

Hillhead High School



**Third to Fourth and Fifth
Year:
Information on Subject
Selection
January 2021**

S3 Personalisation and Choice 2020/21

Dear Parent/Carer,

Your child is about to decide which subjects they will study for S4 and S5 – their first two years of Senior Phase (S4, S5 & S6 of Curriculum for Excellence)

Senior Phase Pathways

At the end of S3, pupils will embark upon their Senior Phase pathways, which for almost all means **two year courses in S4 and S5** in six of the subjects studied in S3, including English and Mathematics, bypassing SQA exams in fourth year (S4) and sitting SQA exams in May of S5. During S4 Pupils also choose a Wider Achievement activity (e.g. SFA Sports Coaching, Creative Industries, CREST Science, Duke of Edinburgh) which takes place on Monday and Wednesday afternoons.

Why do pupils embark upon two year courses in S4 and S5 at Hillhead?

- Spending two years on National 4, National 5 and Higher courses in S4 and S5 allows more time for learning and teaching.
- Our aim is to raise attainment by increasing the number of passes and the quality of passes at each level – e.g. If a pupil has more time to study a subject before sitting an SQA exam s/he should do better.
- Our approach cuts down the amount of internal assessments (UASPs) that need to be completed by pupils throughout the subjects and also prevents the “two term dash” that happens with one year courses.
- Since 2014 we have offered the option of a one year S4 curricular pathway to pupils and parents. To date, no pupil has begun S4 with the intention of leaving after one year and so this pathway has not been taken up. We have the highest stay-on rate in Glasgow as a result.

What do other schools do?

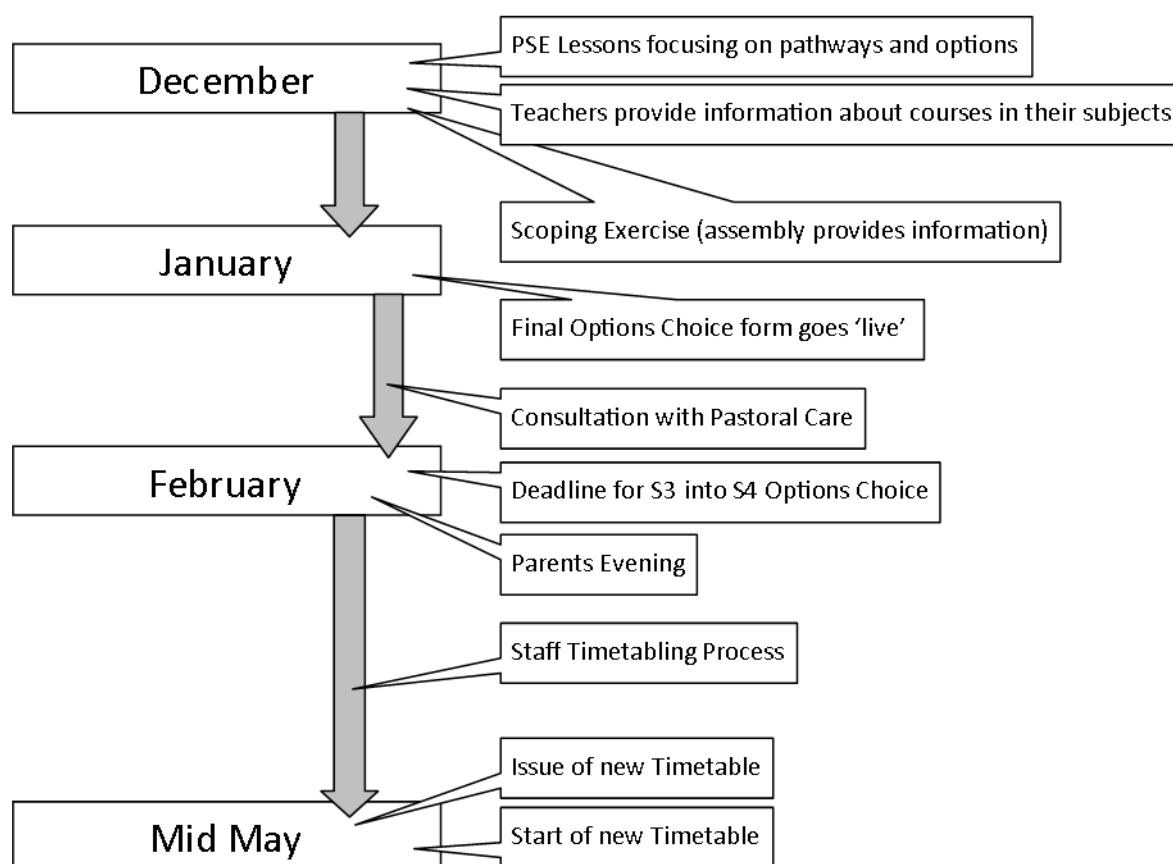
- At the moment, most other schools in Scotland continue to offer one year courses in S4, S5 and S6. There are variations in terms of the number of courses at each level but typically a pupil in S4 may study 6-8 subjects and then go on to study 5 subjects in S5 – i.e. a pupil can complete 5 Highers by the end of S5. Our model means pupils are studying six subjects in S5 and so can complete 6 Highers if appropriate.
- We have worked closely with Education Scotland and other schools across Scotland to share information on our approach to the Senior Phase and the benefits of our curricular pathway.

Third to Fourth and Fifth Year

Personalisation and Choice

Calendar

What happens when you are moving from S3 into S4?



December into January

Parents Information Evening

“Scoping Exercise” This is your opportunity to see how the options process works and to ask any questions you may have. It also allows the school to survey the demand for different subjects and the patterns evident from pupil choice.

Second Tracking Report (January)

This provides a further indication of likely success across each potential subject choice

February

Final options choice opens (online). Consultations commence with Pastoral Care and are simultaneous to this.

Throughout the Process

To help you and your son/daughter take these decisions, the following support is available:

1. The S3 Report
2. This **Personalisation and Choice Booklet** that will allow you to think in more detail about the subjects on offer. This can be downloaded onto your child's school iPad and retained in the 'Books' app.
3. **Online Parents Information Evening.** The digital content delivered ahead of the session and any subsequent information will remain available online for access in your own time.
4. **The school website.** This will provide all relevant information and there will be a specific section for S3 moving into S4 that will be continuously updated.

There is a draft **Personalisation and Choice Form** included in this booklet for information. Please note that, this year for the first time, options choice selection **will be undertaken by pupils using an online form**. The paper form will continue to exist for the purposes of taking notes and improving understanding of the process. We will carry out an “initial scoping” exercise assembly with pupils on Tuesday 10th December. This exercise is designed so that:

- Pupils can learn about accessing the form online and ask any questions about the process.
- Pupils can gain access to an online form similar in style to the final form and begin to think seriously about their options and choices for S3.
- The appropriate school staff can assess the requirement and demand from pupils as regards to subject uptake so as to begin the timetabling process.

Pupils will be receive a draft paper form for discussion with you. It is important that you follow the instructions on the reverse side.

The final choices will be made in January once you have had time to discuss with your child and also with Pastoral Care staff or the Head of Year (Depute Head Teacher).

I hope that all of the above will be of real help to you and the pupils as you make these important choices. Please do not hesitate to ask for any information on, or clarification of any aspect of this process at any time, by contacting myself, Mr Brown (Depute Head Teacher who in charge of the yeargroup and responsible for the school timetable and Options Choice operations) or the relevant member of the Pastoral Care staff.

