OUR LADY'S HIGH SCHOOL

S5/6 OPTIONS BOOKLET 2016 / 17

S5/6 Options

English

National 5

Course Structure and Content

The English National 5 course consists of two units: Analysis and Evaluation and Creation and Production. A portfolio of work consisting of two extended pieces of writing is sent to SQA and is worth 30% of the final exam grade. In addition to this, there is an External Course Assessment.

Learning and Teaching Approaches

The aim of the Creation and Production Unit at National 5 is to give pupils the opportunity to develop writing and talking skills. Pupils will be exposed to a range of activities. They will discuss fiction and non-fiction texts; they will be engaged in functional and creative writing and will build a portfolio of work that will demonstrate their learning. They will reflect on personal experiences and write in a variety of creative and discursive ways. They will develop their language skills in both reading and writing. Through a variety of activities they will be encouraged to develop skills in talking and listening including delivering presentation skills. Opportunities will be given to develop writing in a range of different genres.

In the Analysis and Evaluation Unit pupils will develop their listening and reading skills. Pupils will be encouraged to develop their understanding, analysis and evaluation of a range of texts from different genres. In literature, pupils will focus on prose, poetry and drama.

Assessment

Courses will be assessed using a variety of approaches. Assessment will be summative and formative and based on the success criteria for the task. There will be regular teacher feedback on pupil work. Pupils will be given the opportunity to self and peer assess their work. Pupils will be issued with regular homework. In order to be presented for the external exam, pupils have to achieve a pass in the internal units. At National 5 level, pupils will sit an externally assessed written exam.

Progression

Pupils who successfully complete the internal units in the National 5 English course and obtain a pass at A or B in the external exam can progress to English at Higher level. It is recommended that pupils who achieve a pass at B4 or C should complete the Higher over two years. Pupils who fail to achieve a pass at National 5 should continue to work at National 5 level.

Career Possibilities

English enables pupils to develop their communication skills which are essential for work and life.

Virtually every Further and Higher Education course demands a qualification in English to gain entry. Many employers also expect a similar competence.

English

Higher

Course Structure and Content

The Higher English consists of two units: Analysis and Evaluation and Creation and Production. A portfolio of work consisting of two extended pieces of writing is sent to SQA and is worth 30% of the final exam grade. In addition to this, there is an External Course Assessment. Units are assessed internally. These units are taught concurrently in an integrated course. Built into each unit are learning outcomes which must be achieved for the unit to be credited as an award. A course award depends on the successful completion of both units and submission of the writing portfolio. The final exam focuses on Reading for Understanding, Analysis and Evaluation and on the literature studied in class throughout the year.

Learning and Teaching Approaches

The course provides opportunities for students to experience, reflect on, analyse and develop their communication skills competence, and in particular to handle texts, both fiction and non-fiction, whose purposes are informative, analytical, expressive and imaginative. Whilst there is considerable teacher input, demands are made on the students to organise their time responsibly, to study independently, to focus on the quality of language required at this level and to commit themselves fully to the volume of work and to the assessment deadlines.

Assessment

Units are assessed internally. These units are taught concurrently in an integrated course. They assess competence in Reading, Writing, Listening and Talking. Built into each unit are learning outcomes which must be achieved for the unit to be credited as an award. A course award depends on the successful completion of both units and submission of the writing portfolio, and is achieved through a final external exam. The folio of writing is marked externally.

Progression

Entry to Higher English requires an A or B pass at National 5. It is recommended that pupils who achieve B band 4 or a C in the National 5 Exam should sit the Higher over two years.

Pupils who achieve an A or B at Higher English can proceed to Advanced Higher English in S6.

Career Possibilities

English enables pupils to develop communication skills which are essential for work and life.

Virtually every Further and Higher Education course demands a qualification in English to gain entry. Many employers also expect a similar competence.

English

Advanced Higher

Course Structure and Content

The Advanced Higher English consists of two units: Analysis and Evaluation of Literary Texts and Creation and Production. Pupils will be required to produce a dissertation. The Analysis and Evaluation Unit will provide learners with the opportunities to develop the skill of critically responding to sophisticated and complex texts. Learners will refine their analytical and evaluative skills through the study of drama, poetry and prose, both fiction and non-fiction. The Creation and

Production unit will focus on the production of different types of writing. Learners will use language creatively for a variety of purposes.

Learning and Teaching Approaches

The main approaches used in the teaching of this course involve class teaching and individual learning. Whilst there is considerable teacher input, demands are made on the learners to organise their time responsibly, to study independently, to focus on the quality of language required at this level and to commit themselves fully to the volume of work and to the assessment deadlines. Learners who take the course will be involved in research, note making and collating sources. They are expected to be able to write creatively and imaginatively to a very high standard. Successful learners will have a serious commitment to extensive reading and a reliable awareness of the various deadlines required to meet the demands of the course.

Assessment

The two internal units: Analysis and Evaluation and Creation and Production are mandatory and learners must achieve a pass in these units in order to be presented for the final exam. The course assessment will take the form of a written paper in which pupils will write a critical essay on drama or prose and will undertake an unseen poem or extract from a poem. Pupils will also submit a portfolio which will contain two pieces of writing and the dissertation.

Progression

Entry to Advanced Higher English requires an A or B pass at Higher English.

Career Possibilities

This course is excellent for those who wish to pursue a career in communication related areas such as journalism. It will enhance the skills of those who wish to undertake further academic study in English or related areas.

Drama

National 5

Course Structure and Content.

National 5 Drama consists of 3 units: Drama Skills, Production Skills and Drama Performance. The units are pupil centred with practical learning opportunities. In the Drama Skills unit pupils will develop the skills they have previously acquired and they will then go on to apply their knowledge and understanding in the Production Skills and Drama Performance units.

Learning and Teaching Approaches

A range of practical teaching and learning resources will be used to deliver the course including the use of specialist technical equipment. Pupils will be given a variety of opportunities to work in groups of varying sizes including performances ranging from individual monologues to whole class ensemble performances. Due to the practical nature of the subject the pupils will work in groups for a large proportion of the course.

Assessment

The National 5 qualification is graded A-D and will be split into two components. The first component is a Drama Performance, which requires pupils to respond to text, interpret their role, apply skills and communicate with an audience. This is worth 50 marks. As part of this component

they will also complete a Preparation for Performance documenting the drama process. This is worth 10 marks.

The second component is a written examination containing a combination of short answer questions based on knowledge and understanding and more detailed response questions based on the dramatic interpretation of a stimulus. This is worth 40 marks.

Progression

Pupils who successfully complete the internal units and externally assessed written paper at National 5 A or B can progress to Drama at Higher level.

Career Possibilities

Drama is an excellent subject to offer transferable skills into the workplace. Drama offers interpersonal skills which are essential for working with others, a desirable skill highly valued by employers. Drama also enables individuals to develop a wide range of personal skills which are essential for work and life.

Drama

Higher

Course Structure and Content.

The Higher Drama course consists of two units of study.

Drama Skills

The candidates work in groups to devise a performance piece. This final performance will be in front of an invited audience and their peers. They will have to demonstrate a strong ability for evaluating the effectiveness of their use of drama skills in the rehearsal process and in the final presentation.

Drama: Production Skills

Candidates will explore complex production skills by responding to stimuli (including text) to communicate ideas for a production.

Learning and Teaching Approaches

A range of practical teaching and learning resources will be used to deliver the course including the use of specialist technical equipment. Pupils will be given a variety of opportunities to work in groups of varying sizes including performances ranging from individual monologues to whole class ensemble performances. Due to the practical nature of the subject the pupils will work in groups for a large proportion of the course.

Assessment

Homework will be issued weekly in accordance with departmental standard for Higher. Pupils must achieve a pass in the two internal units. There are two components to the final Course Assessment: a written exam (40%) and a Final Performance (60%), both assessed externally.

Progression

Pupils who successfully complete the internal units and externally assessed written paper at National 5 A or B can progress to Drama at Higher level.

Career Possibilities

The Drama Higher is recognised by universities, colleges and employers for its demanding nature. It is highly recommended for those looking at careers in all aspects of the theatre, film/television and wider media including journalism. It will develop confidence and communication skills, ideal for any career in any area or discipline where there is a requirement to work independently or as part of a team.

Hospitality: Practical Cookery

National 3, 4 & 5

Course Structure & Content

National 3, 4 & 5 Hospitality: Practical Cookery consists of 3 units:

1. Cookery Skills, Techniques and Processes

This unit aims to develop pupils' cookery skills, food preparation techniques and the ability to use cookery processes to produce dishes.

2. Understanding and Using Ingredients

This unit aims to enhance pupil knowledge and understanding of ingredients from a variety of different sources and of their characteristics. It also addresses the importance of sustainability, the responsible sourcing of ingredients and of current dietary advice. Learners will further develop their ability to select and use a range of appropriate ingredients in the preparation of dishes.

3. Organisational Skills for Cooking

This Unit aims to extend planning, organisational and time management skills. Pupils will develop the ability to follow recipes; to plan, produce and cost dishes and meals; and to work safely and hygienically. They will also extend their ability to carry out an evaluation of a food product.

Throughout each unit course pupils will also develop an understanding of the importance of safety and hygiene and the ability to follow safe and hygienic practices at all times.

Learning & Teaching Approaches

- The Course is primarily practical in nature with regular cookery demonstrations and practical cookery lessons. This will allow pupils to develop a range of cookery skills, food preparation techniques, planning, organisational and time management skills in hospitality-related contexts.
- Theoretical aspects of the course will be developed by class discussion, some written work, research tasks, and viewing relevant DVDs.
- Through its emphasis on safety and hygiene, the course will ingrain in pupils the ability to follow safe and hygienic practices in all cookery situations. It also develops the thinking skills of remembering, understanding and applying, and aspects of numeracy.

Assessment

Pupils are encouraged to regularly practice cookery skills at home. They will also be issued with homework at specific points in the course to assess acquisition of knowledge and understanding. To pass the course pupils must:

- Pass internally assessed National Unit Assessments for each of the units

- Complete and pass an overall course assessment. This assessment will be a practical cookery examination and performance in this assessment determines the grade that pupils achieve for the N5 course.

Progression

Hospitality: Practical Cookery can be studied at National 3, National 4 and National 5. Attainment of a national qualification will allow pupils to progress to the next level.

After completing N5 Hospitality pupils have the option of continuing their studies to Higher Health and Food Technology (the Higher consists mostly of theory).

Note

This a practical cookery course for which pupils will asked to bring:

- Appropriate clothing including a clean apron.
- A container to take food home in.
- If possible, a contribution towards the cost of the food.

Administration & IT

Higher

Course Structure, Content and Assessment

The course consists of the following 3 units:

IT Solutions for Administrators

Pupils are required to use the complex functions of software packages including word processing, database and spreadsheet to provide solutions to business tasks:

Administrative Theory and Practice

The knowledge gained in this unit will allow pupils to provide an account of the factors contributing to the effectiveness of the administrative function and an account of customer care in administration.

Communication in Administration

Pupils are required to communicate complex information to a range of audiences and effectively manage sensitive information.

Learning and Teaching Approaches

The practical elements will be covered using the department's PC suite of computers. The theory elements will be covered mainly by whole class teaching, however, pupils will have to make use of ICT resources for personal research and report preparation. They will also have to be able to work under their own initiative for sections of the course.

Assessment

Pupils will sit 3 internally assessed SQA Unit Assessments, one at the end of each of the 3 units of the course.

Pupils will also have to sit a 6 hour 70 mark SQA practical assignment and a one hour 30 mark written exam.

Entry Requirements

Pupils must have obtained a Grade A or B in N5 Administration & IT.

Career Prospects

Many good jobs in industry and commerce require a high degree of administrative and organisational skills.

Other Information

This is suitable for Pre University students who will find this a very valuable higher.

Administration & IT

National 5

Course Structure, Content and Assessment

The course consists of the following 3 units:

IT Solutions for Administrators

Pupils are required to use the advanced functions of software packages including word processing, spreadsheet and database to provide solutions to business tasks.

