OUR LADY'S HIGH SCHOOL

S5/6

Subject Information Booklet

2021/22

CONTENTS

Administration & I.T

Higher

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 unit assessments, one at the end of each of the 3 units of the course. They will also have regular formal homework to assess progress.

Pupils will also have to sit a 2 hour 70 mark SQA practical assignment and a one hour 50 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 & I.T

National 5

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

Databases - 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 unit assessments, one at the end of each of the 3 units of the course. Pupils will also have to sit a 3 hour 70 mark SQA practical assignment, as well as a 2 hour 50 mark exam paper.

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

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

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

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 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, Fine Art, Costume Design, Prop Designer, Ceramic Designer, Silversmith/Jewellery Designer, Glass Artist, Book Illustrator, Cartoonist, Mural Artist, Toy Designer, Personal Stylist, Picture Framer, Colour Consultant.

Art & Design can be great preparation for any career that requires fine motor skills, presentation skills, an eye for aesthetics and creative thinking.

Other Information: Most FE/HE institutions regard a pass in Higher 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

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 portfolios of work: a practical Expressive Portfolio where pupils communicate personal thoughts, feelings and ideas using media. Pupils will produce an expressive portfolio based on a personal theme. Pupils will also produce a Design portfolio working imaginatively and creatively developing problem-solving skills. Pupils will produce a Design Portfolio 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-centred 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, Costume Design, Prop Designer, Ceramic Designer, Silversmith/Jewellery Designer, Glass Artist, Book Illustrator, Cartoonist, Mural Artist, Toy Designer, Personal Stylist, Picture Framer, Colour Consultant.

Art & Design can be great preparation for any career that requires fine motor skills, presentation skills, an eye for aesthetics and creative thinking. 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 and Content

National 5 Biology consists of 3 units:

- Cell Biology,
- Multicellular organisms
- 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. National 5 level pupils will sit an externally assessed written exam and produce an assignment which assesses the application of scientific skills.

Entry Requirements

Students would normally be expected to have attained a National 4 course award in Biology. National 5 Physics or Chemistry awards are also acceptable. A National 4 award or equivalent in Maths is desirable.

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 Structure

Higher Biology consist of 3 units;

- DNA and the Genome
- Metabolism and Survival
- Sustainability and Interdependence.

In addition to the knowledge content, the course also contains a problem solving aspect. Pupils are expected to be able to apply their acquired knowledge to a range of unfamiliar contexts.

Pupils carry out an assignment which is worth 20% of the final mark. They design and carry out an experiment to investigate a topic relevant to the course. They will produce an assignment report which is externally assessed by the SQA.

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.

Assessment

Departmental assessments will be carried out within each unit and the results of these are used to assess progress. A prelim exam will take place. This allows pupils to develop their exam technique and we can use this as evidence to predict probable grades. External assessment is based on a question paper and also an assignment.

Entry Requirements

Students will normally be expected to have attained an award in National 5 Biology at C 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

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

Biology

Advanced Higher

Course Content and Structure

The units in the Advanced Higher Biology course cover a wide range of topics under the headings of

- Cells and Proteins - In this unit pupils will study a wide range of laboratory techniques for biologists and have the opportunity to carry many of them out in the lab. They will look in detail at the role of proteins in cell functions.
- Organisms and Evolution - Pupils will study a wide range of field techniques for biologists and have the opportunity to carry many of these out. Pupils will study the areas of evolution in great detail and find out about parasitism.
- Investigative Biology - This unit covers all aspects of scientific principles and process, experimentation and reporting. This is vital preparation for their AH Investigation

As well as the knowledge content the course also contains a problem-solving aspect. These problem-solving skills are developed in a biological context.

Learning and Teaching Approaches

Emphasis is strongly on class teaching. Pupils will be expected to do regular consolidation of the work covered in class. 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.

Assessment

Pupils carry out an individual Investigation which is worth 25% of the final mark. In this they design and carry out experiments to investigate a topic of their choice. They will produce a project report which is externally assessed.