Yours sincerely

K. McAlaney

Careers

The subjects you select now for S4 and S5 will influence the further study and career opportunities that are available to you when you leave school. Some University courses have mandatory subjects/grades that you must achieve before you will be admitted. You can find a list of common career paths and the required/desired subjects that you need to study them and the bottom of this page. To help you make these selections you will have at least one meeting with Mhairi or Jennifer from Skills Development Scotland, they will help to guide you onto your most suitable pathway. You can find out more about Skills Development Scotland by visiting their website at;

www.skillsdevelopmentscotland.co.uk

| Course/Career | Required | Desired |
|---|--|--|
| Engineering | Physics and Maths | |
| Medicine/Vet Medicine/Dentistry | Biology, Chemistry, Maths | |
| Social Science | English plus two from Modern Studies, History, Geography | |
| Optometry/Radiography | Physics | |
| Computer Games Design/Technology and Graphic Design | Art and Design | Graphic Communication, Computing Science |
| Construction/ Mechanics | Physics, Practical Woodworking | Computing Science, Graphic Communication |
| Primary Teaching | Maths and English plus at least one language | Physics, Biology, Chemistry |
| Business and Law | At least one language, Business Studies, Modern Studies, English | |
| Science General- Including Sport | Biology, Chemistry | |

Careers

On this page you will find potential career paths in the subject areas that interest you. You may also wish to use the online career option service from My World of Work which can give you possible career options based on your likes and dislikes.

<https://www.myworldofwork.co.uk/my-career-options>

| | |
|---|---|
| <p><u>Expressive Arts (Music, Art and Design, Drama)</u></p> <p>○ Architecture ○ Photography ○ Product Design ○ Fashion Design ○ Theatre ○ Film ○ Television ○ Teaching ○ Community Drama ○ Film Animation ○ Art Historian ○ Games Designer</p> | <p><u>Health and Wellbeing (Physical Education)</u></p> <p>○ Coaching ○ Teaching ○ Physiotherapy ○ Personal Trainer ○ Sports Science ○ Sport and Recreational Management ○ Sports Journalism ○ Sports Therapy ○ Professional Sports</p> |
| <p><u>Languages (French, Mandarin, Urdu, Spanish)</u></p> <p>○ Business ○ Marketing ○ Law ○ Media ○ Interpretation ○ Translation ○ Cabin Crew ○ Education ○ Work Abroad ○ Journalism ○ Retail ○ Advertising ○ Fashion ○ Tourism ○ Hospitality ○ Import/Export ○ IT ○ Diplomatic Service</p> | <p><u>Sciences (Chemistry, Biology, Physics)</u></p> <p>○ Electrician ○ Optometry ○ Robotics ○ Medicine ○ Engineering ○ Education ○ Dentistry ○ Botany ○ Biotechnology ○ Veterinarian ○ Radiologist ○ Pharmaceuticals ○ Journalism ○ Geochemistry ○ Industrial Chemistry</p> |
| <p><u>Humanities (Geography, History, Modern Studies, Religious, Moral and Philosophical Studies)</u></p> <p>○ Agriculture ○ Estate Agency ○ Leisure and Recreation Industry ○ Air Cabin Crew ○ Town Planning ○ Transport and Communications ○ Education ○ Sales ○ Research ○ Journalism ○ Theology ○ Politics</p> | <p><u>Technologies (Administration and IT, Business Management, Computing Science, Graphics/ Woodwork)</u></p> <p>○ HR/PR Management ○ Advertising ○ Marketing/Research ○ Engineering ○ Architecture ○ Construction ○ Publishing ○ Web, Computer Software & Game Design</p> |

| <u>Literacy (English)</u> | <u>Numeracy (Maths)</u> |
|---|---|
| <input type="radio"/> Law <input type="radio"/> Media <input type="radio"/> Journalism <input type="radio"/> Business <input type="checkbox"/> Education <input type="radio"/> Librarian <input type="radio"/> Writer <input type="radio"/> Social Media Manager | <input type="radio"/> Economics <input type="radio"/> Engineering <input type="radio"/> Education <input type="checkbox"/> Construction <input type="radio"/> Banking <input type="radio"/> Statistics <input type="radio"/> Architecture <input type="radio"/> Aviation |

Draft Form

Before a final options form is published there will be a 'Scoping Exercise'. This is completed online and will look like this: The online form will ask a series of questions.

An assembly will be held to guide pupils in accessing and using the Scoping Exercise online form.

A letter will be sent home to parents once the system is made live.

Once the Scoping Exercise is complete an options form will be created. The form below is **an example**. The Scoping Exercise will affect the placement of options in different columns.

| Hillhead High School | | | | S3 - S4/5 Options 2019/20 | | | |
|--|--------------|-------------|---------------------|---|-------------------------|--------------------|-------------------|
| Name | | Class | | Courses are dependent on numbers and staffing | | | |
| Please choose one subject from column A - F and tick the appropriate box. | | | | | | | |
| | Column A | Column B | Column C | Column D | Column E | Column F | Column G |
| | 4 periods | 4 periods | 3 periods | 3 periods | 3 periods | 3 periods | 3 periods |
| SCOF LEVEL 6 AWARDS | English (H) | Maths (H) | Biology (H) | Biology (H) | Art (H) | Art (H) | Wider achievement |
| | | | Physics (H) | Busin.Man (H) | French (H) | Physics (H) | |
| | | | Drama (H) | Mandarin (H) | Music (H) | Busin.Man (H) | |
| | | | Computing (H) | French (H) | Politics (H) | History (H) | |
| | | | P.E. (H) | P.E. (H) | P.E. (H) | Music (H) | |
| | | | | History (H) | Graphics (H) | Urdu (H) | |
| | | | | Mod. Studies (H) | Spanish (H) | | |
| | | | | Geography (H) | Chemistry (H) | | |
| SCOF LEVEL 5 AWARDS | English (N5) | Maths (N5) | N5 Biology (N5) | Biology (N5) | Art (N5) | Physics (N5) | |
| | | | Physics (N5) | Business. Man (N5) | Admin (N5) | Art (N5) | |
| | | | Drama (N5) | French (N5) | Music (N5) | Computing (N5) | |
| | | | P.E. (N5) | P.E. (N5) | Spanish (N5) | Business. Man (N5) | |
| | | | Woodwork (N5) | History (N5) | P.E. (N5) | Music (N5) | |
| | | | | Mod. Studies (N5) | Graphics (N5) | Urdu (N5) | |
| | | | | Geography (N5) | Chemistry (N5) | | |
| | | | | Mandarin (N5) | | | |
| SCOF LEVEL 4 AWARDS | English (N4) | Maths (N4) | Physics/Elect. (N4) | P.E. (N4) | Art (N4) | | |
| | | | T. & T. / Geog (N4) | | Hist / Mod Studies (N4) | Art (N4) | |
| | | | PE (N4) | | | | |
| SCOF LEVEL 3 AWARDS | | | | | | | |
| | | | | | | | |
| | | | | | | | |

Information on Subjects

Departments have provided information about their subjects and have suggested careers for which these subjects would be useful. The information is provided on the following pages.

If you have any questions relating to a subject, these should be referred to the relevant Principal Teacher (see list below).

General questions about the type of course and its suitability for a given career should be referred to the Pastoral Care Department.

| Courses on Offer | Principal Teachers / Faculty Heads |
|--------------------|------------------------------------|
| Expressive Arts | Mr Reid |
| Science | Miss Ayton |
| English & Literacy | Miss Southern |
| Social Subjects | Mr Elder |
| Technologies | Miss Cuthbertson |
| Mathematics | Mr Carson |
| Modern Languages | Mrs Young |
| Physical Education | Mr Gemmill |

Pastoral Care and the Options Process

Pupils nearing the completion of S3 of the Broad General Education are asked to make choices about the subjects that they wish study in the S4 and S5. As all pupils must study English and Mathematics, this will mean that pupils will select **4** others.

We have attempted to give access to subjects in a way which will give maximum scope for interests and aptitudes, continue to offer breadth, depth and progression, leave open most career options and minimise the risk of an unbalanced course choice.

Parental involvement and consent to the course choice is essential for the progress of each child throughout the school. Pupils and parents are encouraged to discuss the various options after reading this booklet and then indicate their preferred option to a member of the Pastoral Care Staff during the individual interview that will be offered to every pupil.

Pastoral Care Staff may, however, offer alternative recommendations that should be **most carefully considered**. These recommendations will be made on the basis of a sound knowledge of each course, a full understanding of each pupil's abilities and sound careers information.