Spreadsheet formatting, functions & formulae: average, max, min, count, if, conditional cell formatting, named cells, linking cells, absolute & relative reference, charting

Database relational databases, sorting, searches, reports, forms

Word processing letters, itineraries, business reports, newsletters, meeting documentation, tables, forms, merging data from other applications: internet, spreadsheet & database

Administrative Practices

This Unit will allow pupils to provide an account of administration in the workplace:

The skills and qualities of administrators, key features of good customer service, responsibilities for health & safety, responsibilities for the security of people, property & information

Pupils will also gain knowledge in skills in how to organise an event:

Planning tasks within a budget set, preparing documents to support an event, carrying out follow-up activities after the event

Communication in Administration

Pupils are required to use technology to extract information and use advanced functions of technology to prepare and communicate information.

Pupils will have to search for relevant information as well as knowing the features of reliable sources of information.

Pupils will also have to use technology such as email, DTP & presentation software to communicate information to convey a professional image.

Learning and Teaching

The practical elements will be covered using the department's PC suite of computers. The theory elements will be covered mainly by whole class teaching, however, pupils will have to make use of ICT resources for personal research and report preparation. They will also have to be able to work under their own initiative for sections of the course.

Assessment

Pupils will sit 3 internally assessed SQA Unit Assessments, one at the end of each of the 3 units of the course.

Pupils will also have to sit a 4 hour SQA practical assignment. This assignment is externally marked, the mark obtained in this assignment will be used to form the pupil's overall grade (A-D) in N5 Administration & IT.

Entry Requirements

Pupils must have obtained a Course Award at N4 in Administration & IT, however some S5/6 fresh start pupils may opt into N5 Administration & IT.

Career Prospects

Many good jobs in industry and commerce require a high degree of computer skills.

Other Information

Progress onto Higher or further training is possible. Suitable for pre-university students who want a short IT course prior to commencing university.

Administration & IT

National 4

Course Structure, Content and Assessment

The course consists of the following 3 units:

IT Solutions for Administrators

Pupils are required to use the functions of spreadsheet, flat databases and word processing packages in line with a given task:

Spreadsheet formatting, functions & formulae: average, max, min, count, sort, insert row/column, charting

Database flat databases, searching, sorting, reports

Word processing formatting text, bullets & numbering, insert graphics, tables, merging data from other applications: internet, spreadsheet & database

Administrative Practices

This Unit will allow pupils to provide an overview of administration in the workplace:

The skills and qualities of administrators, key features of good customer service, responsibilities for health & safety, responsibilities for the security of people, property & information

Pupils will also carry out administrative tasks to organise a small scale event:

Carrying out straightforward planning tasks, editing documents to support an event, carrying out follow-up activities after the event

Communication in Administration

Pupils are required to use technology to gather information and use functions of technology to prepare and communicate simple information.

Pupils will have to search for relevant information using the internet and an intranet.

Pupils will also have to use technology such as email, DTP & presentation software to communicate simple information.

Learning and Teaching

The practical elements will be covered using the department's PC suite of computers. The theory elements will be covered mainly by whole class teaching, however, pupils will have to make use of ICT resources for personal research and report preparation. They will also have to be able to work under their own initiative for sections of the course.

Assessment

Pupils will sit 3 internally assessed SQA Unit Assessments, one at the end of each of the 3 units of the course.

Pupils will also have to sit a SQA Added Value Unit to complete the course and achieve a N4 Course Award.

Entry Requirements

Pupils must have obtained a Course Award at N3 in Administration & IT, however some S5/6 fresh start pupils may opt into N4 Administration & IT.

Career Prospects

Many good jobs in industry and commerce require a high degree of administrative skills.

Other Information

The purpose of this course is to educate pupils as to the type of work which is carried out in most organisations today and to show them the technology and communication use in the modern office environment. Progression onto National 5 or further training is possible.

Art & Design

Advanced Higher

Course Structure, Content and Assessment

Advanced Higher is recommended to pupils who have gained a pass at Higher and now wish to pursue aspects of the subject at Degree/Diploma level.

This is a challenging year for pupils who are expected to display a consistently high level of self-motivation and commitment to the subject. Each pupil will undertake a carefully negotiated plan of work, tailored to meet her/his individual career aspirations. The course will begin in June, involve a summer assignment and will end in May when Portfolios are submitted to the SQA for assessment.

At Advanced Higher level, no formal examination will be set, but all folio work will be externally assessed by the SQA. The internal assessment will be continuous, throughout the course.

Learning and Teaching Approaches

Expressive Activity - As for Higher Grade

Design Activity - As for Higher Grade

Art & Design Studies will involve a contextual study, appropriate to the theme chosen for the practical work (i.e. Design or Expressive). Pupils will be given opportunities to select and investigate areas of the Visual Arts or Design, which are of personal interest and relevance, and to consider and interpret a wide range of applications. Pupils will gain a deeper insight into the varying styles and techniques of Artists and designers appropriate to their chosen theme.

Research and Appreciation will involve a sustained study of a chosen area of Art and Design culminating in an historical and critical dissertation of approximately 5,000 words. The submission should be substantial and original work, incorporating evidence of personal research, investigation and strong presentation of argument. The visual presentation would utilise and appropriate choice of media to illustrate, support and enhance the latter. It is strongly recommended that the 5 periods timetabled for Advanced Higher is further supplemented by significant private study.

Entry Requirements

Pass in Higher Art & Design at A or B – pupils must also be applying for Higher/Further Education course related to Art or Design.

Career Prospects

As with Higher.

Other Information

Pupils are encouraged to forge links with Galleries, Colleges of Art, and practicing Artists and Designers, as appropriate.

Art & Design

Higher Grade

Course Structure, Content and Assessment

The aim of the course is to promote knowledge and understanding of the visual arts and design, their historical development and contemporary applications: to develop and apply skills of practical investigation, media handling, problem solving and evaluation through expressive and design practical activities, linked to related contextual, evaluative and historical studies.

Higher Art & Design offers a highly stimulating course and is made up of two mandatory units and course assessment.

The units

- Art and Design: Expressive Activity
- Art and Design: Design Activity

At Higher level, work will be assessed internally and externally by SQA, with Expressive and Design course folios being sent to SQA and an external formal question paper.

Learning and Teaching Approaches

Expressive Activity – Deriving from appropriate contexts, pupils will identify, select and interpret sources and stimuli of personal interest. Investigating and recording at first hand will show understanding. Structure and coherence; it will involve different approaches, a range of appropriate media used with control, assurance and fluency and production of a variety of evidence. Completed artwork will clearly convey the pupil's ideas, feelings and responses with imagination and demonstrate considered and assured use of media.

Design Activity – In relation to particular design issue(s), problem(s) or need(s), the pupil will be expected to negotiate and finalise a specific design brief. He/she will investigate this in the light of requirements, constraints and implications. A range of possible approaches will be explored and a number of possible solutions considered, showing inventiveness and flexibility of thought. From possibilities considered, a solution will be selected and made in finished or prototype form. Informed evaluation of both the developmental process and the solution – including consideration of modification and/or alternatives – will be included.

The study of artists and designers will be integrated with the practical learning. These will be dealt with, within the context(s) chosen for the Expressive and Design practical activities; thus, contextual studies will also be present. Assurance will characterise evidence produced in a variety of forms. Opportunities will be promoted for pupils to select and investigate areas of the visual arts and design, which are of personal interest and relevance, and to consider and interpret a wide range of examples and applications. From the informed standpoint thus promoted, pupils will be able to develop, formulate and communicate well-supported personal judgments using appropriate vocabulary, in accordance with relevant criteria.

Entry Requirements

From S4/5, N5 pass at A or B

Career Prospects

A qualification in Art & Design can lead to careers in Architecture, Graphic and Interior Design, Textile & Fashion design, Public Art Commissions, Art Therapy, Community Arts Work, Photography, Printing & Publishing, Film Television, Animation, Visual Special effects, Computer Graphics & Virtual Reality, Colour Consultant, Costume Design, Set Design, Sign Making, Teaching, Web Design, Animation and Fine Art.

Other Information

Most FE/HE institutions regard a pass in H Art & Design as a desirable complementary subject to academic subjects. It also demonstrates an applicant's aesthetic awareness to colleges, universities and employers.

Art & Design

National 5

Course Structure & Content

National 5 Art & Design is a practical and experiential subject and is suitable for all learners with a general interest in art and design and for those who wish to progress onto higher levels of study. It consists of two units of work: a practical Expressive Folio where pupils communicate personal thoughts, feelings and ideas using media. Pupils will produce one finished piece of expressive art based on a theme; a Design Folio working imaginatively and creatively developing problem-solving skills. Pupils will produce one finished piece of design work in response to a design brief. Pupils will gain knowledge, understanding and appreciation of artists' and designers' work and practice. They will learn how to integrate their knowledge of art and design practice with practical activities.

Learning & Teaching Approaches

The course allows pupils to develop their individual creativity and personal self-expression. It is largely learner-centered where the learning experiences in the Course are flexible with opportunities for personalisation and choice. Pupils will develop their imaginative ideas in both expressive and design contexts. They will use a range of art & design media, materials and techniques when developing their artwork. Pupils will draw from first hand resources, and produce work, which shows an understanding of the visual elements. A range of approaches will be adopted, showing ability to select and use appropriate media with skill and sensitivity. In the design process pupils will work imaginatively and develop individual creativity developing skills in problem solving, critical thinking and reflective practice of others; communicate personal thoughts, feelings and ideas.

Assessment

On completing the course, learners will be able to plan, produce and present creative art and design work; develop and refine expressive compositions and design proposals; and solve design problems and evaluate their work. At National 5 pupils will also sit an externally assessed written exam. Learners will also be able to reflect on and evaluate their own work and the work of artists and designers. Throughout the year the class units will be internally assessed and pupils will undertake self and peer evaluation.

Progression

Pupils who successfully complete the internal units in the National 5 Art and Design and obtain a pass at A or B in the external exam can progress to higher level in S6.

Career Possibilities

Art & Design is an excellent subject to offer practical and transferable skills for the world of work. A qualification in Art & Design can lead to careers in Architecture, Graphic and Interior design, Textile & Fashion design, Public Art Commissions, Art Therapy, Community Arts work, Photography, Printing & Publishing, Film Television, Animation, Visual Special effects, Computer graphics & Virtual Reality, Colour consultant. Studying Art & Design also demonstrates an applicant's aesthetic awareness as well as their ability to problem solve to universities and employers.

Biology

National 5

Course Structure & Content

National 5 Biology consists of 3 units: Cell Biology, Multicellular organisms and Life on Earth. In the Cell Biology unit pupils will study cell structure and processes, DNA and genetic engineering. In the Multicellular organism's unit pupils will learn the problems faced by multicellular organisms and the strategies used to overcome these. In the Life on Earth unit pupils will study biodiversity, bioethics and behaviour as well as the process of Evolution.

Learning & Teaching Approaches

The biology course uses a diverse collection of teaching and learning techniques to enable every learner access to achieve their potential. These will include such approaches as experimental and investigative research work, learning outside the classroom with field work and various active learning strategies including having the chance to present/lead lessons themselves. Pupils will develop an understanding of biology's role in scientific issues and relevant applications of biology in society by the use of internet research and class discussion/debate.

Assessment

In the National 5 course pupils will be issued with regular homework which will assess their knowledge and understanding of the topics covered in class. This homework will allow pupils and teachers to assess their performance in each unit as well as track their progress towards their target grade. At the end of each of the 3 units pupils will sit an internally assessed National Unit Assessment. National 5 level pupils will sit an externally assessed written exam and produce an assignment which assesses the application of scientific skills.

Progression

Pupils will build upon their existing knowledge of science to progress through National 5 level Biology. Successful learners will then be able to progress to Higher Biology.

Career Possibilities

Biology can lead to a wide variety of interesting careers. Health sector professions, such as medicine, nursing, midwifery, dentistry and veterinary medicine all require qualifications in biology. There are many opportunities in the ever-changing world of research and lab-work, including such things as research into new genetic techniques, exploratory work in the biodiversity and oceanography of the globe, medical research, and the progressive world of biomimetics. Job opportunities are also opening up in many aspects of forensics.