Departmental assessments will be carried out within each unit and the results of these are used to assess progress. A prelim exam will take place. This allows pupils to develop their exam technique and we can use this as evidence to predict probable grades.

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

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 unit assessments, one at the end of each of the 3 units of the course. Pupils will complete regular formal homework to assess progress. Pupils will also have to complete a 2 hour 45 minutes 90 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

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 unit assessments, one at the end of each of the 3 units of the course. Pupils will complete regular formal homework to assess progress. Pupils will also have to complete a 2 hour 90 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

Advanced Higher

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.

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 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.

Chemistry

Higher

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.

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.

Entry 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

National 5

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.

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.

Computing Science

Higher

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 unit assessments, one at the end of each of the 2 units of the course. They will also receive regular formal homework to assess progress.

Pupils will also have to complete a 2 hour 30 min 110 mark written exam and a 50 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

The N5 Computing Science course consists of 4 units:

Software Design & Development

Database Design & Development

Web Design & Development

Computer Systems.

In the Software Design & Development unit pupils will design and develop their own computer programs using appropriate programming environments such as Python. In the Database Design & Development unit pupils will develop their knowledge and understanding, as well as their practical ICT skills in creating and manipulating databases using SQL. In the Web Design and Development unit pupils will learn how to build their own websites using HTML and CSS, while in the Computer Systems unit pupils will develop their knowledge and understanding of the main components of a computer system, as well as how computers store/represent 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 4 internally assessed unit assessments, one at the end of each unit of the course. They will also complete regular formal homework to assess progress.

Pupils will also have to complete a 2 hour 110 mark written exam and a 50 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.

Design & Manufacture
Higher

The course consists of the following areas of study:

Design
This area 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 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 area 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 produce an externally assessed design assignment covering many design and some manufacturing aspects of the course. They will also complete an external examination covering design issues and materials & manufacturing.

- Exam 80 marks
- Design Assignment 90 marks.

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

The course enables candidates to develop:

- skills in designing and manufacturing models, prototypes and products
- knowledge and understanding of manufacturing processes and materials
- an understanding of the impact of design and manufacturing technologies on our environment and society.

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

External exam	80 marks	(Externally marked)
Assignment-Design	55 marks	(Completed internally, externally marked)
Assignment-Practical	45 marks	(Completed internally, internally marked)

Entry Requirements:

This course is suitable for learners attracted by practical activities. It provides a foundation for those considering further study or a career in design, manufacturing, engineering, science, marketing, and related disciplines. The course also offers a complementary practical experience for those studying subjects in the technologies and expressive arts.

Drama

Higher

The Higher course requires candidates to apply a wide range of complex drama skills, production skills and performance skills developed from National 5 drama. The course has an integrated approach to learning, giving candidates the opportunity to further develop their practical, evaluative and written skills. Pupils will study a range of texts, and develop their critical thinking skills as they explore and develop their knowledge and understanding of historical, social and cultural influences on drama. They will go on to apply this knowledge in both the practical and written element of the course. Pupils will have the opportunity to choose their specialist performance area for their final drama performance.

Learning and Teaching Approaches

A range of practical teaching and learning resources will be used to deliver the course and provide opportunities to pupils for personalisation and choice. Due to the practical nature of the subject, pupils will be required to work in pairs and groups of varying sizes throughout the year. Performances will range from dialogues to large ensemble scenes.

Assessment

The Higher course qualification is graded A-D and is split into 2 components: Practical and Written.

The first component is the drama performance. Candidates demonstrate skills by performing 2 interactive acting roles from different plays. They will research, interpret and communicate their role to a live audience for their final exam. This is worth 60 marks, which is worth 60% of pupil's overall grade. As part of this component they will also complete a Preparation for Performance documenting the drama process.

The second component is a question paper that has three sections: Section 1: Theatre Production: Text in context (Essay based on a Set text studied in class) ♦ Section 2: Theatre production: Application (structured questions based on the set text) ♦ Section 3: Performance Analysis (Essay based on a live performance they have seen)

The question paper is worth 50 marks. This is scaled by SQA to represent 40% of pupil's overall grade.