A copy of the recommended course choice form will be sent home for parents/guardians to discuss and sign, if in agreement. It is possible, of course, for parents to discuss the course choice by requesting a meeting with a member of the Pastoral Care Staff.

| | |
|---------|-----------------|
| 3A | Miss L Robinson |
| 3B | Miss J Hewitt |
| 3C & 3D | Mr J Greechan |
| 3E | Miss K Campbell |
| 3F | Mr B Griffin |

Administration and IT

Levels Available: National 5 and Higher

Course Outline: The key purpose of the course is to develop learners' administrative and IT skills and, ultimately, to enable them to contribute to the effective functioning of organisations. The skills taught in Administration and IT will be very useful for further education and employment.

There are 3 units in the course:

Administrative Practices

Learners will develop an understanding of key legislation affecting both organisations and employees, the benefits to organisations of good customer care and the skills, qualities and attributes required of administrators.

IT Solutions for Administrators

Learners will select the following IT applications — word processing, spreadsheets, databases along with emerging technologies, and will use them to create and edit business documents.

Communication in Administration

Learners will develop an understanding of what constitutes a reliable source of information and an ability to identify and use the most appropriate methods for gathering information. They will also become able to communicate information in ways appropriate to its context, audience and purpose.

Assessment:

National 5

The course will be assessed using summative end of topic tests as well as the final examination and assignment. In the assignment learners will complete a series of practical tasks using the computer. This assignment will be completed in class and will be worth 58% of the overall grade.

The final exam will be another practical paper which will focus on Spreadsheets, Databases and the theory element of the course. This will be

completed on the computer and under SQA exam conditions. This paper contributes to 42% of the overall grade.

Higher

The course is assessed through 3 internal unit assessments, a course assignment and a final examination.

In the assignment pupils will complete a series of tasks using the computer. This will be completed under SQA exam conditions and contribute to 70% of the overall grade.

Pupils will also complete a theory question paper which is split into two sections consisting of a case study section and an extended response section. This is an hour long exam and will contribute to 42% of the overall grade.



Art & Design

Levels Available:

National 4, National 5 & Higher



Course Outline:

The National 4, 5 & Higher Art and Design courses can be broken into 3 areas, **DESIGN, EXPRESSIVE & ART & DESIGN STUDIES**. These areas are geared towards you communicating personal responses, ideas and feelings, while learning to handle media and acquiring a range of skills, which can include 3-D working methods and sophisticated use of ICT. By engaging in Design and Expressive processes, you will work creatively, develop the ability to solve problems. Throughout the course you will also develop creativity, perseverance, independence and resilience.

The two main areas of work that make up the course are the **DESIGN** folio and the **EXPRESSIVE** folio. Pupils decide their own areas of study and produce a folio based around a theme. Design folios are usually **JEWELLERY, FASHION, ARCHITECTURE, PRODUCT DESIGN** (lighting or chairs) or **GRAPHIC DESIGN** (poster, book cover or album cover design) folios with design studies. Expressive folios are usually **STILL LIFE, PORTRAITURE, LANDSCAPE** or **FIGURE COMPOSITION** folios with expressive studies. This provides a broad practical experience of Art and Design with related Critical Activity.

The course provides you with opportunities to be inspired and creatively challenged as you explore how to visually represent and communicate your personal thoughts, ideas and feelings through your work. Pupils are in full control of their projects, which makes for a wide and exciting range of final outcomes, which are sometimes personal and intimate.

Assessment:

Pupils sitting National 4 will be marked internally and will not sit an external exam. Pupils sitting National 5 & Higher, will produce a Design folio and an Expressive folio. These will be externally assessed and sent away to the SQA. National 5 & Higher pupils will also undertake a written exam at the end of the course. The National 5 paper will last 1hr 30minutes and the Higher paper will last 2hrs. Pupils will be asked a range of questions in both the Design and Expressive areas of the course.

Biology

Levels Available: National 5 and Higher

All Biology courses are undertaken over two years and have a balance between Knowledge and Understanding, Problem Solving and Practical Abilities.

National 5 Biology

Candidates develop skills of scientific inquiry, and analytical thinking, along with knowledge and understanding. These skills, knowledge and understanding of biology are developed through a variety of approaches and in the context of each of the three main areas of the course. Candidates undertake practical activities in the classroom/local environment. Candidates research issues and communicate information related to their findings, which develops skills of scientific literacy.

The National 5 course content includes the following areas of biology:

- **Cell biology** - cell structure; transport across cell membranes; DNA and the production of proteins; proteins; genetic engineering; respiration.
- **Multicellular organisms** - producing new cells; control and communication; reproduction; variation and inheritance; transport systems — plants; transport systems — animals; absorption of materials.
- **Life on Earth** - ecosystems; distribution of organisms; photosynthesis; energy in ecosystems; food production; evolution of species.

Assessment:

- The course will be assessed using mid-unit and end of unit assessments. During the course you will be required to produce an assignment - a write-up of a scientific investigation. This assignment will form part of your final award when combined with the SQA examination.

Higher Biology

The Higher 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. The course provides opportunities for candidates

to acquire and apply knowledge to evaluate biological issues, assess risk, make informed decisions and develop an ethical view of complex issues. Candidates are able to develop their communication, collaborative working and leadership skills, and are able to apply critical thinking in new and unfamiliar contexts to solve problems.

The Higher course content includes the following areas of biology:

- **DNA and the genome** - structure of DNA, replication of DNA, gene expression, cellular differentiation, the structure of the genome, mutations, evolution, genomic sequencing.
- **Metabolism and survival** - metabolic pathways, cellular respiration, metabolic rate, metabolism in conformers and regulators, metabolism and adverse conditions, environmental control of metabolism, genetic control of metabolism.
- **Sustainability and interdependence** - food supply, plant growth and productivity, plant and animal breeding, crop protection, animal welfare, symbiosis, social behaviour, components of biodiversity, threats to biodiversity.

Assessment:

- The course will be assessed using mid-unit and end of unit assessments. During the course you will be required to produce an assignment - a write-up of a scientific investigation. This assignment will form part of your final award when combined with the SQA examination.

Business Management

Levels Available: National 5 and Higher

Overview

- The course introduces learners to the dynamic, changing, competitive and economic environment of industry and commerce. The skills developed will support learners in becoming more confident, particularly regarding their own future education and place in the world of work.

National 5 There are 3 units in the course:

- **Understanding Business** This unit covers the key objectives and activities of small and medium-sized business organisations; as well as factors that impact on the activities of these organisations.
- **Management of People and Finance** This unit will cover recruitment and selection, training, motivation, legislation and employment relations. It also includes sources of finance, final accounts, job costing and budgeting.
- **Management of Marketing and Operations** This unit will cover market research, the product lifecycle and the marketing mix. It will also cover choice of supplier, methods of production, stocking, and ensuring high quality.
- **Assessment:** The course will be assessed using summative end of topic tests as well as the final examination and assignment. In the assignment learners will prepare a business report based on information gathered from a range of sources. The report will demonstrate learners' ability to apply knowledge and understanding of relevant business concepts associated with the context of the topic/issue. The final exam question paper is split into two sections consisting of a case study section and an extended response section.

Higher There are 3 units in the course:

- **Understanding Business** - In this Unit, learners will extend their understanding of the ways in which organisations in the private, public and third sectors operate. Learners will carry out activities that highlight the opportunities and constraints on these organisations in the pursuit of their strategic goals.
- **Management of People and Finance** - In this Unit, learners will develop skills and knowledge that will deepen their understanding and critical awareness of the issues facing organisations in the management of people and finance. This Unit will allow learners to carry out activities that will extend their grasp of relevant theories, concepts and procedures used in planning for an organisation's success, including leadership, motivation and finance.
- **Management of Marketing and Operations** - In this Unit, learners will extend their knowledge which will deepen their understanding of the importance to organisations of having effective marketing and operations systems. The Unit will allow learners to carry out activities that will extend their grasp of relevant theories, concepts and procedures used by organisations in order to improve and/or maintain quality and competitiveness.
- **Assessment** The course is assessed through 3 internal unit assessments, a course assignment and a final examination.
- In the assignment learners will prepare a business report based on information gathered from a range of sources. The report will demonstrate learners' ability to apply knowledge and understanding of relevant business concepts associated with the context of the topic/issue.
- The final exam question paper is split into two sections consisting of a case study section and an extended response section.