Biology

Higher

Course content and Assessment

The units in the Higher Biology course cover a wide range of topics under the headings of DNA and the Genome, Metabolism and Survival and Sustainability and Interdependence. As well as the knowledge content the course also contains a problem solving aspect. These problem solving skills are developed in a Biological context.

For a pupil to achieve a Higher course award a pass must be obtained in each of the unit assessments.

Additional departmental assessments will be carried out within each unit.

A prelim exam will take place in February and this will be used to assess the course and to predict probable grades.

Learning and Teaching Approaches

Emphasis is strongly on class teaching. Practical work is also very important with a strong emphasis on individual report writing.

Homework is set at least once a week and will normally take at least 30 minutes. Students are required to carry out additional study to ensure success in assessments.

Entry Requirements

Students will normally be expected to have attained an award in National 5 Biology at a B level or above.

Career Prospects

Higher grade Biology is essential for many careers such as Medicine, Veterinary Medicine, Opthalmics, Nursing, Dentistry. It is also a relevant qualification for a wide range of other careers and courses including various Biological Science degrees.

Other information

Higher grade Biology is compulsory for Medicine and Veterinary Medicine at Glasgow University and for Opthalmics at Glasgow Caledonian University.

Progression to Advanced Higher may be possible for students who achieve grade C or better.

Biology

Advanced Higher Grade

Course content and Assessment

The units in the Advanced Higher Biology course cover a wide range of topics under the headings of Cells and Proteins, Organisms and Evolution and Investigative Biology. As well as the knowledge content the course also contains a problem solving aspect. These problem solving skills are developed in a Biological context.

For a pupil to achieve an Advanced Higher course award a pass must be obtained in each of the unit assessments.

Additional departmental assessments will be carried out within each unit.

A prelim exam will take place in February and this will be used to assess the course and to predict probable grades.

Learning and Teaching Approaches

Emphasis is strongly on class teaching. Practical work is also very important with a strong emphasis on individual report writing.

Homework is set at least once a week and will normally take at least 30 minutes. Students are required to carry out additional study to ensure success in assessments.

Entry Requirements

Students will normally be expected to have attained an award in Higher grade Biology grade C or above.

Career Prospects

Advanced Higher grade Biology is advisable for many careers such as Medicine, Veterinary Medicine, Opthalmics, Nursing, Dentistry. It is also a relevant qualification for a wide range of other careers and courses including various

Biological Science degrees.

Business Management

Higher

Course Structure, Content and Assessment

The course consists of the following 3 units:

Understanding Business

This unit should enable students to:

- analyse the features, objectives and internal structures of large business organisations
- analyse the environment in which large organisations operate

Management of Marketing & Operations

This unit should enable the student to:

- apply knowledge & understanding of how the marketing function enhances the effectiveness of large organisations
- apply knowledge & understanding of how the operations function enhances the effectiveness of large organisations

Management of People & Finance

This unit should enable the student to:

- apply knowledge & understanding of how the human resource function enhances the effectiveness of large organisations
- apply knowledge & understanding of how the finance function enhances the effectiveness of large organisations

Learning and Teaching

A considerable amount of whole class teaching takes place but students take responsibility for developing a mature attitude towards their studies in the key areas of the course. Students should develop the ability to communicate ideas in a logical and effective manner. They are also

encouraged to develop an inquiring attitude, show enterprise, openness of mind, determined to succeed attitude and a respect for evidence as the basis for making judgements.

Assessment

Pupils will sit 3 internally assessed SQA Unit Assessments, one at the end of each of the 3 units of the course.

Pupils will also have to complete a 2 hour 15 minutes 70 mark written exam and an 8 hour 30 mark assignment.

Entry Requirements

Pupils must have obtained a Grade A or B in N5 Business Management. S6 pupils who have not previously studied any Business Studies subject may be considered if they have achieved Higher English.

Other Information

This is a very good option for S6 pupils who have not had any experience of Business Studies courses. It is also appropriate as a starting point for those who wish to pursue a business related career. Pre-university students will find this a very valuable higher to have.

Business Management

National 5

Course Structure, Content and Assessment

The course consists of the following 3 units:

Understanding Business

This unit should enable students to:

- give an account of the key objectives and activities of small and medium sized business organisations
- apply knowledge & understanding of factors that impact on the activities of small and medium sized business organisations

Management of Marketing & Operations

This unit should enable the student to:

- apply knowledge & understanding of how the marketing function contributes to the success of small and medium sized business organisations
- apply knowledge & understanding of how the operations function contributes to the success of small and medium sized business organisations

Management of People & Finance

This unit should enable the student to:

- apply knowledge & understanding of how the human resource function contributes to the success of small and medium sized business organisations

- apply knowledge & understanding of how the finance function contributes to the success of small and medium sized business organisations

Learning and Teaching

A considerable amount of whole class teaching takes place but students take responsibility for developing a mature attitude towards their studies in the key areas of the course. Students should develop the ability to communicate ideas in a logical and effective manner. They are also encouraged to develop an inquiring attitude, show enterprise, openness of mind, determined to succeed attitude and a respect for evidence as the basis for making judgements.

Assessment

Pupils will sit 3 internally assessed SQA Unit Assessments, one at the end of each of the 3 units of the course.

Pupils will also have to complete a 1 hour 30 minutes 70 mark written exam and a 5 hour 30 mark assignment.

Entry Requirements

Pupils must have obtained a N4 Course Award in Business. S6 pupils who have not previously studied any Business Studies subject may be considered if they have achieved N5 English.

Other Information

This course is appropriate as a starting point for those who wish to pursue a business related course.

Chemistry

National 5

Purpose and aim of the course

The purpose of the course is to develop learners' curiosity, interest and enthusiasm for chemistry in a range of contexts. The key skills of scientific inquiry and investigation 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 will enable learners to become scientifically literate citizens, able to review the science based claims they will meet.

Course structure

The course develops skills in a chemistry context. Learners will gain an understanding of chemistry and develop this through a variety of approaches, including practical activities.

Chemical changes and structure:

In this unit, learners will develop scientific skills and knowledge of the chemical reactions in our world. Through practical experience, learners will investigate average rates of reactions and the chemistry and the chemistry of neutralisation reactions. Focusing on these reactions, learners will work towards concept of balanced chemical equations. Learners will explore the mole concept, formulae and reaction quantities. The connection between bonding and chemical properties of materials is investigated.

Nature's chemistry:

The earth has a rich supply of natural resources which are used by all of us. In this unit learners will investigate the physical and chemical properties of cycloalkanes, branched chain alkanes and alkenes, alcohols and carboxylic acids. They will their chemical reactions and their uses in everyday consumer products. Learners will investigate the comparison of energy from different fuels.

Chemistry in Society:

In this unit, learners will develop skills and carry out practical investigations related to the chemistry of materials. Learners will focus on the chemistry of metals and their bonding reactions and uses. The connection between bonding in plastics, their physical properties and their uses are investigated. Learners will investigate the chemical reactions and processes used to manufacture fertilisers. They will research the use and effects of different types of nuclear radiation. Learners will investigate chemical analysis techniques used for monitoring the environment.

Chemistry

Higher

.Purpose and aim of the course

The purpose of the course is to develop learners' curiosity, interest and enthusiasm for chemistry in a range of contexts. The key skills of scientific inquiry and investigation 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 will enable learners to become scientifically literate citizens, able to review the science based claims they will meet.

Course assessment structure

The course is assessed via end of unit assessments, written reports and a prelim examination. To gain the award of the Course, the learner must pass all of the Units as well as the Course assessment. Pupils must also carry out an assignment which allows the pupils to carry out an in-depth study of a chemistry topic. The topic will be chosen by the learner who will investigate/research the underlying chemistry and the impact on society/environment.

The units studied are:

Chemical Changes and Structure: This unit covers the knowledge and understanding of controlling the rate, periodicity and structure and bonding. Learners will investigate collision theories, and reaction profiles. Learners will learn about the bonding and structure of the first twenty elements in the Periodic Table and the connection between bonding and a materials physical properties.

Nature's Chemistry: This unit covers the knowledge and understanding of carbon chemistry within the context of the chemistry of everyday consumer products. The chemistry of cooking and flavours in food is also studied by learning about the properties of functional groups present in molecules. The damaging effect of UV light in sunlight on skin and the action of sunblock is investigated. Learners will also study the properties, uses and essential oils from plant products.

Chemistry in Society: This unit covers the knowledge and understanding of the principles of physical chemistry which allow a chemical process to be taken from the researcher's bench through to industrial production. Learners will calculate quantities of reagents and products, percentage yield. Learners will investigate the ability of substances to act as oxidising and reducing agents and their use in analytical chemistry through the context of volumetric titrations.

Researching Chemistry: This unit allows pupils to develop their practical skills by using a wide variety of apparatus and introduces them to a number of chemistry techniques which they are able to develop further if they continue with Chemistry to Advanced Higher level.

Entrance requirements

Higher is intended for those pupils who have achieved a high level at National 5 (Grade A or B) In addition, the large number of calculations met in Higher (25% of final exam) make it essential that pupils have achieved a similar level in Mathematics.

Chemistry

Advanced Higher

Purpose and aim of course

The purpose of the course is to build on the knowledge, understanding and skills developed in Higher Chemistry and to provide a useful bridge towards further study in Chemistry. Advanced Higher Chemistry encourages independent learning and for learners to think creatively and to analyse and solve problems. The course also equips learners with an understanding of Chemistry on the environment, society and on the lives of themselves and others producing responsible citizens as well as successful learners and confident individuals.

Course Assessment structure

The course is assessed via end of unit assessments, written reports and a prelim examination. To gain the award of the Course, the learner must pass all of the Units as well as the Course assessment.

Practical skills are assessed throughout the course and also via a project were pupils will individually identify, research, plan and carry out a chemistry investigation of their choice.

The Units studied are:

Inorganic and Physical Chemistry: this unit develops a knowledge and understanding of the principles and concepts of inorganic and physical chemistry. Learners will extend an understanding of the concept of atomic orbitals and electronic configuration related to the periodic table. They will develop their understanding of the factors which influence the feasibility of chemical reactions and explore the order and mechanisms of chemical reaction.

Organic Chemistry and Instrumental Analysis: this unit develops a knowledge and understanding of organic chemistry. Learners will research the structure of organic compounds and will consider the key organic reaction types and mechanisms. Also, they will study the use of medicines in conjunction with the interactions of the drugs.

Researching Chemistry: this unit allows learners to develop the key skills associated with a variety of different practical techniques including the related calculations. Equipped with the knowledge of chemistry apparatus, techniques and an understanding of concepts learners will then be able to research, plan and safely carry out their practical investigation of their choice.

Entry Requirements

A Higher Grade B pass or better, student with a C pass at Higher Grade Chemistry will be interviewed by the Principal Teacher to assess her/his suitability for entry to the course. Higher Grade Mathematics is also recommended.

Career Prospects

On successful completion of this course learners progress to careers such as Medicine, Law, Dentistry, Environmental and Health sciences, education etc.

Computing Science

Higher

Course Structure, Content and Assessment

The Higher Computing Science course consists of 2 units:

Software Design & Development

This unit should enable the student to:

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

Information Systems Design & Development

This using should enable the student to:

- Develop information systems using appropriate development tools
- Consider the factors involved in the design and implementation of an information system

Learning and Teaching Approaches

The practical elements will be covered using the department's PC suite of computers. The theory elements will be covered mainly by whole class teaching, however, pupils will have to make use of ICT resources for personal research and report preparation. They will also have to be able to work under their own initiative for sections of the course.

Assessment

Pupils will sit 2 internally assessed SQA Unit Assessments, one at the end of each of the 2 units of the course.

Pupils will also have to complete a 1 hour 30 min 90 mark written exam and a 60 mark assignment.

Entry Requirements

Pupils must have obtained a Grade A or B in N5 Computing Science. Due to the high level of programming this course is NOT SUITABLE AS A CRASH HIGHER.