Progression: Pupils who successfully complete the course and externally assessed written paper at Higher A or B can progress to Drama at Advanced Higher level.

Career Possibilities: Higher Drama 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.

Drama

National 5

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

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, pupils will work in groups for a large proportion of the course.

Assessment

The National 5 qualification is graded A-D and is 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 60 marks. As part of this component they will also complete a Preparation for Performance documenting the drama process.

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 60 marks.

Progression: Pupils who successfully complete the course 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. It 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 learning, work and life.

English

Advanced Higher

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 with originality 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.

English

Higher

The Higher English consists of: 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. There is a Spoken Language Assessment which pupils must pass and in addition to this, there is an External Course Assessment. 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

A course award depends on the successful completion of both Spoken Language Assessment and the 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.

Career Possibilities: English enables pupils to develop communication skills which are essential for learning, work and life.

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

English

National 5

The English National 5 course consists of: 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. Pupils take part in a Spoken Language Assessment in class; in addition to this, there is an External Course Assessment.

Learning and Teaching Approaches:

The aim of Creation and Production 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 discursive and creative writing and will build a portfolio of work that will demonstrate their learning. They will develop their language skills in both reading and writing and through a variety of activities, they will be encouraged to develop skills in talking and listening including presentation skills.

During Analysis and Evaluation, pupils will develop their listening and reading skills. They are 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 are 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 Spoken Language Assessment and produce a written Portfolio. At National 5 level, pupils will sit an externally assessed written exam.

Progression: Pupils who successfully complete the National 5 English course and obtain a pass at A or B in the external exam can progress to English at Higher level.

Career Possibilities: English enables pupils to develop their communication skills which are essential for learning, work and life.

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

English: Media Studies

National 4/5

This course is suitable for S5 pupils who have passed National 5 English and who have been advised not to sit Higher English until sixth year.

Details: There are two components to the Media Studies course:

1. Analysing media texts – pupils will study different types of texts (film, TV, digital media, print media, advertising etc.) and learn about the various techniques that creators of content use. They will be expected to write extended answers on different types of media and the techniques within during assessments and the exam. They will also have to respond to an unseen media text, applying all of the prior learning under assessment/exam conditions.
2. Creating media texts – pupils will be expected to plan and develop their own media content that contains many of the techniques studied throughout the year.

For N4 pupils there is an Added Value Unit rather than an exam where pupils take part in an extended media project (utilising both analytical and creation skills).

It is anticipated that this subject will be taught between the English and Drama departments.

Geography

Higher

Higher Geography consists of 3 units. In Physical Environments pupils will study Glaciation, Coasts, Atmosphere and Biosphere. 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 power points, DVDs, map work, 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 complete timed exercises which will be based on exam style questions. Pupils will also complete an assignment which will allow them to demonstrate the knowledge and skills gained throughout the whole course. This is worth 27% of the overall grade and will be marked by the SQA. They will also sit an externally assessed examination consisting of two papers.

Entry requirements: Students who wish to begin the Higher Geography course in S5 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

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 N5 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 complete timed exercises which will be based on exam style questions. Pupils will also complete an assignment which will allow them to demonstrate the knowledge and skills gained throughout the whole course. This is worth 20% of the overall grade and 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

The Higher Graphic Communication course allows pupils to enhance creativity, skills and knowledge within the two areas: 2D Graphics and 3D & Pictorial Graphics. Pupils will initiate, develop and communicate ideas using graphic techniques in both new and familiar contexts. The course structure allows pupils to develop spatial awareness, visual literacy and the ability to interpret given drawings, diagrams and other graphics. Pupils will develop their skills in both manual and electronic graphic techniques and further their knowledge of CAD (Computer-Aided Design) and DTP (Desktop Publishing). This will allow pupils to demonstrate their skills and knowledge of the preliminary, production and promotional aspects of the course. Graphic Communication allows pupils to develop skills in critical thinking, decision making and communication which are relevant skills for lifelong learning.