Business and IT

Overview

This National Progression Award has been developed with the purpose of providing pupils with the fundamental business and information technology skills and knowledge required for the world of work. Pupils will enhance their digital literacy skills so that they are equipped for the world of work.

Who is this course for?

This course is designed for pupils who are working at the third level in their S3 Business or Administration classes. It is also suitable for pupils who have not taken a Technology subject in S3 and wish to return to the faculty to gain some practical IT skills.

Units

At SCQF level 5 there are 3 units in the course:

1. Developing pupil's knowledge and understanding of the role of business in society.
2. Develop pupil's knowledge, application and usage of a variety of software packages.
3. Providing pupils with the relevant Core Skills for business, administration and technology for employment and further study.



How will the course be assessed?

There is no final exam for Level 6 Business and IT. The course is made up of four units, which are all internally assessed by your class teacher.



Computing Science

Levels Available:

National 5, Higher.

Course Outline:



Computing Science is vital to everyday life – socially, technologically and economically; it shapes the world in which we live and its future. Computing is embedded in the world around us from systems and devices in our homes and places of work, to how we access education, entertainment, transportation and communication. With this in mind, learners will be introduced to a range of computational processes and thinking and learn to apply a rigorous approach to the design and development process across a variety of contemporary contexts.

National 5 & Higher

These courses have four areas of study:

Software Design and Development

Learners develop knowledge, understanding and practical problem-solving skills in software design and development, through a range of practical and investigative tasks using Visual Basic. Learners are expected to analyse problems and design, implement, test and evaluate their solutions.

Computer Systems

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

Database design and development

Learners develop knowledge, understanding and practical problem-solving skills in database design and development allowing learners to analyse, design, implement, test and evaluate practical solutions using a range of development tools such as SQL. Tasks involve some complex features that require some interpretation by learners.

Web design and development

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

Assessment:

National 5 and Higher Assessments comprise of an unseen, written exam testing all four units. Learners are allowed 2 hours for this exam which accounts for 110 marks and contributes 70% to their final mark.

Learners also complete a practical coursework in February of their 5th year, which accounts for 50 marks and contributes 30% towards their final mark.

Both the exam and practical coursework are externally marked.

Internal assessments will take place throughout the year to ensure pupil is presented at the level most appropriate for them.



Chemistry

Introduction

By studying Chemistry learners will have opportunities to develop their knowledge, interest and enthusiasm through a range of contexts. Pupils will enhance their investigative skills by participating in scientific inquiry tasks and practical work. Throughout their learning pupils will gain an understanding of the chemistry principles underpinning compounds used in everyday life.

Levels Available:

Chemistry will be offered at National 5 and Higher levels. Entry to each level is based on attainment and application throughout S3.

Course Outline

All senior phase chemistry courses contain three units of work which focus on Chemicals Changes & Structure, Nature's Chemistry and Chemistry in Society. Pupils at all levels will also complete an assignment, where they will complete a practical investigation and compare it to robust online sources of information and results.

Assessment

Pupils at all levels will be continually assessed throughout their course via mid-unit and end of unit exam level assessments. The final award is made up of an assignment – a write-up of a scientific investigation, which forms part of the overall course award alongside the final SQA examination.

Progression

At the end of fifth year, learners gaining:

- a good National 5 Chemistry award can progress to Higher Chemistry
- a good Higher Chemistry award can progress to Advanced Higher chemistry or a Higher in another Science subject.

Drama



Levels Available:

National 4, National 5 & Higher

Course Outline:

Performance and creativity are at the heart of the National 4/5 & Higher Drama courses, which are both exciting and demanding. The courses provide opportunities for learners to be inspired and challenged by exploring dramatic ideas in creating and appreciating theatre. It is practical and focuses on the development of performance skills, using theatre arts and technologies to create drama.

Candidate should show that they are capable of:

- Working independently as part of a group
- Giving a range of their own ideas
- Being able to organise their ideas into a presentation
- Learn a short script in preparation for a performance
- Show a good understanding of drama terminology
- Be able to critically evaluate their own and others work

The 2 main areas of the course are **Drama Skills & Production Skills.**

Drama Skills - You will learn the skills and knowledge to create and present drama through the exploration and use of drama skills. You'll respond to stimuli, generate ideas and use drama skills to portray character. You will explore the social and cultural influences on drama. You will learn how to reflect on use of drama skills and the drama skills of others.

Production skills - You will gain knowledge and understanding of a range of production skills. You will use these skills to enhance drama when presenting. You will work with others to develop a performance concept as an actor or in a production role. You will learn how to evaluate their progress and that of other learners.

Assessment: Pupils sitting National 4 will be marked internally and will not sit an external exam. National 5 & Higher pupils will take part in a practical performance, which will be assessed by a visiting SQA marker. Higher pupils will also undertake a written exam at the end of the course which will last 2hr and 30min and the National 5 paper will last 1hr 30min.

English

Pathways to Senior Phase

In February of S3, pupils are given an indication of a pathway into the senior phase based on their performance in the three **Significant Aspects of Learning: Reading, Writing, Talking & Listening**.

This pathway is indicated in S3 Full Reports, discussed with pupils during Learner Conversations and negotiated with parents and carers at the S3 Parents' Evening.

Higher Pupils achieving Fourth Level outcomes are predicted to undertake the **2 year Higher course in S4 and S5**.

SQA Exam: May 2020

National 5 Pupils achieving Third Level outcomes are predicted to undertake the **2 year National 5 course in S4 and S5**.

These pupils will 'bank' 5 Literacy units en route to the National 5 qualification.

There is an opportunity at the half way stage (June of S4) to promote a pupil to Higher on the basis of progress with class work and score in the S4 prelim.

SQA Exam: May 2020

National 4 Pupils working at First or Second Level, who are yet to secure their skills across the benchmarks at Third Level, undertake study at National 4 in S4 and progress to EITHER National 4 Media OR National 5 Literacy units in S5.

Assessment for pupils following this pathway is continuous and unit-based with an 'Added Value' unit in place of a final exam.



Humanities Faculty: **Geography**

Why Study **Geography in Hillhead High school?** The Geography course will cover both physical and human environments and the complex interaction of processes that shape our world. It will also show how human activity affects the environment and how people adapt and mitigate the effects of processes on their environment. This is complex and dynamic and varies from place to place depending on people's resources, technology and culture. Geography combines well with both arts and science subjects. Geography is highly valued by universities as a science.

Course Outline: In S4 and S5 **Geography** all learners will follow the **National Curriculum** covering National 4, 5 and Higher Outcomes and Experiences. They will focus on three units of work and an Assignment (research project) worth 27% of your overall grade.

Topic 1- Physical Environments

Learners will develop and apply knowledge and understanding of the processes and interactions at work within physical environments on a local, regional and global scale. You will also develop mapping skills in geographical contexts. Key topics include: Atmosphere, Hydrosphere, Lithosphere and Biosphere.

Topic 2-Human Environments

Learners will develop and apply knowledge and 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 (The Sahel), Urban Change, Planning and Management (Glasgow, Mumbai and Rio de Janeiro).

Topic 3-Global Issues

Learners will 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: Global Climate Change, River Basin Management (Colorado River) and Development & Health (Burkina Faso).

Assessment and Homework

- The final grade will be made up from the SQA examination (roughly 70%) and an externally marked research project called the assignment, (roughly 30%)
- Assessment will be on-going during the National and Higher course focusing on knowledge and understanding and a range of skills directly linked to those in the examination
- Key skill areas include researching, analysing, evaluating, making judgements and investigating.