Career Prospects

Many good jobs in industry and commerce require a high degree of computer skills – programming, games design and web authoring.

Other Information

Universities recognise the value of a Higher Computing Science qualification.

Computing Science

National 5

Course Structure, Content and Assessment

The N5 Computing Science course consists of 2 units:

Software Design & Development

This unit should enable the student to:

- Develop information systems, using appropriate development tools
- Consider the factors involved in the design and implementation of an information system

Information Systems Design & Development

This using should enable the student to:

- Explain how programs work, drawing on an understanding of concepts in software development and basic computer architecture
- Develop short programs using one or more software development environments
- Produce a short detailed report comparing 2 contemporary software development languages or environments

Learning and Teaching Approaches

The practical elements will be covered using the department's PC suite of computers. The theory elements will be covered mainly by whole class teaching, however, pupils will have to make use of ICT resources for personal research and report preparation. They will also have to be able to work under their own initiative for sections of the course.

Assessment

Pupils will sit 2 internally assessed SQA Unit Assessments, one at the end of each of the 2 units of the course.

Pupils will also have to complete a 1 hour 30 min 90 mark written exam and a 60 mark assignment.

Entry Requirements

Pupils must have obtained a Course Award in N4 Computing Science, however some S6 fresh start pupils may opt into N5 Computing Science.

Career Prospects

Many good jobs in industry and commerce require a high degree of computer skills – programming, games design and web authoring.

Other Information

Universities recognise the value of a N5 Computing Science qualification.

Core Religious Education

Fifth Year Syllabus

This is Our Faith Senior Phase.

This new document teaches the four dimensions of Christian life: faith professed, faith celebrated, faith lived and faith prayed. Pupils will study the following key Catholic beliefs: The Creed, the dignity of the human person, Scripture, Jesus and the Resurrection, the Sacraments, the Holy Spirit, prayer and the Mass.

Called to Love: Faithful in Love.

Called to Love is a series of resources from S1-S6 developed by the Scottish Catholic Education Service to help students place relationships education firmly within a context of love, respect, responsibility and moral reasoning.

Faithful in Love provides opportunities for pupils to discuss the following themes: sanctity of life, relationships, family planning, life issues, creating new life, marriage as sacrament.

Sixth Year Syllabus

This is Our Faith Senior Phase.

This new document builds on the experiences and outcomes pupils have achieved in S4-S5. In S6 pupils will study YOUCAT (Youth Catechism of the Catholic Church), this involves looking at what we believe, how we celebrate the Christian Mysteries, how we are to have life in Christ and how we should pray.

Called to Love-Responsible in Love

Responsible in Love provides students with the opportunity to discuss the following themes: attitudes to sex and sexuality, the philosophy of morality, dignity and respect, sex and the media, loving and using, casual sex, Catholic marriage, contraception and family planning.

Design & Manufacture

Higher

Course Structure, Content and Assessment

The course consists of the following 2 units:

Design

This unit should enable students to:

- resolve design proposals and specifications by using skills in initiating, developing, and communicating design proposals for products.
- gain skills and experience in evaluating design proposals in order to refine, improve and resolve them.
- develop an appreciation of design concepts and the various factors that influence the design and manufacture of products.

Materials and Manufacturing

This unit should enable the student to:

- gain skills in planning and making models and prototypes by manufacturing a set of design ideas.
- develop an appreciation of manufacturing practicalities and to strengthen an appreciation of the various factors that influence the design and manufacture of products.
- to consider the manufacturing techniques and processes that would apply to a design proposal in an industrial/commercial context.

Learning and Teaching

A considerable amount of whole class teaching takes place but students take responsibility for developing a mature attitude towards their studies in the key areas of the course. The Course is practical, exploratory and experiential in nature. It combines elements of creativity and communicating for visual impact with elements of protocol and an appreciation of the importance of materials and manufacturing processes.

The Course allows learners to engage with technologies. It allows learners to consider the impact that design and commercial manufacture have on our environment and society.

Assessment

Pupils will sit 2 internally assessed SQA Unit Assessments, during which for each of the 2 units of the course develop evidence will be required to show that the learner can plan and produce a series of graphics, to a given standard, in familiar and some new contexts with some complex features. Knowledge and understanding will also be assessed through internal assessment tasks.

Pupils will also have to complete a 70 mark exam and a 70 mark assignment.

Entry Requirements

Pupils must have obtained a Grade A or B in N5 Design & Manufacture. Consideration will be given to pupils attempting the course for the first time especially those with experience in Graphic Communication or Higher Art & Design

Design & Manufacture

National 5

Course Structure, Content and Assessment

The course consists of the following 2 units:

Design

This unit should enable students to:

- study the generation and development of ideas, the application of design knowledge, planning for manufacture and evaluation.

Materials & Manufacturing

This unit should enable the student to:

- develop skills in both manufacturing in the workshop and in industry. This will cover areas such as common tools and materials, joining techniques, manufacturing processes, environmental issues and Health & Safety.

Learning and Teaching

A wide variety of learning and teaching resources and techniques will be used to deliver the course including the use of practical tasks, textbooks, DVDs and internet research. The use of Information & Communications Technology is a vital and integral part of the course and pupils will be given ample opportunity to work in this area.

Assessment

Pupils will sit 2 internally assessed SQA Unit Assessments, at the end of each of these units pupils will sit an internally assessed National Unit Assessment.

Pupils will pupils will sit an externally assessed written exam (worth 50% of overall mark) and a Design & Manufacture Assignment (also worth 50% of total mark).

Entry Requirements

Pupils must have obtained a N4 Course Award in Design & Manufacture.

Other Information

Pupils who successfully complete the internal units in the National 4 Design & Manufacture course and obtain a pass in the external exam can progress to higher level. Consideration will be given to pupils attempting the course for the first time especially those with experience in Graphic Communication or Art & Design.

Drama

Advanced Higher

Course and Assessment Description.

There are three units in Advanced Higher Drama.

Devised Drama: Requires the student to develop a dramatic presentation on the chosen theme given by SQA, and to demonstrate practical skills in the realisation of the dramatic presentation.

Twentieth-Century Theatre - Theories of Performance: Requires the student to demonstrate knowledge and understanding of the theories of acting and directing of two leading 20th-century Theatre Practitioners (Brecht and Artaud or Stanislavski) and to explore their influence on current theatre practice. This is externally assessed by a written examination worth 50% of the course award.

Special Study: Requires the student to use skills of research and investigation to arrive at performance concepts for a given play, and to demonstrate performance concepts of the chosen play to an audience. Students will be assessed by teacher observation and a detailed log of the individual's contribution to the process. This will be submitted to SQA for verification purposes. There will be an extended essay evaluating the finished production. This unit is also externally assessed by a SQA Visiting Assessor attending the practical examination, and is worth 50% of the course award.

Home-study and Research

A considerable amount of independent home study and a wide range of personal reading and research will be required for this course. This will include written commentaries on professional theatre productions and essays, as well as practice for internal and external course assessments. The investigative element of the course will be guided, but will require a high degree of self-organisation and motivation. Home study will also include appropriate theatre visits. Usually this includes students attending the theatre at least three times over the course of the year.

Geography

Higher

Course Structure & Content

Higher Geography consists of 3 units. In Physical Environments pupils will study Atmosphere, Hydrosphere, Biosphere and Lithosphere. In Human Environments pupils will study Population, Urban and Farming. In Global Issues there will be a focus on Development and Health as well as Climate Change. Throughout all three units the pupils will develop their geographical skills and techniques.

Learning & Teaching Approaches

Geography courses encourage active learning, including fieldwork. Students will develop a wide range of important and transferable skills for life and work. There will be a wide variety of teaching and learning approaches, including Powerpoints, DVDs, mapwork, model design and production, guest speakers, textbooks, and library work and Internet, with pupils working in a variety of ways in individual, group and class tasks. There will also be opportunities for the pupils to carry out fieldwork out with the school

Assessment

In the Higher course pupils will regularly complete formal homework which will assess their knowledge and understanding of the topics covered in class, and gauge the improvement of their skills. During each of the 3 units pupils will sit an internally assessed National Unit Assessment. Pupils will also complete an assignment which will allow them to demonstrate the knowledge and skills gained throughout the whole course. This is worth 33% of the overall grade and will be marked by the SQA. They will also sit an externally assessed examination.

Requirements

Students who wish to begin the Higher Geography course in Fifth Year should normally have achieved a Grade A or B at National 5.

Career Possibilities

"Geography is a brilliant subject for today's school students - almost everything in the news has a geographical bent as it draws together science, economics, sociology and the environment. It is a way of teaching citizenship, responsibility and sustainability. It teaches pupils a sense of their place in the world and encourages joined up thinking" (RSGC)

Geography is an excellent subject in offering highly desirable and transferable skills for the world of work, and potential job opportunities including; Advertising, Marketing, Civil Service, Law, Police, International Aid and Development, Leisure and Tourism, Recreation Management, Marketing and Retailing, Nature Conservation, Heritage Management, Information Technology, The Media, Teaching and Lecturing, Environmental Research, Ecology, Meteorology, Urban Development, etc.

At many colleges and Universities, Geography can be taken as part of an Arts or Science course and can be combined with many other subjects.

Geography

National 5

Course Structure & Content

National 5 Geography consists of 3 units. In Physical Environments pupils will study Glaciation, Coasts and the Weather. In Human Environments pupils will study Population, Urban and Farming. In Global Issues there will be a focus on Development and Health as well as Climate Change. Throughout all three units the pupils will develop their geographical skills and techniques.

Learning & Teaching Approaches

Geography courses encourage active learning, including fieldwork. Students will develop a wide range of important and transferable skills for life and work. There will be a wide variety of teaching and learning approaches, including Powerpoints, DVDs, mapwork, model design and production, guest speakers, textbooks, and library work and Internet, with pupils working in a variety of ways in individual, group and class tasks. There will also be opportunities for the pupils to carry out fieldwork out with the school

Assessment

In the National 5 course pupils will regularly complete formal homework which will assess their knowledge and understanding of the topics covered in class, and gauge the improvement of their skills. During each of the 3 units pupils will sit an internally assessed National Unit Assessment. Pupils will also complete an added value unit which will allow them to demonstrate the knowledge

and skills gained throughout the whole course. This will be marked by the SQA. They will also sit an externally assessed examination.

Progression

Pupils who successfully complete the internal units in the National 5 Geography course and obtain a Grade A/B in the external exam can progress to Higher Level

Career Possibilities

"Geography is a brilliant subject for today's school students - almost everything in the news has a geographical bent as it draws together science, economics, sociology and the environment. It is a way of teaching citizenship, responsibility and sustainability. It teaches pupils a sense of their place in the world and encourages joined up thinking" (RSGC)

Geography is an excellent subject in offering highly desirable and transferable skills for the world of work, and potential job opportunities including; Advertising, Marketing, Civil Service, Law, Police, International Aid and Development, Leisure and Tourism, Recreation Management, Marketing and Retailing, Nature Conservation, Heritage Management, Information Technology, The Media, Teaching and Lecturing, Environmental Research, Ecology, Meteorology, Urban Development, etc.

At many colleges and Universities, Geography can be taken as part of an Arts or Science course and can be combined with many other subjects.

Graphic Communication

Higher

Course Structure, Content and Assessment

The course consists of the following 2 units:

2D Graphic Communication

This unit should enable students to:

- Develop their creativity and presentation skills within a 2D graphic communication context.
- Allow learners to initiate, plan, develop and communicate ideas graphically, using two-dimensional graphic techniques. Learners will develop a number of skills and attributes within a 2D graphic communication context, including spatial awareness, visual literacy, and the ability to interpret given drawings, diagrams and other graphics.