Learning and Teaching:

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.
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 an exam and also produce an externally assessed graphics assignment. This enables pupils to demonstrate their skills and knowledge of the preliminary, production and promotional aspects of the course. The 8-hour assignment will change from year to year covering 2D and 3D graphics and Desktop Publishing.

- Exam 90 marks
- Graphics Assignment 50 marks (internally produced, externally marked)

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

Career Possibilities: The skills and knowledge developed in Graphic Communication are transferrable and can be used for lifelong learning. Pupils with a National Qualification in Graphic Communication have access to a wide variety of careers: Animator, Architect, Building technician, CAD technician, Civil Engineer, Games Developer, Exhibition designer, Graphic Designers, Illustrator, Model Maker, Product designer, Technical surveyor, Web developer.

Graphic Communication

National 5

The National 5 Graphic Communication course allows pupils to enhance creativity, skills and knowledge within the two areas: 2D Graphics and 3D & Pictorial Graphics. Pupils will initiate, develop and communicate ideas using graphic techniques in both new and familiar contexts. The course structure allows pupils to develop spatial awareness, visual literacy and the ability to interpret given drawings, diagrams and other graphics. Pupils will develop their skills in both manual and electronic graphic techniques and further their knowledge of CAD (Computer-Aided Design) and DTP (Desktop Publishing). This will allow pupils to demonstrate their skills and knowledge of the preliminary, production and promotional aspects of the course. Graphic Communication allows pupils to develop skills in critical thinking, decision making and communication which are relevant skills for lifelong learning.

Learning and Teaching:

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.
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 an exam and also produce an externally assessed graphics assignment. This enables pupils to demonstrate their skills and knowledge of the preliminary, production and promotional aspects of the course. The 8-hour assignment will change from year to year covering 2D and 3D graphics and Desktop Publishing.

- Exam 80 marks
- Graphics Assignment 40 marks (internally produced, externally marked)

Entry Requirements: Pupils must have obtained either an N4 Course Award or Level 4 in BGE 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.

Career Possibilities: The skills and knowledge developed in Graphic Communication are transferrable and can be used for lifelong learning. Pupils with a National Qualification in Graphic Communication have access to a wide variety of careers: Animator, Architect, Building technician, CAD technician, Civil Engineer, Games Developer, Exhibition designer, Graphic Designers, Illustrator, Model Maker, Product designer, Technical surveyor, Web developer.

History

Higher

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 complete timed exercises which will be based on exam style questions. Pupils will also complete an assignment which will allow them to demonstrate the knowledge and skills gained throughout the whole course. This is worth 27% of the overall grade and will be marked by the SQA. They will also sit an externally assessed examination consisting of two papers.

Entry requirements: Students who wish to begin the Higher History course in S5 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

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 N5 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 complete timed exercises which will be based on exam style questions. Pupils will also complete an assignment which will allow them to demonstrate the knowledge and skills gained throughout the whole course. This is worth 27% of the overall grade and 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.

Laboratory Science Skills for Work

National 5

Course Structure and Content

National 5 Laboratory skills consists of four different topics

- Careers using Laboratory Science
- Working in a Laboratory
- Practical Skills
- Practical Investigation

Learning & Teaching Approaches

National 5 Skills for Work: Laboratory Science is an introductory qualification. The Course provides a broad experiential introduction to laboratory science. Pupils will explore a variety of industries and services, and career opportunities, in science laboratories locally, nationally, and globally. They will develop the basic practical skills and knowledge needed for working in a laboratory: measuring, weighing and preparing compounds and solutions; and health and safety requirements.

Practical skills in microbiology, measuring radioactivity, chemical handling and laboratory instrumentation will be developed. Pupils will work with others to produce a plan to undertake a practical investigation to test scientific hypotheses. This will also involve reporting of the results, conclusions and evaluations of the investigation. Throughout all Units, the Course emphasises the employability skills and attitudes valued by employers which will help to prepare candidates for the workplace. Pupils will review their own employability skills, and will seek feedback from others on their strengths and weaknesses.

