners will be assessed in 5 components:

Component 1. Reading

Component 2. Directed Writing

Component 3. Listening

Component 4. Performance Talking

## **HOMEWORK REQUIREMENTS**

Regular weekly items involving:

Writing in the Foreign Language

Learning vocabulary/phrases

Grammar exercises

Preparing talks/discussions

Preparatory reading and/or close reading

## **RECOMMENDED ENTRY LEVEL**

A pass at grade A/B at National 5. Some S5/S6 pupils may be considered for entry to Higher having completed 3 years of prior language study. However, the course requires significant self-motivation and effort to reach the standard provided by achieving an A or B grade at National 5. This work should not be underestimated by those considering a direct entry into Higher.

## **POSSIBLE PROGRESSION ROUTES**

Although a valuable course in itself, a Modern Language Higher is a good basis for further study at Advanced Higher level and for further study at colleges and universities. Pupils may also combine the study of a foreign language with other subjects such as physics, engineering, chemistry, business studies and European studies. There are a significant number of combined courses available.

The Course provides opportunities for vertical and lateral progression to National Courses, and to other SQA qualifications in Modern Languages and other related fields.

# SPANISH – ADVANCED HIGHER

## AIMS OF THE COURSE

- to develop the knowledge of the language through the study of contemporary issues, a book or film and areas of personal interest.
- to widen students' horizons both in a career and leisure context.

## COURSE CONTENT

Advanced Higher Modern Languages provides pupils with the opportunity to develop advanced skills in listening and talking, reading and writing and to further embed the deeper knowledge of how language work.

Pupils use language skills to communicate ideas and information in the contexts of **society, learning, employability and culture**.

Pupils use creative and critical thinking, as well as other higher order language skills, to synthesise ideas and arguments and develop independent learning skills, including research and analytical skills.

The study of a modern language has a unique contribution to make to the development of cultural awareness, as it provides pupils with a means of communicating directly with people from different cultures. They gain insights into other views of the world and therefore develop a richer understanding of active citizenship. Pupils encounter a wide range of different types of texts in different media throughout the course.

## Mandatory Units

Understanding Language  
Using Language  
Specialist Study

A broad overview of the mandatory subject skills, knowledge and understanding that will be assessed in the Course cover:

- advanced listening and talking, reading, and writing skills in the modern language, as appropriate to purpose and audience, in the contexts of society, learning, employability, and culture
- advanced knowledge and understanding required to use the modern language in a variety of social contexts
- understanding and applying an advanced range of grammar
- advanced knowledge and understanding required to apply the language skills of translation  
and either:
  - advanced knowledge and appreciation of literary and/or media texts in the modern language  
or
  - advanced knowledge and appreciation of a thematic aspect  
or
  - advanced knowledge and appreciation of language in work

## **LEARNING & TEACHING**

Directed study including research, writing and talking, audio and video materials, study of texts, discussion with speakers of foreign language, use of the Internet and ICT.

## **ASSESSMENT PATTERN**

### **UNIT ASSESSMENT**

#### **Understanding and Using Language**

Pupils will be required to provide evidence of their reading, listening and talking skills, using complex language, in the modern language in one of the following contexts: society, learning, employability, or culture.

## **COURSE ASSESSMENT**

### **Component 1 - Question paper**

The question paper will have 120 marks

This question paper has two Sections.

Section 1: Reading and Translation

This Section will have 50 marks

Section 2: Listening and Discursive Writing

This Section will have 70 marks

### **Component 2 - Performance**

The performance will have 50 marks

The purpose of this performance is to give learners the opportunity to demonstrate their talking skills in the modern language in a discussion

### **Component 3 - Portfolio**

The portfolio will have 30 marks

The purpose of the portfolio is to assess learners' analytical and evaluative skills, of: literary and/or media texts

For this option, learners will write one text in English of between 1200 and 1500 words in length.

## **HOMEWORK REQUIREMENTS**

Regular self-directed homework is an essential part of the course.

## **RECOMMENDED ENTRY LEVEL**

A good pass at Higher or equivalent is essential.

## **POSSIBLE PROGRESSION ROUTES**

Advanced Higher is an excellent basis for further study at university, either as a main or subsidiary subject. A language is a valuable ancillary skill in a number of degree courses. It prepares students for mobility in Europe and enables them to pursue leisure and cultural interests.

# **YASS – YOUNG APPLICANTS IN SCHOOL SCHEME SCOTLAND**

## **INTRODUCTION**

The Young Applicants in Schools Scheme Scotland is an initiative by the Open University to provide access to Level 1 Course for senior students in Scottish schools.

In Banchory we are aware that a number of our S6 students are seeking new and different challenges when they enter S6. For them another clutch of Highers or progression to advanced Higher is not what they want from their final year in school. The YASS programme may just be what is required, a break from the school routine of the previous five years and very definitely a bridge between school and University both in terms of the nature of the work and the way in which it is delivered.

The Courses, listed below, will carry a school tariff of 10 points. Students will **not** be taught but will follow the course in exactly the same way as they would were they an Open University Student (you will in fact be an OU student, as you have to register with them) That is time will be allocate to you for study/work but you will be responsible for ensuring that you meet the targets set by the OU. You will need to access the online resources, DVD based materials and on line help service provide by the OU. You will be responsible for ensuring that you make the appropriate progress.

## **ENTRY REQUIREMENTS**

Students participating in the YASS will be expected to have sufficient Highers to enable them to follow at least two Advanced Higher Courses.

## **COST**

The Open University charges students for these courses but at present funding is available. Typical charges are £164 for 10-credit modules.

## **COURSES AVAILABLE**

Courses vary from year to year, pupils are advised to look at 10 credit courses eg

Law Making in Scotland

Contemporary topics in Science:

Other options can be viewed on the OU website  
[www.open.ac.uk/choose/yass/modules-available](http://www.open.ac.uk/choose/yass/modules-available)