3D and Pictorial Graphic Communication

This unit should enable the student to:

- Develop their creativity and presentation skills within a 3D and pictorial graphic communication context.
- Develop a number of skills and attributes within a 3D graphic communication context, including spatial awareness, visual literacy, and the ability to interpret given drawings, diagrams and other graphics. apply knowledge & understanding of how the operations function enhances the effectiveness of large organisations

Learning and Teaching

A considerable amount of whole class teaching takes place but students take responsibility for developing a mature attitude towards their studies in the key areas of the course. The Course is practical, exploratory and experiential in nature. It combines elements of creativity and communicating for visual impact with elements of protocol and an appreciation of the importance of graphic communication standards, where these are appropriate.

The Course allows learners to engage with technologies. It allows learners to consider the impact that graphic communication technologies have on our environment and society.

Assessment

Pupils will sit 2 internally assessed SQA Unit Assessments, during which for each of the 2 units of the course develop evidence will be required to show that the learner can plan and produce a series of graphics, to a given standard, in familiar and some new contexts with some complex features. Knowledge and understanding will also be assessed through internal assessment tasks.

Pupils will also have to complete a 70 mark exam and a 70 mark assignment.

Entry Requirements

Pupils must have obtained a Grade A or B in N5 Graphic Communication.

Other Information

Pre-university students hoping to follow courses in engineering, design and architecture will find this a very valuable higher to have.

Graphic Communication

National 5

Course Structure, Content and Assessment

The course consists of the following 2 units:

2D Graphic Communication.

This unit should enable students to:

- produce and interpret 2D sketches and drawings, preliminary designs and illustrations for promotional displays and create 2D promotional layouts

3D and Pictorial Communication

This unit should enable the student to:

- produce and interpret pictorial sketches, drawings and 3D models, produce 3D illustrations and create pictorial or 3D promotional displays. Pupils will
- develop their skills in both manual and electronic graphic techniques and further develop their knowledge of CADD (computer-aided drawing and design

Learning and Teaching

A wide variety of learning and teaching resources and techniques will be used to deliver the course including the use of practical graphics tasks, use of computer modelling, rendering and DTP packages, online resources, textbooks and internet research. The use of Information & Communications Technology is a vital and integral part of the course and pupils will be given ample opportunity to work in this area.

Assessment

Pupils will sit 2 internally assessed SQA Unit Assessments, at the end of each of these units pupils will sit an internally assessed National Unit Assessment.

Pupils will pupils will sit an externally assessed written exam (worth 50% of overall mark) and a Graphic Communication Assignment (also worth 50% of total mark).

Entry Requirements

Pupils must have obtained a N4 Course Award in Graphic Communication.

Other Information

Pupils who successfully complete the internal units in the National 5 Graphic Communication course and obtain a pass in the external exam can progress to higher level.

History

Higher

Course Structure & Content

Higher History consists of 3 units: Scottish History, British History and European and World History. In the Scottish History unit pupils will develop a range of specific skills in evaluating the usefulness of historical sources, in relation to the impact of Migration and Empire on Scotland. In the British History unit learners will develop a detailed knowledge and understanding of changing Britain during the period 1850-1951. This will cover the periods of Liberal and Labour Government as well as the growth of democracy. In the European and World History unit pupils will study the USA 1918-68. This unit will examine issues regarding immigration and the growth of the Civil Rights movement.

Learning & Teaching Approaches

A wide variety of learning experiences will be used to target pupils preferred learning styles, including; Power Points, textbooks, ICT, visual and audio, interactive Smart Board activities and cooperative activities. Pupils will also have the opportunity to participate in individual, group and whole class activities including having the chance to present/lead lessons themselves. Pupils will learn a range of transferable skills by exploring, evaluating and assessing a range of historical sources. Pupils will also have the opportunity to evaluate factors contributing towards historical development, change and continuity.

Assessment

In the Higher course pupils will regularly complete formal homework which will assess their knowledge and understanding of the topics covered in class, and gauge the improvement of their skills. During each of the 3 units pupils will sit an internally assessed National Unit Assessment. Pupils will also complete an Assignment which will allow them to demonstrate the knowledge and

skills gained throughout the whole course. This will be worth 30% of their overall grade and will be marked by the SQA. They will also sit an externally assessed examination.

Requirements

Students who wish to begin the Higher History course in Fifth Year should normally have achieved a Grade A or B at National 5. It is essential that students are also studying Higher English.

Career Possibilities

Pupils with a National Qualification in History have access to a wide variety of careers; teaching, law, museum work, archaeology, research, accountancy, journalism, and the media. Employment and career opportunities include banking, television and radio broadcasters, national and local government, management, law and education. History can be taken as part of an Arts or Social Science course and can be combined with many other subjects at University or College. The skills gained in History are easily transferable into the world of work and are skills which employers value very highly.

History

National 5

Course Structure & Content

National 5 History consists of 3 units: Scottish History, British History and European and World History. In the Scottish History unit pupils will develop a range of specific skills in evaluating the usefulness of historical sources, in relation to the impact of Migration and Empire on Scotland. In the British History unit learners will develop a detailed knowledge and understanding of changing Britain during the period 1850-1951. This will cover the periods of Liberal and Labour Government as well as the growth of democracy. In the European and World History unit pupils will study the USA 1918-68. This unit will examine issues regarding immigration and the growth of the Civil Rights movement.

Learning & Teaching Approaches

A wide variety of learning experiences will be used to target pupils preferred learning styles, including; Power Points, textbooks, ICT, visual and audio, interactive Smart Board activities and cooperative activities. Pupils will also have the opportunity to participate in individual, group and whole class activities including having the chance to present/lead lessons themselves. Pupils will learn a range of transferable skills by exploring, evaluating and assessing a range of historical sources. Pupils will also have the opportunity to evaluate factors contributing towards historical development, change and continuity.

Assessment

In the National 5 course pupils will regularly complete formal homework which will assess their knowledge and understanding of the topics covered in class, and gauge the improvement of their skills. During each of the 3 units pupils will sit an internally assessed National Unit Assessment. Pupils will also complete an added value unit which will allow them to demonstrate the knowledge and skills gained throughout the whole course. This will be marked by the SQA. They will also sit an externally assessed examination.

Progression

Pupils who successfully complete the internal units in the National 5 History course and obtain a Grade A/B in the external exam can progress to Higher Level.

Career Possibilities

Pupils with a National Qualification in History have access to a wide variety of careers; teaching, law, museum work, archaeology, research, accountancy, journalism, and the media. Employment and career opportunities include banking, television and radio broadcasters, national and local government, management, law and education. History can be taken as part of an Arts or Social Science course and can be combined with many other subjects at University or College. The skills gained in History are easily transferable into the world of work and are skills which employers value very highly.

Leadership Award

National 5 /Higher Level

Course Aims, Structure, Content and Assessment

The Award is made up of two mandatory units:

Leadership: An Introduction

Leadership in Practice

The principal aims of this Award are to provide learners with the opportunity to

develop knowledge and abilities in relation to leadership.

Knowledge of:

- leadership principles, styles, skills and qualities
- effective leaders
- self (own skills, qualities and experience related to leadership)

Ability to:

- gather information
- produce a report
- reach conclusions about effective leadership
- carry out a self-evaluation
- analyse the context within which an activity will take place
- plan for an activity
- negotiate with others
- identify possible risks
- work cooperatively with others
- monitor progress
- adapt to any changes or failures
- review the success of the activity
- reach conclusions about self as a leader

The assessment of the course is as follows:

Learners will gather a portfolio of evidence throughout the course which will demonstrate their learning and achievement of outcomes. There is no external assessment for this award.

This Leadership Course Award is available at National 5 and Higher level. Differentiation between the two levels of the Award is based on four main

principles. They are:

- the amount of support learners receive
- the level of participation by learners
- the level of understanding of learners
- the level of maturity displayed by learners.

Learning and Teaching Approaches

Learners work as a class, in small groups and individually. They will lead lessons with their peers and with younger pupils. All practical classes will have written work included in the session. Learners will have to complete work in their own time in order to complete some aspects of the course.

Entry Requirements

Students must be willing to learn leadership skills. Candidates must be prepared to give up their own time to plan, organise, lead and evaluate activities.

Career Prospects

Colleges, Universities and Employers identify leadership skills as highly desirable characteristics. Achieving this award will demonstrate that a learner has developed lifelong, transferable leadership skills. This will complement learner's applications for future destinations.

Mathematics

Advanced Higher

Advanced Higher Mathematics is essentially a pure mathematics course and should be thought of as a logical continuation of your studies of algebra, geometry and calculus. The Course develops and expands a range of mathematical skills. Areas such as number theory (which helps keep the internet secure), complex numbers (the uses of which are ubiquitous, ranging from the solution of equations to the description of electronic circuits) and matrices (used in game theory and economics) are introduced. Your mathematical thinking will also benefit from examples of rigorous proof. This will be of particular benefit to those who are contemplating continuing with their mathematical studies, including future engineers and physicists.

Course Structure, Content and Assessment

The course consists of three compulsory Units plus an external assessment

The units are:

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

Each unit will be assessed internally and rigorously moderated in accordance with SQA guidelines.

The overall grade is assessed externally by SQA exam in May. This consists of one paper lasting 3 hours.

As with all National Qualifications Courses a Course Award requires candidates to pass the Unit tests as well as the external examination.

Learning and Teaching Approaches

Lessons are of a lecture/tutorial nature. Graphic calculators and computer packages may be used where appropriate. There is access to the online Scholar system for additional help. A heavy emphasis will be placed on independent learning, revision and consolidation. Completion of homework is essential and must be rigorously completed. There are regular assignments which include current work and revision topics.

Entry Requirement

A pass at Higher Grade (A-C) is essential although an A or B is desirable.

Career Prospects

Progress to a course in higher education such as a degree or Higher National Diploma. These could be in mathematics or in a mathematics-related area. There are many careers where mathematical skills are important, and this level would be useful in areas of science, engineering and technology, through the use of mathematical modelling. There are applications in computer technology, encryption security, equipment design, and in the design and analysis of experiments and tests. There is use throughout the financial services sector, such as in economics, accountancy and actuarial work. The content of Advanced Higher Mathematics mirrors the First Year Mathematics Course at most Scottish universities. Students studying Science at most universities are required to study Mathematics in the first year of their course. Mathematics is an integral part of all Engineering courses at university and college.

Other Information

Anyone considering taking the course that has a pass at Higher Grade should consider carefully whether to upgrade the Higher award. You should contact the appropriate College/University for advice.

Mathematics

Higher Grade

This course enables you to build on your previous mathematical experience in the areas of algebra, geometry and trigonometry and introduces you to elementary calculus. The study of Mathematics will help you develop skills in selecting and applying mathematical techniques in a variety of mathematical situations. You will experience in-depth study of the ways in which mathematics describes our world, and become skilled in interpreting, analysing, communicating and managing information in mathematical form. Mathematics has applications in many other subject areas, and skills developed in this Course can support progression in other curriculum areas. It is often very important when seeking employment or entry to further or higher education.

Course Structure, Content and Assessment

The course consists of three compulsory Units plus an external assessment

The units are:

- Expressions and Formulae
- Relationships
- Applications

Each unit will be assessed internally and rigorously moderated in accordance with SQA guidelines.

There will be a prelim exam in February.

The overall grade is assessed externally by SQA exam in May.

As with all National Qualifications Courses, a Course Award requires candidates to pass the Unit tests as well as the external examination.

Learning and Teaching Approaches

Each class is taught as a group and will use a mixture of teacher-led and investigative work where appropriate. The pace of the course is non-negotiable and incorporates both current work and revision topics. A heavy emphasis will be placed on independent learning, revision and consolidation.

Homework Requirements

Homework is an integral and essential part of the course. Students will complete nightly homework (self-corrected) with at least one formal homework per topic (corrected by teacher). Failure to complete homework to a satisfactory standard may result in withdrawal from the course. All students must have their own scientific calculator.

Minimum Entry Requirements

National 5 Mathematics: A or B

Students with a Grade C pass at National 5 should consider consolidating their skills by upgrading National 5 Mathematics before taking on the challenge of Higher Mathematics.

(Please note: Any pass in National 5 Lifeskills Mathematics does not provide a progression route to Higher.)