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Graphic Communication

- **Levels Available:** National 4, 5 and Higher
- **Overview**
- The course introduces learners to a diverse range of graphics technologies and techniques. The knowledge, understanding and skills gained throughout this course equips young people for pathways involving graphic and visual media, engineering, architecture, graphic design, marketing, advertising and journalism.
- **National 4** There are 2 units in the course:
 - **2D Graphic Communication**
 - This includes how development of visual media through the use of desktop publishing (DTP) techniques. This unit covers a variety to technical graphics used in industry.
 - **3D and Pictorial Graphic Communication**
 - This unit will introduces techniques in 3D Computer Aided Design (CAD), as commonly used in engineering. It also includes the creation of 3D manual graphics and traditional rendering skills.
 - **Assessment** This is by way of an added value unit and individual unit assessments which will be completed in class.
- **National 5** There are two similar units as above:
 - **2D Graphic Communication**
 - This includes how development of visual media through the use of desktop publishing (DTP) techniques. This unit covers a variety to technical graphics used in industry. At National 5 level candidates must be able to justify the choices they make in terms of graphic production.
 - **3D and Pictorial Graphic Communication**
 - This unit will introduces techniques in 3D Computer Aided Design (CAD), as commonly used in engineering. It also includes the creation of 3D manual graphics and traditional rendering skills. At National 5 level candidates must be able to explain and describe processes related to all topics. Industry standard terminology is introduced.
 - **Assessment:** The course will be assessed through ongoing project work. All candidates will compile a folio of both physical and digital evidence. Final grading is determined by an examination and course assignment.

In the assignment learners will be set a project brief as they would expect in an industry context. The assignment will demonstrate learners' ability to apply knowledge and understanding of relevant graphics concepts within time available and in the context of the brief.

- The final exam question paper is answered through a combination of sketching, annotating and producing written answers.
- **Higher** There are two units in the course as above:
- **2D Graphic Communication**
- This includes how development of visual media through the use of desktop publishing (DTP) techniques. This unit covers a variety to technical graphics used in industry. At Higher level candidates must be able to justify the choices they make in terms of graphic production and be able to use high level technical terminology. Combined with a deep understanding of the development processes required for graphics in industry, candidates must show the ability to produce work with aesthetic merit and creativity.
- **3D and Pictorial Graphic Communication**
- This unit will introduces techniques in 3D Computer Aided Design (CAD), as commonly used in engineering. It also includes the creation of 3D manual graphics and traditional rendering skills. At Higher level candidates must be able to explain and describe processes related to all topics. For 3D modelling and CAD, candidates must develop the ability to produce detailed plans through both annotated sketches and written instructions.
- **Assessment** The course is assessed through continual project work and the compilation of an evidence folio. Final assessment and grading is determined by an exam and final assignment.
- In the assignment learners will work to a project brief as would be experienced in an industry context. The assignment offers candidates scope for personalisation and rewards attention to detail and creativity.
- The final exam question paper sets questions on terminology and processes as well as testing problem solving ability.





Humanities Faculty: **History**

Why Study **History** in Hillhead High school?

“What helps you thrive in a modern world is not rocket science, its social science. Experts agree understanding the values taught by History and Humanities will contribute to making you not just work ready but world ready.”

Course outline

In S4 and S5 **History** all learners will follow the **National Curriculum** covering National 4, 5 and Higher Outcomes and Experiences. They will focus on three units of work and an Assignment (research project)

Topic 1 Migration and Empire 1830-1939

Learners will study the major effect of the British Empire on Scotland the Impact that the Scots had around the Empire.

Topic 2 (a) Rise of Nationalism in Germany 1918 – 1939

This is a study of a turbulent time in Germany from 1918 to 1939 focusing on the Rise of Hitler and then how the Nazis controlled Germany

Topic 2 (b) The Cold War 1945 - 1989

A study of the causes of the Cold War from 1945, onto the Soviet Control of Eastern Europe and finally the reasons why the USA lost the war in Vietnam


Topic 3 Making of modern Britain 1850-1951

This study focuses on the impact of the Industrial revolution on political and cultural Britain. It assesses the major changes that have shaped our country today.

Assessment and Homework

- The final grade will be made up from the SQA examination (73%) and an externally marked research project called the assignment (27%)
- Assessment will be on-going during the National and Higher course focusing on knowledge and understanding and a range of skills directly linked to those in the examination
- Key skill areas include researching, analysing, evaluating, making judgements and investigating.



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Humanities Faculty: **N4 History** and **N4 Modern Studies**

Why Study **N4 History** and **N4 Modern Studies**?

Over the two years in S4 and S5 learners will achieve two qualifications in two enjoyable and valuable subjects. This is a very good progression route for learners wishing to take N5 in S6 instead

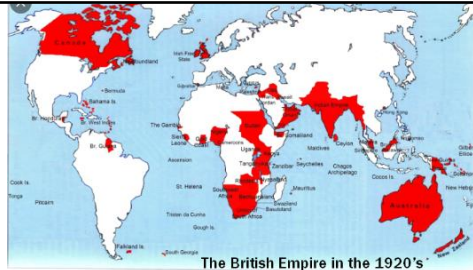
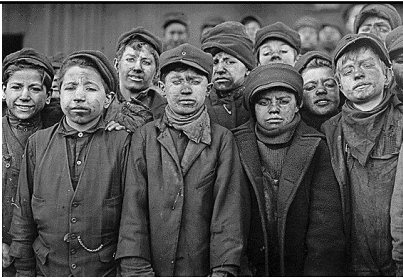
Course outline


In S4 and S5 **History** and **Modern Studies** all learners will follow the **National Curriculum** covering National 4, 5 and Higher Outcomes and Experiences. They will focus on three units of work and an Assignment (research project) for each subject

| S4 – History N4 | S5 – Modern Studies N4 |
|---|--|
| Topic 1 Migration and Empire 1830-1939 Learners will study the major effect of the British Empire on Scotland the Impact that the Scots had around the Empire. | Topic 1 Democracy in Scotland and the UK Pupils will undergo a study of democracy and the political structure in Scotland and the UK. This unit also looks at detecting bias and exaggeration. |
| Topic 2 Rise of Nationalism in Germany 1918 – 1939 This is a study of a turbulent time in Germany from 1918 to 1939 focusing on the Rise of Hitler and then how the Nazis controlled Germany | Topic 2 Crime and the Law This unit focuses on the issue of crime and the law in Scotland and the UK. Pupils will focus on the nature, causes and consequences of crime as well as looking at the role of the police, courts and prison system. This unit also looks at justifying decision. |
| Topic 3 Making of modern Britain 1850-1951 This study focuses on the impact of the Industrial revolution on political and cultural Britain. It assesses the major changes that have shaped our country today. | Topic 3 International Terrorism This unit focuses on an international issue. Pupils will explore the causes of terrorism and the impact it has on individuals, families and countries. This unit will also encompass the skill of making and supporting conclusions. |

Assessment and Homework

- The final qualification will be made up from the SQA internally assessed assessments
- Learners will also complete an assignment at the end of each subject.
- Assessment will be on-going during the National 4 course focusing on knowledge and understanding and a range of skills directly linked to those in the tests
- Key skill areas include researching, analysing, evaluating, making judgements and investigating.



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Humanities Faculty: **RMPS**

Why Study **RMPS** in Hillhead High school?

Religious Moral and Philosophical Studies covers a range of issues that enables the learner to develop critical thinking skills; an essential tool in modern life. We live in a multicultural and diverse society and **RMPS** allows pupils to reflect on this and appreciate each other's differences. **RMPS** provides a safe space for pupils to explore and develop their own opinions. Pupils will learn transferrable skills, such as how to analyse and evaluate different topics. Due to the nature of the subject, **RMPS** is highly regarded by employers, colleges and universities.

Course outline

In S4 and S5 **RMPS** all learners will follow the **National Curriculum** covering National 4, 5 and Higher Outcomes and Experiences. They will focus on three units of work and an Added Value Unit (research project).