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. It will be based mainly on research. Pupils will carry out a practical continuous assessment on given briefs for each of the topics.

Career Possibilities

Pupils can be employed in research, or entry to further education in a Science Field.

Progression

Pupils who achieve a National 5 level award can go on to National Certificate programmes in Further Education, vocational training or employment.

Leadership Award

National 5 /Higher

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

<u>Assessment</u>

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.

The course consists of three 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.

A Course Award requires candidates to pass the external examination.

<u>Learning and Teaching Approaches:</u>

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 requirements: 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 C pass at Higher Grade should consider carefully whether to upgrade the Higher award. You should contact the appropriate College/University for advice.

Mathematics

Higher

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.

The course consists of three 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 December.

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

A Course Award requires candidates to pass the external examination.

<u>Learning and Teaching Approaches:</u>

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.

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.

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 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 December.

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

A Course Award requires candidates to pass the external examination.

<u>Learning and Teaching Approaches:</u>

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.

Modern Languages

French & Spanish

Higher

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 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.

<u>Assessment</u>

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. Pupils will also sit a final Speaking Exam which will contribute to 25% of their overall mark for the course and this will be internally assessed. In addition, a Portfolio of Writing will be submitted to SQA in advance of the final exam. The final exam comprises of Paper 1 which is worth 50 marks and involves Reading, Translation and Directed Writing and Paper 2 which is worth 20 marks and involves Listening.

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.

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

National 5

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 Understanding and Using Language and an external exam. The external/final exam consists of 4 components: a Portfolio of Writing submitted to the exam board in advance of the final exam; 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.

<u>Assessment</u>

National 5 Assessment – consists of 4 components: a portfolio of Writing sent in advance to the exam board; 2 exam papers which assess Listening and Reading & Writing all 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 externally assessed components of the course 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 Studies

Higher

Higher 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 UK political system. In the Social Issues unit, pupils will focus on Social Inequality with a focus on inequalities in society. In the International Issues unit pupils will study Development Issues in Africa, focusing on the causes and consequences of such inequality. 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 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 complete timed exercises which will be based on exam style questions. Pupils will also complete an assignment which will allow them to demonstrate the knowledge and skills gained throughout the whole course. This is worth 27% of the overall grade and will be marked by the SQA. They will also sit an externally assessed examination consisting of two papers.

Entry 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

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 UK political system. In the Social Issues unit, pupils will focus on with a focus on inequalities in society. In the International Issues unit pupils will study Development Issues in Africa. 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 N5 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 complete timed exercises which will be based on exam style questions. Pupils will also complete an assignment which will allow them to demonstrate the knowledge and skills gained throughout the whole course. This is worth 20% of the overall grade and 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 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 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. A minimum of 6 minutes on either one of the instruments is required and the full programme should last 18 minutes. A minimum of 2 pieces will be performed on each instrument. Both instruments are assessed by an external examiner from SQA at the end of April/beginning of May.

  1st Instrument: 30 marks

  2nd Instrument: 30 marks

- Understanding Music: 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.
- Assignment: Composition - 1 complete piece of music, presented in a suitable format (Performance Plan or Score) (10 marks), plus a Review of the compositional process and identification of development areas (5 marks). Second part – analyse the key features from a chosen piece of music (5 marks). Assessed externally by SQA, uplifted for marking end of March.

Learning and Teaching approaches

Performing and composing are very much individualised. The class or instrumental teacher will rehearse performances and provide advice and guidance on compositions. Homework involves regular practice of instruments or continuation of composition work, literacy exercises and regular concept revision.

Understanding Music will be taught as a whole class activity through the study of concepts within different styles of music. The class teacher will give advice and guidance on how to do the analysis part of the assignment.

Entry Requirements: A good pass at Higher is required.

Career Prospects: 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: 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, the benefits of which manifest themselves in many ways.