Career Prospects

A pass in Higher Grade Mathematics is either essential or preferred for a wide range of careers and particularly for entry to a large number of courses in Higher Education. All Engineering and most Science courses at University require a pass at Higher Mathematics.

Other Information

A pass in Higher Grade Mathematics (A-C) is required for entry to the Advanced Higher Mathematics course.

Mathematics

National 5

Mathematics is a rich and stimulating subject and plays an important part in everyday life. It uses a universal language of numbers and symbols, letting us communicate ideas in a brief, clear and concise way.

Mathematics is a good choice because it forms the basis of other school subjects like Chemistry, Biology, Physics and Computing, as well as being an important subject on its own. It is core to other specialist subjects at higher level, such as astronomy and statistics. Studying Mathematics will improve your reasoning, analytical and problem solving skills. It will also help you think in more creative and abstract ways. This means it gives you many valuable qualities when you go to look for work.

The skills you learn in this course are useful in many careers involving engineering, medicine, technology, business and the physical sciences.

Course, Structure, Content and Assessment

The National 5 Mathematics course extends the study of Mathematics for those who have a confident pass at National 4 Mathematics.

The course consists of 3 compulsory units:

- Expressions and Formulae
- Relationships
- Applications

Each unit will be assessed internally and rigorously moderated in accordance with SQA guidelines.

There will be a prelim exam in February.

The overall grade is assessed externally by SQA exam in May.

A Course Award requires candidates to pass the Unit tests as well as the external examination.

Learning and Teaching Approaches

Each class is taught as a group and will use a mixture of teacher-led and investigative work where appropriate. The pace of the course is non-negotiable and incorporates both current work and revision topics. Some emphasis will be placed on independent learning, revision and consolidation. Students will be encouraged to work together to develop their understanding.

Homework Requirements

Homework will be set after each lesson. Homework is an integral part of the course – it is NOT optional. Students will complete nightly homework (self-corrected) with at least one formal homework per topic (corrected by teacher). Failure to complete homework to a satisfactory standard may result in withdrawal from the course. All students must have their own scientific calculator.

Minimum Entry Requirements

National 4 Mathematics: Pass

Career Prospects

A pass at National 5 is required by many employers. It is also required as an entry requirement for many courses in Higher and Further Education. For example, National 5 Mathematics is required for Primary teaching.

Other Information

National 5 Mathematics A or B pass would allow progression to Higher Mathematics. Students with a Grade C pass should consider consolidating their skills by upgrading National 5 Mathematics before taking on the challenge of Higher Mathematics.

Mathematics

National 5 Lifeskills

Mathematics is important in everyday life, allowing us to make sense of the world and manage our lives. You will learn how to model real-life situations and make connections and informed predictions. You will develop the skills to interpret and analyse information, simplify and solve problems, assess risk, and make informed decisions. These skills will make you valuable to future employers. Through real-life contexts, you will learn how to apply mathematical operational skills that are directly relevant to life and work. You will develop your mathematical reasoning skills, your creativity, and your ability to draw conclusions and make and justify decisions. The course includes the freestanding Unit in Numeracy at National 5.

Course, Structure, Content and Assessment

The course consists of 3 compulsory units:

- Managing Finance and Statistics
- Geometry and Measures
- Numeracy

Each unit will be assessed online using SQA Solar e-assessment and rigorously moderated in accordance with SQA guidelines.

There will be a prelim exam in February.

The overall grade is assessed externally by SQA exam in May.

A Course Award requires candidates to pass the Unit tests as well as the external examination.

Learning and Teaching Approaches

Some aspects of the course are covered by textbooks and other commercial resources, others will be tackled through cooperative, practical projects where students are encouraged to work together to develop their understanding. The pace of the course is non-negotiable and incorporates both current work and revision topics. Some emphasis will be placed on independent learning, revision and consolidation.

Homework Requirements

Homework will be set after each lesson. Homework is an integral part of the course – it is NOT optional. Students will complete nightly homework (self-corrected) with at least one formal homework per topic (corrected by teacher). Failure to complete homework to a satisfactory standard may result in withdrawal from the course. All students must have their own scientific calculator.

Minimum Entry Requirements

National 4 Mathematics: Pass

National 4 Lifeskills Mathematics: Pass

Career Prospects

A pass at National 5 Lifeskills Mathematics is required by many employers. It is also required as an entry requirement for many courses in Higher and Further Education - students should contact the appropriate College/University for advice. Please note that this course does not provide progression to Higher Mathematics - students who may wish to do so should choose the National 5 Mathematics course.

Other Information

Candidates with a pass at National 5 Lifeskills Mathematics may wish to study National 5 Mathematics.

Mathematics

National 4 Lifeskills

Mathematics is important in everyday life, allowing us to make sense of the world and manage our lives. You will learn how to model real-life situations and make connections and informed predictions. You will develop the skills to interpret and analyse information, simplify and solve problems, assess risk, and make informed decisions. These skills will make you valuable to future employers. As well as being important in its own right, Mathematics has applications in many other subjects, particularly in science and engineering. This course will help you to acquire mathematical and numerical skills and apply them in a variety of real-life situations. You will develop skills in logical reasoning, analysis, problem solving, creativity, and the ability to think in abstract ways. The course includes the freestanding Unit in Numeracy at National 4.

Course, Structure, Content and Assessment

The course consists of 3 compulsory units plus an Added Value unit assessment. The 3 units are:

- Managing Finance and Statistics
- Geometry and Measures
- Numeracy

Each unit will be assessed online using SQA Solar e-assessment and rigorously moderated in accordance with SQA guidelines.

A Course Award requires candidates to pass the Unit tests as well as the Added Value Unit assessment.

Learning and Teaching Approaches

Some aspects of the course are covered by textbooks and other commercial resources, others will be tackled through cooperative, practical projects where students are encouraged to work together to develop their understanding. The pace of the course is non-negotiable and incorporates both current work and revision topics. Some emphasis will be placed on independent learning, revision and consolidation.

Homework Requirements

Homework will be set after most lessons. Homework is an integral part of the course – it is NOT optional. Students will complete nightly homework (self-corrected) with at least one formal homework per topic (corrected by teacher). Failure to complete homework to a satisfactory standard may result in withdrawal from the course. All students must have their own scientific calculator.

Minimum Entry Requirements

National 3 Lifeskills Mathematics: Pass

Career Prospects

This course is designed as a preparation for life and work outside school, but a pass can also lead on to National 5 Lifeskills Mathematics. (Please note that these Lifeskills Mathematics courses do not provide progression to Higher Mathematics.)

Other Information

Candidates who have difficulty progressing from National 4 Mathematics to National 5 Mathematics may choose to work towards this additional National 4 qualification.

Candidates who have difficulty progressing to N5 Lifeskills Mathematics may prefer work towards only the the freestanding Unit in Numeracy at National 5.

Modern Languages

French & Spanish

National 5

Course Structure & Content

Modern Languages provide learners with the opportunity to develop their Listening & Talking, Reading & Writing skills and fully equips learners with skills required to understand and use a Modern Language.

National 5 in Modern Languages consists of 2 mandatory units, comprising the 2 units of Understanding and Using Language and an external exam. The external exam consists of 3 components, a 'Listening' paper, a 'Reading & Writing' paper and an Internal Performance unit titled 'Talking & Listening'.

Learning & Teaching Approaches

The Modern Language classroom will be vibrant and motivational where pupils will reflect, communicate and develop ideas through language. Pupils will participate in individual and group activities such as role-plays, cultural projects and relevant language 'scenarios' which will allow them to see 'real language at work.'

A wide range of media and modern, interactive software means our pupils will not only have the opportunity to communicate ideas and think critically, but to also be creative and enhance their enjoyment and understanding of their own and other cultures.

Classes will be delivered in a manner that encourages pupils to build on their 4 skills of Speaking, Listening, Reading and Writing and to also gain the confidence to communicate freely in their chosen language.

Assessment

National 5 Assessment – consists of 3 components: 2 question papers which assess Listening and Reading & Writing, both of which will be externally assessed and a 'performance' component which allows the learner to give a short presentation on a chosen topic followed by a short conversation.

Progression

Pupils who successfully complete all of the internal units in the National 4 Modern Languages course can progress to National 5 level. Pupils who successfully pass the 2 external components and the Internal Performance component at National 5 can progress to Higher level.

Career Possibilities

Modern Languages offers endless opportunities for learners to acquire the skills and knowledge essential for learning, work and life. The courses allow the learner to communicate, be critical thinkers; develop cultural awareness and to be creative. As well as developing skills that are crucial in the world of work, the study of a Modern Language has a unique position in that its learners can make connections with different people and their cultures and thereby encourage them to play a fuller part as global citizens.

There are many job opportunities for those pupils who have completed a National Qualification in Modern Languages: International Business, the IT and Financial Sectors, professions in Travel, Tourism and Hospitality, Interpreting & Translation and Teaching are only a few, however many employers find the ability to use and understand another language as highly desirable criteria.

Modern Languages

French & Spanish

Higher

Course Structure & Content

The Course offers learners opportunities to develop and extend a wide range of skills. In particular, the Course aims to enable learners to develop the ability to read, listen, talk and write in a modern language; understand and use a modern language; develop the language skills of translation and apply knowledge and understanding of a modern language.

Entry Requirements: A or B pass at National 5.

Higher Course: The course has 2 mandatory units: Understanding Language - Learners will be required to provide evidence of their reading and listening skills using detailed and complex language, in one of the following contexts: society, learning, employability, or culture. Using Language where learners will be required to provide evidence of their talking and writing skills, using detailed and complex language, in one of the 4 contexts.

Learning & Teaching Approaches

The Modern Language classroom will be vibrant and motivational where pupils will reflect, communicate and develop ideas through language. Pupils will participate in individual and group activities. A wide range of media and modern, interactive software means our pupils will not only have the opportunity to communicate ideas and think critically, but to also be creative and enhance their enjoyment and understanding of their own and other cultures.

Classes will be delivered in a manner that encourages pupils to build on their 4 skills of Speaking, Listening, Reading and Writing and to also gain the confidence to communicate freely in their chosen language.

Assessment

Homework at Higher level will be consistent together with monitoring performance and participation in class. The core skills of Listening, Reading and Writing will be internally assessed and pupils will sit a final Speaking Exam which will contribute to 30% of their overall mark for the course. The external exam comprises of Paper 1 which is worth 40 marks and involves Reading, Translation and Directed Writing and Paper 2 which is worth 30 marks and involves Listening and Writing.

Career Possibilities

Modern Languages offers endless opportunities for learners to acquire the skills and knowledge essential for learning, work and life. The courses allow the learner to communicate, be critical thinkers, develop cultural awareness and to be creative. As well as developing skills that are crucial in the world of work, the study of a Modern Language has a unique position in that its learners can make connections with different people and their cultures and thereby encourage them to play a fuller part as global citizens.

There are many job opportunities for those pupils who have completed a National Qualification in Modern Languages: International Business, the IT and Financial Sectors, professions in Travel, Tourism and Hospitality, Interpreting & Translation and Teaching are only a few, however many employers find the ability to use and understand another language as highly desirable criteria.

Modern Languages

Mandarin

National 4 & 5

Course Structure & Content

The course provides learners with the opportunity to develop their Listening & Talking, Reading & Writing skills and fully equips learners with skills required to understand and use the language.

National 4 in Modern Languages consists of 3 mandatory units, comprising the 2 units of Understanding and Using Language and 1 Added Value Unit. There is no external exam.

National 5 in Modern Languages consists of 2 mandatory units, comprising the 2 units of Understanding and Using Language and an external exam. The external exam consists of 3 components, a 'Listening' paper, a 'Reading & Writing' paper and an internal Performance unit titled 'Talking & Listening'.

Learning & Teaching Approaches

The Modern Language classroom will be vibrant and motivational where pupils will reflect, communicate and develop ideas through language. Pupils will participate in individual and group activities such as role-plays, cultural projects and relevant language 'scenarios' which will allow them to see 'real language at work.' A wide range of media and modern, interactive software means our pupils will not only have the opportunity to communicate ideas and think critically, but to also be creative and enhance their enjoyment and understanding of their own and other cultures. Classes will be delivered in a manner that encourages pupils to build on their 4 skills of and to also gain the confidence to communicate freely in their chosen language.