Topic 1 - Morality and Belief - Religion and Relationships

Pupils develop skills to evaluate and express detailed, reasoned and well-structured views about contemporary moral questions and responses. They develop in-depth knowledge and understanding of contemporary moral questions, and religious and non-religious responses to these. Within Religion and Relationships learners will explore the purpose of relationships, marriage and gender inequality.

Topic 2 - World Religion – Buddhism

Pupils develop in-depth knowledge and understanding of the impact and significance of religion today. They study key beliefs and practices of Buddhism and the contribution these make to the lives of followers.

Topic 3- Religious and Philosophical Questions – Origins of the Universe and Life.

Pupils develop skills to critically analyse religious and philosophical questions and responses. In this section pupils will explore the Big Question 'Where did we come from?' by looking at various religious and non-religious responses.

Assessment and Homework

- The final grade will be made up from the SQA examination and an externally marked research project called the assignment.
- Assessment will be on-going during the National and Higher course focusing on knowledge and understanding and a range of skills directly linked to those in the examination.
- Key skill areas include researching, analysing and evaluating.



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Laboratory Science

What is National 5 Laboratory Science?

The National 5 Laboratory Science course aims to provide learners with opportunities to explore careers in Lab Science and develop their basic practical skills in microbiology, measuring radioactivity, chemical handling and using laboratory instruments. Learners will work with others to complete practical investigations. Through all units the course emphasises employability skills and learners will be given opportunity to evaluate their skills for work and seek feedback from others regarding their strengths and weaknesses.

Who is this course for?

This course is designed for pupils who are working at the third level in their S3 Science. It is also suitable for pupils who have not taken a Science subject in S3 and wish to return to the faculty to gain some practical experience of working in the lab.

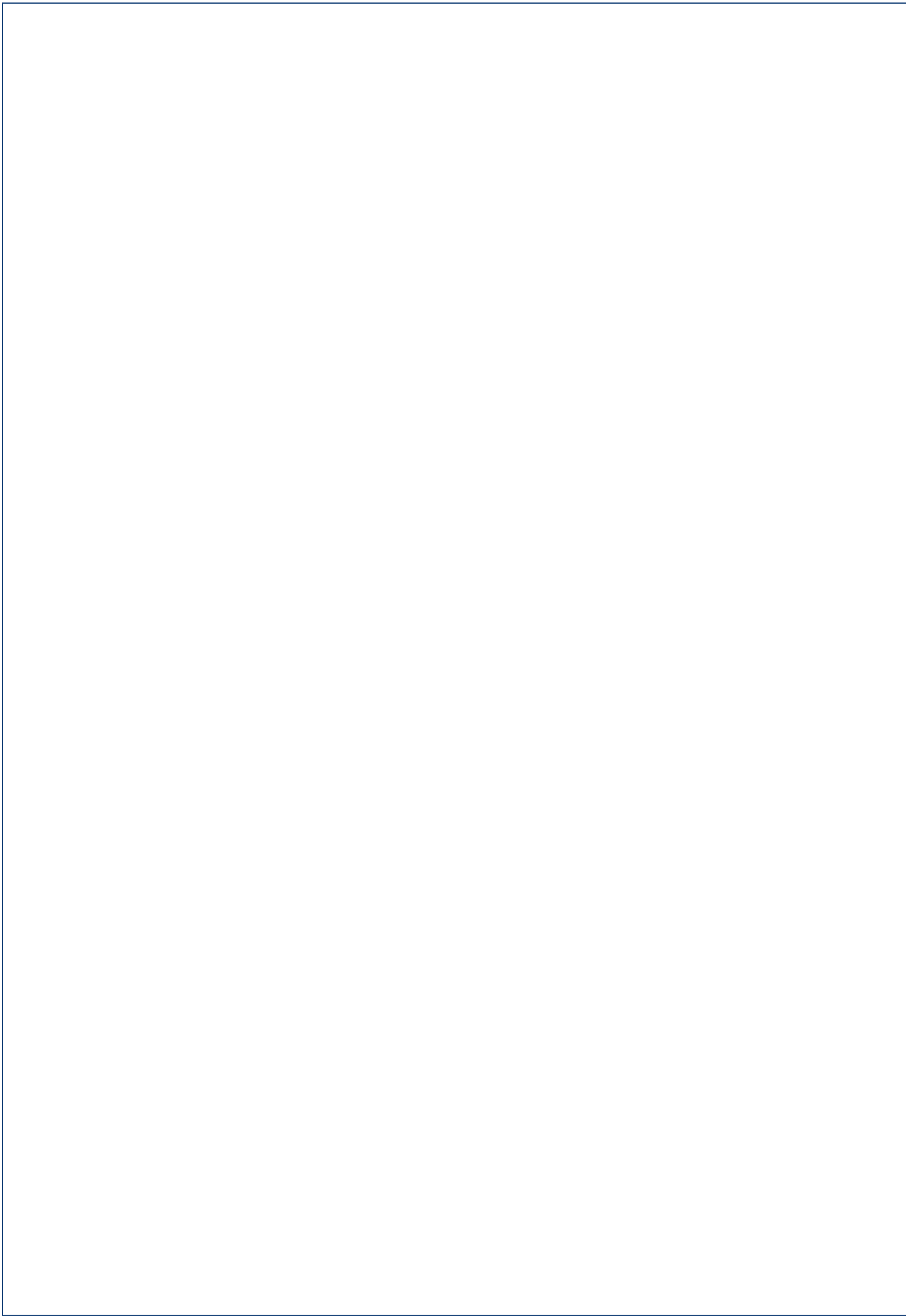
How will the course be assessed?

There is no final exam for National 5 Laboratory Science. The course is made up of four units, which are all internally assessed by your class teacher.

What can I progress on to after completing the course in S5?

- College or further study in lab science, including National Certificate in Applied Sciences at SCQF level 5 or 6.
- Further training or employment in scientific industries.







Languages

“Speak to a man in a language he understands, it goes to his head.

Speak to him in his own language, it goes to his heart” Nelson Mandela

French

Levels Available

National 5, Higher, Modern Languages for Life and Work Award Level 4 / 5

Course Outline

The 2-year French course is varied with lots of opportunities to develop your language skills in areas of interest to you.

Under the **Culture** theme, for example, amongst the topics covered are French film, fashion (in particular Chanel), TV, music, media and internet. We also look at French art and literature.

Society looks at issues surrounding the way we live our lives and topics of general interest. This session we looked at Charlie Hebdo and extremism amongst other current events.

Learning addresses similarities and differences between Scottish and French education systems and **Employability** builds on work covered in S3 to expand and develop the skills needed to impress potential employers or University entrance tutors.

Language in action

S5 French students will have the opportunity to visit France, traditionally Paris, as part of their course.

The course is delivered using up-to-date resources and media set within real-life contexts. In addition to films and music, you will also study some French literature. The course also provides learners with the opportunity to use creative and critical thinking to synthesise ideas and arguments; to explore the interconnected nature of languages, to develop independent learning skills and to be able to see the world through another's eyes.

Assessment is a mixture of internally assessed units and an external exam.

Mandarin

Levels Available

Modern Languages for Life and Work Award Level 4/5, National 5 and Higher

Course Outline

During the **National 5** and **Higher** course you will have the opportunity to develop your language skills in areas of interest to you.

Under the **Culture** theme you will study films, traditional festivals as well as tv, media, advantages and disadvantages of the internet. **Society** looks at issues surrounding the way we live our lives and topics of general interest. **Learning** addresses similarities and differences between Scottish and Chinese education systems and **Employability** builds on work covered in S3 to expand and develop the skills needed to impress potential employers or University entrance tutors

Spanish

If you chose Spanish in S3, you can choose to continue with the language in S4 and S5, with presentation at either National 5 or Higher.

Course Outline

The 2-year Spanish course is varied with lots of opportunities to develop your language skills in areas of interest to you.

Under the **Culture** theme, for example, amongst the topics covered are Spanish and South American films, music, media and internet. We also look at bullfighting, flamenco, Frida Kahlo, Spanish art and literature.