Music

Higher

Higher music involves 3 elements:

Performing, Understanding music (Listening) and Composing skills

- Performing: 2 instruments, or 1 instrument and voice, are studied. A programme of pieces is prepared for assessment 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

- Understanding Music: 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.
- Composition: 1 complete piece of music, presented in a suitable format (Performance Plan or Score) (20 marks), plus a Review of the compositional process and identification of development areas (10 marks). Assessed externally by SQA, uplifted for marking end of March.

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 composing. Homework involves regular practice of instruments, literacy work and regular concept revision.

Understanding Music 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, the benefits of which manifest themselves in many ways.

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 mid-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

- Understanding Music: 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
- Composition: 1 complete piece of music, presented in a suitable format (Performance Plan or Score) (20 marks), plus a Review of the compositional process and identification of development areas (10 marks). Assessed externally by SQA, uplifted for marking end of March.

<u>Learning and Teaching Approaches</u>

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

Entry Requirements: A pass at National 4 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: National 5 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 many. It must be remembered that music combines both a practical and academic element and both parts must be embraced in order to fully achieve.

Personal Development

All S6 pupils will complete a Personal Development column. This will allow learners to enhance their employability skills and gain some work related learning. This column gives learners the opportunity to complete discrete SQA Awards as well as participate in the wider life of the school. This enhances learner's Personal Statements and provides opportunities out with the classroom to develop their skillset.

You may complete some of the following SQA Awards:

- **Self and Community** – This is a level 6 SQA Award which allows pupils to participate in the wider life of the school. To gain this award pupils have completed tasks such as visiting care homes, participating in the school's paired reading programme, organising events for charities as well as completing tasks for themed weeks across OLHS.

- **Mental Health Award** – This is a level 5 SQA Award which focuses on the very current topic of Mental Health. It consists of 3 units – Understanding Mental Health, Influences on Mental Health and Coping Strategies for Mental Health. This gives pupils an increased awareness of their own mental health, how to support themselves and others and addresses many of the stigma's which exists around Mental Health.

- **Employability Award** – This is a level 4 SQA Award, which focuses on building employability skills. It consists of four units – Building Own Employability Skills, Responsibilities of Employers, Dealing with Work Situations and Preparing for Employment. These units allow pupils to look at real life work scenarios, complete CV's and Mock Interviews as well as research career pathways.

All work for these units is internally assessed within the classroom. There is no SQA exam for Personal Development.

The skills gained across all three awards, including analysis, critical thinking, leadership, communication and teamwork will prove very valuable to pupils as they progress onto the next stage of their learning and then onto employment.

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 consists of an externally assessed portfolio and a Question Paper which is externally assessed by the SQA.

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.

Pupils now also have the option of using cameras on mobile phones and tablets. They can also utilise apps for editing their photographs.

As well as producing their photographs, pupils will also evaluate and identify the strengths and areas of their work to develop further. This extensively structured project is worth 100 marks. This work is externally assessed by the SQA.

Research and investigation - Learners will produce a structured project proposal, showing evidence of investigative research, logistics and project planning skills, based on a photography project brief.

Assessment

The Photography Portfolio is worth 77% 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. A final selection of 8 photographic images will then printed professionally.

Pupils will also sit a **question paper -** This section is worth 23% of the total marks and consists of a multiple choice and analysis paper.

Physical Education

Higher

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.

Assessment

Pupils will be assessed in two personally chosen performances and an external exam.

Performance will have 60 marks (50% of the total marks available for the Course assessment). The performance will be assessed as such:

- 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;

The question paper will have 50 marks (50% of the total marks available for the Course assessment). Learners will undertake the question paper in 2 hours 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.

Physical Education

National 5

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.

Assessment

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

Performance will have 60 marks (50% of the total marks available for the Course assessment). The performance will be assessed as such:

- 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;

The Portfolio is worth 60 marks (50% 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.

Physics

Advanced Higher

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

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

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.