Assessment

At both levels consistent homework, together with monitoring performance and participation in class will allow regular assessment of pupils' skills and knowledge of each topic.

National 4 Assessment – Pupils will be assessed in the 4 core skills in the topic areas of citizenship, society, learning, employability and culture. The Added Value Unit will require pupils to plan and research a chosen topic and produce a short presentation which demonstrates their Reading, Listening & Talking skills.

National 5 Assessment – consists of 3 components: 2 question papers which assess Listening and Reading & Writing, both of which will be externally assessed and a 'performance' component which allows the learner to give a short presentation on a chosen topic followed by a short conversation.

Progression

Pupils who successfully complete all of the internal units in the National 4 Modern Languages course can progress to National 5 level. Those pupils who have successfully completed all of the internal assessments of National 5 and have obtained a A or B pass in the external exam can go on to study Higher.

Career Possibilities

Modern Languages offers endless opportunities for learners to acquire the skills and knowledge essential for learning, work and life. The courses allow the learner to communicate, be critical thinkers, develop cultural awareness and to be creative. As well as developing skills that are crucial in the world of work, the study of a Modern Language has a unique position in that its learners can make connections with different people and their cultures and thereby encourage them to play a fuller part as global citizens. There are many job opportunities for those pupils who have completed a National Qualification in Modern Languages: International Business, the IT and Financial Sectors, professions in Travel, Tourism and Hospitality, Interpreting & Translation and Teaching are only a few, however many employers find the ability to use and understand another language as highly desirable criteria.

Modern Studies

Higher

Course Structure & Content

National 5 Modern Studies consists of 3 units: Democracy in Scotland and the UK, Social Issues in the UK and International Issues. In the Democracy in Scotland and the UK unit pupils will develop a Knowledge and Understanding of the Scottish political system. In the Social Issues unit, pupils will focus on Health and Wealth with a focus on inequalities in society. In the International Issues unit pupils will study the USA, focusing on the political structure as well as inequalities. Pupils will develop skills in detecting exaggeration and bias, drawing conclusions and in decision making.

Learning & Teaching Approaches

A wide variety of learning and teaching resources and techniques will be used to deliver the course including the use of textbooks, DVDs, role plays, internet research, newspapers and speakers. Pupils will experience a variety of co-operative learning approaches. Pupils will also have the opportunity to participate in individual, group and whole class activities including having the chance to present/lead lessons themselves. Pupils will be given opportunities to research using the internet in order to develop their skills in sourcing, selecting and evaluating relevant information. Pupils will be provided with opportunities to develop additional skills for learning, skills for life and skills for work.

Assessment

In the Higher course pupils will be issued with regular homework which will assess their knowledge and understanding of the topics covered in class. This homework will allow pupils and teachers to assess their performance in each unit as well as track their progress towards their target grade. During each of the 3 units pupils will sit an internally assessed National Unit Assessment. Pupils will also complete and 'Added Value Assignment' which will allow them to demonstrate the knowledge and skills gained throughout the whole course. This is worth 33% of the overall grade and will be assessed by the SQA. Pupils will also sit an externally assessed written exam.

Requirements

Students who wish to begin the Higher Modern Studies course in Fifth Year should normally have achieved a Grade A or B at National 5. It is essential that students are also studying Higher English.

Career Possibilities

Modern Studies is an excellent subject to offer practical and transferable skills for the world of work. The skills developed in these courses are highly desirable in today's job market. There are many job

opportunities for those pupils who have completed a National Qualification in Modern Studies: Civil Service, Journalism, Law, Management, Police, Teaching, Social Work and Local Government. Modern Studies is the main vehicle by which young people develop their political literacy and citizenship skills. Modern Studies can be taken as part of an Arts or Social Science course and can be combined with many other subjects at University or College. The skills gained in Modern Studies are easily transferable into the world of work and are skills which employers value very highly.

Modern Studies

National 5

Course Structure & Content

National 5 Modern Studies consists of 3 units: Democracy in Scotland and the UK, Social Issues in the UK and International Issues. In the Democracy in Scotland and the UK unit pupils will develop a Knowledge and Understanding of the Scottish political system. In the Social Issues unit, pupils will focus on Health and Wealth with a focus on inequalities in society. In the International Issues unit pupils will study the USA, focusing on the political structure as well as inequalities. Pupils will develop skills in detecting exaggeration and bias, drawing conclusions and in decision making.

Learning & Teaching Approaches

A wide variety of learning and teaching resources and techniques will be used to deliver the course including the use of textbooks, DVDs, role plays, internet research, newspapers and speakers. Pupils will experience a variety of co-operative learning approaches. Pupils will also have the opportunity to participate in individual, group and whole class activities including having the chance to present/lead lessons themselves. Pupils will be given opportunities to research using the internet in order to develop their skills in sourcing, selecting and evaluating relevant information. Pupils will be provided with opportunities to develop additional skills for learning, skills for life and skills for work.

Assessment

In the National 5 courses pupils will be issued with regular homework which will assess their knowledge and understanding of the topics covered in class. This homework will allow pupils and teachers to assess their performance in each unit as well as track their progress towards their target grade. During each of the 3 units pupils will sit an internally assessed National Unit Assessment. Pupils will also complete and 'Added Value Assignment' which will allow them to demonstrate the knowledge and skills gained throughout the whole course. This will be assessed by the SQA. At National 5 level pupils will also sit an externally assessed written exam.

Progression

Pupils who successfully complete the internal units in the National 5 Modern Studies course and obtain a pass in 'Added Value Assignment' as well as a Grade A/B in the external exam, can progress to Higher level.

Career Possibilities

Modern Studies is an excellent subject to offer practical and transferable skills for the world of work. The skills developed in these courses are highly desirable in today's job market. There are many job opportunities for those pupils who have completed a National Qualification in Modern Studies: Civil Service, Journalism, Law, Management, Police, Teaching, Social Work and Local Government. Modern Studies is the main vehicle by which young people develop their political literacy and citizenship skills. Modern Studies can be taken as part of an Arts or Social Science course and can be

combined with many other subjects at University or College. The skills gained in Modern Studies are easily transferable into the world of work and are skills which employers value very highly.

Music

Advanced Higher

Advanced Higher music involves 2 elements from a choice of 3.

Listening (mandatory) and Composing or Performing

Performing: 2 instruments, or 1 instrument and voice are studied, and a programme of pieces prepared. These are assessed by an external examiner from SQA in May.

1st instrument: programme length maximum of 12 mins – 30 marks

2nd instrument: programme length minimum of 8 mins – 30 marks

Listening: Study of concepts and musical literacy in a variety of musical styles. This is assessed in an external Listening paper during the main examination period – 40 marks

There will be a substantial amount of written work involved to show your knowledge and understanding of music concepts.

Composing: preparation of a folio of compositions lasting 12 minutes in total. Pupils must produce a minimum of 2 pieces of music. This can be done in a variety of genres and can also include an arrangement.

Learning and Teaching approaches

Performing and composing are very much individualised. The class or instrumental teacher will rehearse performances and advice and guidance will be given on compositions. Homework involves regular practice on instruments or continuation of composition work.

Listening will be taught as a whole class activity through the study of concepts within different styles of music.

Entry Requirements

A good pass at Higher is required. Alternatively, entry to the course may take place after audition and discussion with the Principal Teacher.

Career Prospects

A wide range of careers are open to successful candidates:

Professional musician, teacher, community work, the recording industry, dancing, broadcasting and the media, instrument teachnology etc.

Other information

Advanced Higher music does not have to lead to a career in Music. It is highly regarded both as an entrance qualification to university and as a good training for many other careers. It can also be a leisure pursuit for many.

Music

Higher Grade

Higher music involves 3 elements

Performing, Understanding music (Listening) and Composing skills

Performing: 2 instruments, or 1 instrument and voice are studied, and a programme of pieces prepared. These are assessed by an external examiner from SQA in February or early March.

A minimum of 4 minutes on one instrument and a maximum of 8 minutes on the other will be prepared for an overall 12 minute performance. A minimum of 2 pieces will be performed on each instrument.

1st Instrument: 30 marks

2nd Instrument: 30 marks

Listening: Study of concepts and musical literacy in a variety of musical styles. This is assessed in an external Listening paper during the main examination period – 40 marks.

Composing: Preparation of a folio of compositions or 1 main composition demonstrating a range of required skills. This is a unit which must be passed to gain an overall course award.

Learning and Teaching approaches

Performing and composing are very much individualised. The class or instrumental teacher will rehearse performances and advice and guidance will be given on Inventing. Homework involves regular practice on instruments and some written work.

Listening will be taught as a whole class activity through the study of concepts within different styles of music.

Entry Requirements

A good pass at National 5 is required. Alternatively, entry to the course may take place after audition and discussion with the Principal Teacher.

Career Prospects

A wide range of careers are open to successful candidates;

Professional musician, teacher, community work, the recording industry, dancing, broadcasting and the media, instrument technology etc. Music is highly sought after by a wide range of university and college courses due to its unique mix of practical skills and academic rigour and many music students go on to study medicine, law, maths and history if they do not choose music as a future career choice.

Other Information

Higher music does not have to lead to a career in Music. It is highly regarded both as an entrance qualification to university and as a good training for many other careers. Indeed, further and higher education courses are aware of the development of analytical skills as well as the awareness of social and cultural factors and the development of personal study, presentation and creative skills promoted in music. It can also be a leisure pursuit for many.

Music

National 5

N5 music involves 3 elements

Performing, Understanding music (Listening) and Composing

Performing: 2 instruments, or 1 instrument and voice are studied, and a programme of pieces prepared. These are assessed by an external examiner from SQA in late February or early March.

A minimum of 2 minutes on one instrument and a maximum of 6 minutes on the other will be prepared for an overall 8 minute performance. A minimum of 2 pieces will be performed on each instrument.

1st Instrument: 30 marks

2nd Instrument: 30 marks

Listening: Study of concepts and musical literacy in a variety of musical styles. This is assessed in an external Listening paper during the main examination period. – 40 marks

Inventing: preparation of a folio of compositions or 1 main composition demonstrating a range of skills. Pass or fail only.

Learning and Teaching Approaches

Performing and Composing are very much individualised. The class or instrumental teacher will rehearse performances and advice and guidance will be given on Inventing. Homework involves regular practice on instruments. Listening will be taught as a whole class activity through the study of concepts within different styles of music.

Entry Requirements

A pass at N4 is required. Alternatively, entry to the course may take place after audition and discussion with the Principal Teacher.

Career Prospects

A Wide range of careers are open to successful candidates:

Professional musician, teacher, community work, the recording industry, dancing, broadcasting and the media, instrument technology etc. The transferrable skills developed in music are sought after by many academic courses as well as in the workplace due to the unique blend of practical and academic work carried out.

Other Information

Intermediate 2 music does not have to lead to a career in Music. It is highly regarded both as an entrance qualification to college and as a good training for many other careers. It can also be a leisure pursuit for any. It must be remembered that music combines both a practical and academic element and both parts must be embraced in order to fully achieve.

Physical Education

National 5

Course Structure and Content

The National 5 Physical Education Course is structured around the two mandatory Units:

Performance Skills

The general aim of this Unit is to develop learners' ability to perform in physical activities by enabling them to acquire a comprehensive range of movement and performance skills. They will learn how to select, use, demonstrate and adapt these skills. Learners will develop consistency in their control and fluency during movement to enable them to meet the physical demands of performance in a safe and effective way.

Factors Impacting on Performance

The general aim of this Unit is to develop learners' knowledge and understanding of the factors that impact on performance in physical activities. Learners will consider the effects of mental, emotional, social and physical factors on performance, and will develop an understanding of how to plan for, monitor, record and evaluate the process of personal performance.

Learners must pass both units in order to be presented for the Course Assessment.

Course Assessment

The Course is assessed in two ways – Performance and Portfolio.