Society looks at issues surrounding the way we live our lives and topics of general interest. This session we looked at the Catalan independence movement amongst other current events.

Learning addresses similarities and differences between Scottish and Spanish education systems and **Employability** builds on work covered in S3 to expand and develop the skills needed to impress potential employers or University entrance tutors.

Language in action

S5 Spanish students will have the opportunity to visit Spain, usually Málaga, as part of their course.

The course is delivered using up-to-date resources and media set within real-life contexts. In addition to films and music, you will also study some Spanish literature. The course also provides learners with the opportunity to use creative and critical thinking to synthesise ideas and arguments; to explore the

interconnected nature of languages, to develop independent learning skills and to be able to see the world through another's eyes.

Urdu

Levels Available: Modern Languages for Life and Work Award Level 4 / 5
National 4, National 5, Higher

Course Outline

Urdu can be sat in S5 at **Higher** level or sometimes A-level, depending on ability. As with all languages at **National 5** and **Higher**, topics covered are Society, Culture, Learning and Employability.

During the **2 year** course you will have the opportunity to develop your language skills in areas of interest to you.

Under the ***Culture*** theme you will study films, traditional festivals as well as tv, media, advantages and disadvantages of the internet. ***Society*** looks at issues surrounding the way we live our lives and topics of general interest.

Learning addresses similarities and differences between Scottish and Pakistani education systems and ***Employability*** builds on the work covered in S3 to expand and develop the skills needed to impress potential employers or entrance tutors. Assessment arrangements are the same for all languages.

Mathematics

Levels Available:

National 3, National 4, National 5, Higher.

Course Outline and Assessment:

National 3 - The course aims to investigate the use of basic mathematical ideas and number processes in real-life contexts. The two year course covers the following Units:-

- Manage Money & Data
- Shape, Space and Measures
- Numeracy

Pupils will be **internally assessed** at the end of each Unit.

National 4 - The course aims to motivate and challenge learners by enabling them to select and apply mathematical techniques in a variety of mathematical and real-life contexts. The two year course covers the following Units:-

- Expressions and Formulae
- Relationships
- Numeracy

Pupils will be assessed at the end of each Unit and will also have to undergo an **internally assessed** Added Value Unit.

National 5 – The course aims to motivate and challenge learners by developing skills in manipulation of abstract terms in order to solve problems. The two year course covers the following Units:-

- Expressions and Formulae
- Relationships
- Applications

Pupils will be assessed at the end of each unit and will also have to undergo an **externally assessed** exam.

Higher - The course aims to deliver in-depth study of mathematical concepts and the ways in which mathematics describes our world. The two year course covers the following Units:-

- Expressions and Formulae
- Relationships
- Applications

Pupils will be assessed at the end of each Unit and will also have to undergo an **externally assessed** exam.



Humanities Faculty: **Modern Studies**

Why Study **Modern Studies** in Hillhead High school?

Our world is changing rapidly. Modern Studies is changing with it and in supporting you with the tools for the modern work force. We aim to;

- ✓ Encourage in young people a greater sense of responsibility and independence
- ✓ To increase pupils' self-confidence and ability to collaborate in achieving success
- ✓ enhance pupils' oral communication skills through using a range of contemporary social and political debates
- ✓ Effectively develop learners' abilities to evaluate the reliability and validity of

Course outline

In S4 and S5 **Modern Studies** all learners will follow the **National Curriculum** covering National 4, 5 and Higher Outcomes and Experiences. They will focus on three units of work and an Assignment (research project)

Topic 1 Democracy in Scotland and the UK

Learners will study aspects of the democratic political system in the United Kingdom (UK) including the place of Scotland within this. Relevant case studies should be used from either Scotland or the UK or both Scotland and the UK.

Topic 2 Social Issues: Crime and the Law

In the crime and the law context, learners will focus on relevant and contemporary aspects of crime, criminology and the law. In this context appropriate references should be made to Scotland, the UK or both Scotland and the UK.

Topic 3 International Issues: Development in Africa

Learners have a choice of international issue: contexts for study will focus on either a political and social/economic study of a major world power or 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.

Assessment and Homework

- The final grade will be made up from the SQA examination (roughly 70%) and an externally marked research project called the assignment, (roughly 30%)
- Assessment will be on-going during the National and Higher course focusing on knowledge and understanding and a range of skills directly linked to those in the examination
- Key skill areas include researching, analysing, evaluating, making judgements and Interpreting data



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Music

Levels Available: National 4, National 5, Higher

Higher Music

The course breaks down into the following components:

- Performing on two instruments accounts for 50% of the course
- Each candidate will perform a programme of music, lasting for 12 minutes
- The minimum amount of time on one instrument is 4 minutes and the maximum 8 minutes
- A minimum of 2 pieces must be prepared for each instrument.
- The Performance exam occurs in Mid-February/Mid-March of s5
- An appointed examiner from SQA will listen to each candidate.
- The Understanding Music Listening Paper accounts for 35% of the course.
- The Understanding Music element of the course consists of pupils learning up to level specific concepts.
- Pupils have workbooks to complete and will sit listening papers in preparation for the Understanding Music exam.
- Each candidate will produce a folio of compositions/arrangements/improvisations that will be sent to SQA for marking and will account for 15% of the overall mark.
- The styles of music for the folio will be at the direction of the teacher in consultation with the candidate.

Homework

The most essential element of being a musician is to practice your chosen musical instruments and to have a regular daily practice regime. A minimum of 30 minutes a day on each instrument should be the norm. Pupils who do not have an instrument at home should be in the music department regularly, before or after school hours and making use of the instrumental resources within the Music Department.

Parent/Guardians of pupils studying music should notify the Music Department, as soon as possible, if they are aware of a lack of daily practice happening at home.

The Understanding Music element of the course consists of pupils learning up to the level specific concepts. Pupils will be given direction for appropriate and useful websites for homework and revision in addition to workbooks.

Deadlines for the completion of materials for the Composition Folio are given by the class teacher. Pupils are encouraged to use all resources, including ICT appropriate software packages to complete work.

The performance element of the course is benchmarked at AB Grade 4.

Pupils may find if they have been learning to play an instrument for a period of time that they are near or at that level before commencement of the course in a particular instrument.

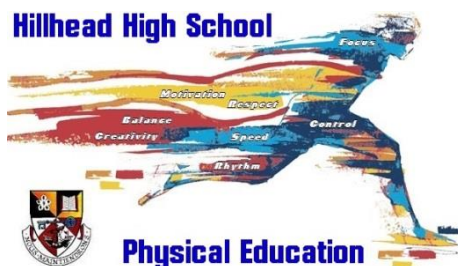
Pupils should be aware that Higher Music has the same UCAS points awarded as all other subjects at SQA Higher level.

All pupils opting for music in the Senior Phase are expected to take part in an extra-curricular musical ensemble as part of the music department's delivery of supported study. Pupils will be given guidance on the appropriate ensemble by their teacher and/or instrumental tutor.

Pupils should be aware that vital life skills are acquired through musical study and that in many instances university applicants for non-related music courses: e.g.; dentistry, have their chances enhanced by having a musical background. Confidence, collaboration, perseverance, creativity, focus, dedication are only some of the skills and qualities acquired by pupils studying music, that are recognised, by forward-thinking prospective employers and further institutions for learning.

Pupils should be aware of the significant benefits that studying music can bring to their life once they have left school whether it is their chosen career or hobby.

Physical Education



Levels Available: National 4, National 5, Higher

Course Outline: The National Qualifications PE course will allow candidates to investigate how Physical, Emotional, Social and Mental factors impact on performance. We use the Sampling Approach to deliver the key content of the National Qualifications course which means you will take part in several different activities over the course of your two year block. In S4 you will, on average, have one period in the classroom and two periods of practical per week. In S5 you will have two periods in the classroom and two periods of practical. The number of classroom sessions will increase closer to the exams.