Performance will have 60 marks (60% of the total marks available for the Course assessment). The performance will have three sections:

1. Planning and preparation — learners will be assessed on their ability to plan and make appropriate preparations for a single performance in a negotiated activity;

2. Performance — candidates will be assessed on their ability to select, apply and combine skills; make and carry out decisions effectively; follow rules, relevant regulations, and demonstrate expected etiquette; and control emotions in a challenging single performance;

3. Evaluation — learners will be assessed on their ability to evaluate the effectiveness of their performance in relation to the planning and preparation carried out and the performance itself.

The Portfolio is worth 40 marks (40% of overall Course award). It is made up of three sections:

Section 1 'Understanding factors that impact on performance';

Section 2 'Planning, developing and implementing approaches to enhance personal performance';

Section 3 'Monitoring, recording and evaluating performance development'.

Learning and Teaching Approaches

During each week 4 periods are given to Practical Performance and 2 periods are given to Classroom based lessons. This may vary depending on the needs of the group. Students work as a class, in small groups and individually. All practical classes will have written work included in the session. Homework is set regularly and will be based upon the factors which impact on performance and the development of performance. Pupils will gather evidence for their personal portfolio throughout.

Entry Requirements

A pass at National 4 level Physical Education or students who have demonstrated both a high level of participation and positive approach to learning in P.E. in previous years.

Progression

Pupils who successfully complete the internal units in the National 5 Physical Education course and obtain a pass at 'A' or 'B' level in the external exam can progress to Higher level Physical Education.

Career Prospects

Physical Education is an excellent subject to offer practical and transferable skills for learning, skills for life and skills for work. Pupils can use their National Qualification in Physical Education to help progress to study courses at College or University such as Sports Science, PE Teaching, Sports Coaching, Physiotherapy, and Sport in the Community.

Physical Education

Higher

Course Content

The Higher Physical Education Course is based around the two mandatory Units:

Performance Skills

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

Factors Impacting on Performance

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

Learners must pass both Units in order to be presented for the Course award.

Course Assessment

Pupils will be assessed in a one off Performance in a negotiated activity and in an external exam.

Performance will have 60 marks (60% of the total marks available for the Course assessment). The performance will have three sections:

1. Planning and preparation — learners will be assessed on their ability to plan and make appropriate preparations for a single performance in one activity;

2. Performance — candidates will be assessed on their ability to select, apply and combine skills; make and carry out decisions effectively; follow rules, relevant regulations, and demonstrate expected etiquette; and control emotions in a challenging single performance;

3. Evaluation — learners will be assessed on their ability to evaluate the effectiveness of their performance in relation to the planning and preparation carried out, the performance itself, and to provide an explanation of their future development needs.

The question paper will have 40 marks (40% of the total marks available for the Course assessment). Learners will undertake the question paper in 1 hour and 30 minutes. The question paper requires learners to demonstrate the following skills, knowledge and understanding:

♦ analysing factors that impact on performance

♦ analysing and evaluating the performance development process

Learning and Teaching Approaches

During each week 4 periods are given to Practical Performance and 2 periods are given to Classroom based lessons. This may vary depending on the needs of the group. Students work as a class, in small groups and individually. All practical classes will have written work included in the session. Homework is set regularly and will be based upon the factors which impact on performance and the development of performance.

Entry Requirements

An ‘A’ or ‘B’ at National 5 level Physical Education combined with a pass at National 5 level English.

Career Prospects

Physical Education is an excellent subject to offer practical and transferable skills for learning, skills for life and skills for work. Pupils can use their National Qualification in Physical Education to help progress to study courses at College or University such as Sports Science, PE Teaching, Sports Coaching, Physiotherapy, and Sport in the Community.

Photography

Higher

This course is aimed at S6 pupils looking to develop their creativity in the area of photography.

Pupils would benefit from having studied Art and Design previously. In addition to this a knowledge and understanding of Physics would be beneficial but not essential.

The course is split into three sections with the first two units internally assessed on a pass/fail basis. The third section forms the Course Assessment which is externally assessed by the SQA.

Image Making - Pupils will build up their general knowledge of the history of photography by studying the different genres that have evolved from the 19th century onwards.

Pupils will develop a knowledge and understanding of the theory of photography including how images are formed through the science of photography and the different types of equipment available.

Pupils will learn to evaluate the different styles and approaches and express their opinions based on sound technical knowledge and artistic creativity.

Pupils will learn how to utilise the basic and more advanced controls and settings of a camera to produce their own photographs. These photographs will demonstrate a variety of techniques and effects. Pupils will also learn how to upload, edit and present their own photographic work.

Contextual Imagery

Pupils will apply their knowledge and understanding gathered from the previous section of the course to a more specific set of tasks relating to theme of “Light and time”.

This theme provides the pupils with the task of combing different artistic styles with different types of genre e.g. black and white (style), landscape (genre).

As well as producing their photographs, pupils will also evaluate and identify the strengths and areas of their work to develop further.

Photography Project

This extensively structured project is worth 100 marks and forms the Course Assessment. It has three sections.

Section 1: Research and investigation. This section is worth 25% of the mark. Learners will produce a structured project proposal, showing evidence of investigative research, logistics and project planning skills, based on a photography project brief.

Section 2: Development and production.

This section is worth 60% of the total mark. Marks in this section will be awarded for exploring and developing the chosen theme throughout a series of photo shoots from which pupils will produce a visual record of this process. This will be in the form of plans, contact sheets and short evaluations. From a total of 20 contacts sheets, a final selection of 12 photographic images will then printed professionally.

Section 3: Evaluation. This section is worth 15% of the total marks. In this section which is written under exam conditions, learners will be expected to critically reflect on and identify personal strengths and areas for improvement in their photographic work.

Physics

Advanced Higher

Course Structure, content and Assessment

The course consists of 4 topics:

Rotational Motion and Astrophysics, Quanta and Waves, Electromagnetism and Investigating Physics.

This Course includes eight SCQF credit to allow additional time for preparation for Course assessment. The Course assessment covers the added value of the Course.

The course is assessed via end of unit assessments, written reports and a prelim examination. To gain the award of the Course, the learner must pass all of the Units as well as the Course assessment.

The added value for the Course must address the key purposes and aims of the Course, as defined in the Course rationale. It will do this by addressing one or more of breadth, challenge and application. In the Advanced Higher Physics Course, added value will focus on:

♦ breadth

♦ challenge

♦ application

Learners will draw on, extend and apply the skills they have learned during the Course. This will be assessed within a question paper and project, requiring demonstration of the knowledge, skills and understanding acquired from across the Units and how they can be applied in unfamiliar contexts and/or integrated ways.

Learning and Teaching Approaches

Class teaching, individual and practical work are used continuously.

Candidates must prepare a written report on one experiment.

The investigating Physics unit offers opportunities for independent learning set within the context of experimental physics. Learners will identify, research, plan and carry out a physics investigation of their choice.

Homework and personal study are essential parts of the course.

Entry Requirements

An A/B pass at Higher Grade Physics is preferred. A student with a C pass at Higher Grade Physics will be interviewed by the Principal Teacher to assess her/his suitability. Higher Grade Mathematics is also recommended.

Career Prospects

A pass in Advanced Higher Physics is an important qualification for a wide range of courses at University. A wide range of careers require a Physics qualification…….

Engineering, Medical Physics, Education, Communications, Industry, Computing etc.

Other Information

Good physicists need to ……

a) observe things and ask questions about them.

b) record accurately what is observed.

c) formulate new ideas and communicate them in a coherent way.

d) apply previous knowledge to new situations.

Physics

Higher Grade

Course Structure, Content and Assessment

This course reinforces and extends the knowledge and understanding of the concepts of physics and related problem solving skills and practical abilities acquired at the National level by providing a deeper insight into the structure of the subject. The course endeavours to provide learning experiences leading to the acquisition of worthwhile knowledge, skills and attitudes.

Content covered includes: vectors, equations of motion, Newton's second law, momentum and impulse, pressure and density, gas laws, electric fields and resistors in circuit, alternating current and voltage, capacitance, analogue electronics, interference, diffraction and refraction of light ,spectra and wave particle duality

For a pupil to achieve a Higher Course award they must pass internally assessed units and gain an award in an external exam.

Learning and Teaching Approaches

The emphasis is on practical applications and the impact of physics on everyday life. Teaching will be supplemented by group and individual work when appropriate. There will be class discussions for consolidation of the main units of the course. Homework and personal study are essential parts of the course.

Entry Requirements

A National 5 award at A or B or an Intermediate 2 pass at A or B.

Career Prospects

A pass in Higher Physics is an important qualification for a wide range of courses at University. A wide range of careers require a Physics qualification…….. Engineering, Medical Physics, Education, Communications, Industry, Computing etc.

Other Information

Good physicists need to…….. a) observe things and ask questions about them,

b) record accurately what is observed, c) formulate new ideas and communicate them in a coherent way, d) apply previous knowledge to new situations.

Physics

National 5

Course Structure, Content and Assessment

In physics, pupils will study units on Dynamics & Space, Waves & Radiation and Electricity & Energy.

The Dynamics & Space unit will explore concepts relevant to study of the solar system/universe and its exploration. The Waves & Radiation unit will explore concepts that are relevant to sound, light and nuclear radiation . The Electricity & Energy unit will focus on concepts in energy and energy transformation and introduce some electrical and electronic systems and components.

At the end of each of the units pupils will sit an internally assessed National Unit Assessment. At National 5 level pupils will sit an externally assessed written exam and submit an assignment

Learning and Teaching Approaches

Pupils will develop their understanding of physics in a variety of interesting and stimulating ways. A major emphasis is placed on practical work with pupils learning through experiments and observation. Pupils will have the opportunity to work individually, in small groups and as a class. Support materials are provided in the form of summary notes, content checklists, homework booklets and tutorial exercises as well as the use of textbooks. Pupils will also have access to ICT support enriching the learning experience through the use of computer simulations and virtual textbooks.

Entry Requirements

Students would normally be expected to have attained a National 4 course award in Physics..

National 5 Biology or Chemistry awards are also acceptable.

A National 4 award or equivalent in Maths is desirable.

Career Prospects

Candidates who successfully complete National 5 can have a wide range of courses and job opportunities available to them…. Working in engineering, communications, industry, environmental physics etc.

Progression

- to Higher Physics
- to NC in physics, science, engineering. technology or related field.

Other Information

Good physicists need to ……a) observe things and ask questions about them, b) record accurately what is observed, c) formulate new ideas and communicate them in a coherent way, d) apply previous knowledge to new situations.

Practical Woodworking

National 4 & 5

Course Structure & Content

National 4 & 5 Practical Woodworking consists of 3 units: Flat frame Construction, Carcase Construction & Machining and finishing. This course allows pupils to develop their knowledge and practical experience of craft skills. The course will benefit those considering a career in the construction industry and will make a positive contribution to the general education and personal development of any student, particularly in fostering technological capability.

Learning & Teaching Approaches

As the course is essentially practical work, pupils will develop their skills through a variety of tasks covering the three units. The course is teacher led with pupils carrying out their own individual work to satisfy unit assessments. Classes are delivered in an enterprising manner using situations and scenarios that the pupils are familiar with and challenging them to see the link between how the knowledge and skills gained in the classroom can be applied to the outside world.

Assessment

Pupils must meet the assessment criteria for each unit of work as well as completing an Added Value Unit applying the skills and knowledge they have acquired from the course. It is essential for pupils considering this course realise that the strict following of Health & Safety guidelines is essential and failure to do so will lead to Unit and Course failure.

Progression

Pupils who successfully complete all of the internal units in the National 4 Practical Woodworking course can progress to National 5 level. Pupils who successfully complete the internal units in the National 5 Practical woodworking course may provide progression to other qualifications in practical technologies or related areas further study, employment and/or training.

Career Possibilities

This course will provide invaluable experience and preparation for the construction industry. Successful pupils could look at employment at operator, semi-skilled level or at a placement on an industrial training course. The person who can both think and do is recognised as important to society and the skills gained will be transferable in to many different career paths.