Key Assessments and Homework Tasks in Year 1 of the 2 Year Higher

- Block 1 End of Block Test (Pre-October Holidays) - Approaches / Methods of Gathering Information on Factors and Features Impacting on Performance
- Block 2 End of Block Test (Pre-Christmas Holidays) - Approaches to Developing Factors and Features Impacting on Performance
- Block 3 End of Block Test (Pre February Holidays) - Approaches / Methods of Monitoring and Evaluating Factors Impacting on Performance
- Pupils will then complete an End of Year Assignment and preparations will begin for the S4 Prelim Exam.

All pupils will complete a Higher Prelim at the end of S4. This Prelim will reflect 75% of the demand of the final Higher Exam that pupils will sit at the end of S5.

This will mean that by the end of S4 your teacher will have the following information about your progress:

- Performance in the 12 Standardised Homework tasks across the year

- Performance in the 3 End of Block Tests
- Performance in the End of Year Assignment
- Performance in the End of Year Prelim
- Practical Performance Evidence

A combination of all of this work will be used to determine your level of presentation upon entering S5.

As you approach the end of S4 you will also begin discussions with your teacher about your activities you would like to be assessed in. These activities can also include ones that you participate in outside of school. Upon entering S5 the activities you and your teacher have identified will form the sole focus of your practical periods. Your teacher will set up tasks during lessons that allow you to develop your performance and knowledge for the exam (Higher), portfolio (National 5) or added value unit (National 4) at the same time. Your classroom periods will then be used to reflect on your practical experiences in order to complete questions at your level of presentation.

Assessment

National 4- You will complete one performance in an activity of your choice. This is internally assessed and you will have to pass each out assessment outcome in order to pass the course.

National 5- You will complete two performances in activities of your choice. These are internally assessed and you will achieve a mark out of 30 for each activity. You will also complete a 60 mark portfolio which is externally assessed by the SQA. Your overall mark out of 120 will determine your final grade.

Higher - You will complete two One Off Performances in two different activities of your choice. These are internally assessed and both performances are marked out of 30, to give a total out of 60. This mark is then scaled back to 50. There is also an external exam set by the SQA which is marked out of 50. This contains questions related to the mandatory course content. The scaled performance mark out of 50 and the exam mark out of 50 are added together to give a total mark out of 100 and this mark determines your final grade.



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Physics



Introduction

Physics courses give learners an insight into the underlying nature of our world and its place in the universe. Advances in physics mean that our view of what is possible is continually being updated. The courses allow learners to understand the processes behind scientific advances, and to appreciate and contribute to topical scientific debate.

Levels Available: National 4, National 5, Higher

Course Outline

All senior phase physics courses contain three units of work which focus on dynamics, cosmology, electricity, heat, particles and waves. Physics pupils will, through these units, develop skills of scientific inquiry, investigation and analytical thinking. Pupils at all levels will also complete an assignment, where they will complete a cutting-edge practical investigation and compare it to robust online sources of information and results.

Assessment

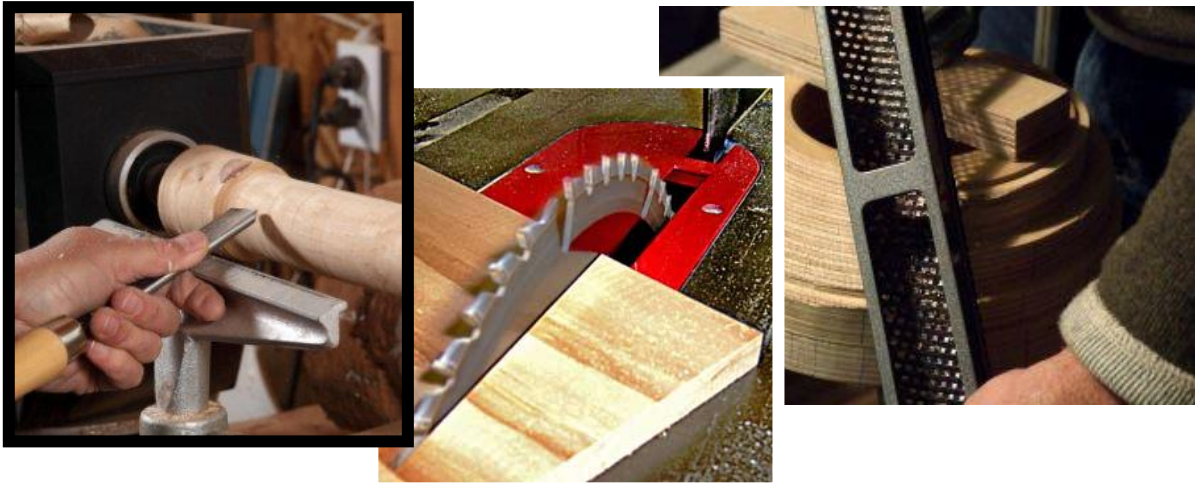
Pupils at all levels will be continually assessed throughout their course using mid-unit and end of unit assessments. Pupils will be required to complete an assignment – a write up of a scientific investigation, which will contribute to their overall course award, alongside the final SQA examination.

Progression

At the end of fifth year, learners gaining:

- a good National 5 Physics award can progress to Higher Physics
- a good Higher Physics award can progress to Advanced Higher Physics or a Higher in another Science.

Practical Woodworking



Levels Available:

National 4, National 5

Course Outline:

This is largely a workshop based practical course where you will produce a variety of functional artefacts. The successful completion and overall quality of these artefacts will determine what level you will work towards in S5. You will be assessed throughout the course by the class teacher – who will observe your performance during practical tasks and discussions. You will develop skills useful for a variety of industries and trades, particularly within manufacturing and construction. The learning experiences offered will equip you with a number of practical, organisational and problem solving skills. There is a particular emphasis on:

- Neat, accurate and consistent work
- Measuring, marking out and forming basic woodworking joints
- Reading and understanding working drawings
- Using common power and machine tools
- Preparing surfaces and finishing across a range of materials
- An awareness of health and safety issues and how to neutralise them

Assessment:

National 4 – You will be asked to manufacture an artefact from wood which draws on all the skills and learning you will have developed throughout the course. This final product is internally assessed and you will have to pass each assessment outcome in order to pass the course. You must keep an up to date log book throughout the duration of this task.

National 5 – You will be asked to manufacture an artefact from wood which draws on all the skills and learning you will have developed throughout the course. This final product is internally assessed and will account for 70% of your final grade. You must keep an up to date log book throughout the duration of this task. You will also sit a written exam - this will last an hour and is marked out of 60. The exam is externally assessed and will account for the remaining 30% of your final grade.





Humanities Faculty: **Travel and Tourism N4/5 and Geography N4**

Why Study **Travel and Tourism & N4 Geography** in Hillhead High school?

Over the two years in S4 and S5 learners will achieve two qualifications in two enjoyable and valuable subjects. This is a very good progression route for learners wishing to take N5 Geography in S6 instead.

Learners will develop:

- ✓ Skills to become effective job-seekers and employees
- ✓ Skills to deal effectively with all aspects of customer care and customer service in travel and tourism

Course outline

In S4 and S5 **Travel and Tourism & N4 Geography** all learners will follow the **National Curriculum** covering National 4 and 5 Outcomes and Experiences. They will focus on four units of work and an Assignment (research project)


| S4 Travel and Tourism N4/N5 | S5 National 4 Geography |
|---|---|
| Topic 1 Employability Skills | Unit 1: Global Issues – Climate Change and Health |
| Topic 2 Travel and Tourism: Scotland | Unit 2: Physical Environments – Rivers & Valleys, Limestone, Weather, Glaciated Upland Areas and Coastal Regions |
| Topic 3 Customer Service | Unit 3: Human Environments – Population, Urban and Rural |
| Topic 4 Travel and Tourism: World wide | Assignment |



Assessment and Homework

- The final grade will be made up from the SQA unit assessments and internal assessments.
- Assessment will be on-going during the National course focusing on knowledge and understanding and a range of skills
- Key skill areas include researching, analysing, evaluating, making judgements and investigating



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