Politics

Higher

Higher Politics consists of 3 units: Political Theory, Political Systems and Political Parties and Elections. In the Political Theory unit pupils will develop a Knowledge and Understanding of the concepts of Power, Authority and Legitimacy as well as a focus on democracy and ideologies such as Liberalism and Conservatism. In the Political Systems unit, pupils will focus on the political systems within the UK and USA. In the Political Parties and Elections unit pupils will study theories of voting behaviour, campaign management strategies and learn about the dominant ideas of a political party.

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 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 complete timed exercises which will be based on exam style questions. Pupils will also complete an assignment which will allow them to demonstrate the knowledge and skills gained throughout the whole course. This is worth 27% of the overall grade and will be marked by the SQA. They will also sit an externally assessed examination consisting of two papers.

Entry requirements: Higher Politics is open to S6 students only. Students must have studied either Higher History or Higher Modern Studies in S5 and achieved an A or a B

Career Possibilities: Politics 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 Politics: Civil Service, Journalism, Law, Management, Police, Teaching, Social Work and Local Government. Politics 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 Politics are easily transferable into the world of work and are skills which employers value very highly.

Practical Cake Craft

National 5

The Course, which is practical and experiential in nature, develops a range of cake baking and cake-finishing skills in hospitality-related contexts. It enables learners to develop, consolidate and demonstrate creative techniques in the production of cakes and other baked items. It develops the thinking skills of understanding, analysing and evaluating, and creating. Aspects of numeracy, employability skills, and the ability to work safely and hygienically are similarly developed.

This Course has two mandatory Units:
Cake Baking
The purpose of this Unit is to enable learners to develop the ability to bake a range of cakes and other items safely and hygienically. In the production of a range of cakes and other baked items, learners will demonstrate specialist skills, techniques and processes. To promote personalisation and choice, this Unit provides opportunities to investigate baking trends and allows learners to apply this knowledge in a range of practical contexts.
Cake Finishing
The purpose of this Unit is to enable learners to develop the ability to finish a range of cakes and other baked items safely and hygienically. In the finishing processes learners will apply specialised skills and creative techniques. To promote personalisation and choice, this Unit allows opportunities to investigate trends in cake finishing and allows learners to apply this knowledge in a range of practical contexts.

Learning and 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 online contents.

The Course makes an important contribution to general education through developing a range of essential skills which will stand learners in good stead for their future. Its contribution to vocational education is significant because it is a springboard for a range of careers in the hospitality industry.

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.

Assessment

The assessment of the Units in this Course will be as follows:
Cake Baking (National 5)
In this Unit, learners will be required to provide evidence of their ability to:

- produce a range of cakes and other baked items
- work safely and hygienically

Cake Finishing (National 5)
In this Unit, learners will be required to provide evidence of their ability to:

- creatively apply finishing techniques to a range of cakes and other baked items
- work safely and hygienically

Progression: This Course or its Units may provide progression to:

- other qualifications in Hospitality or related areas
- further study, employment or training in the hospitality industry.

Practical Cookery

National 4/5

Course Content

Pupils will develop the following skills, knowledge and understanding throughout this course:

- using food preparation techniques and cookery processes in the preparation of dishes
- understanding and demonstrating knowledge of the importance of food safety and hygiene and its application in the practical context
- selecting, weighing, measuring and using appropriate ingredients to prepare and garnish or decorate dishes
- understanding and demonstrating knowledge of the characteristics of a range of ingredients, and their function in a practical context
- understanding and demonstrating knowledge of the importance of sourcing sustainable ingredients
- understanding and demonstrating knowledge of current dietary advice relating to the use of ingredients
- following recipes in the preparation of dishes and carrying out an evaluation of the product
- planning, costing, organisational and time management skills in a cookery context
- producing, portioning and presenting dishes appropriately.

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.

Theoretical aspects of the course will be developed by class discussion, some written work, research tasks, and viewing relevant online content.

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

The course assessment has three components:

A question paper (25% of overall mark);

An assignment (13% of overall mark);

Practical activity (62% of overall mark)

Possibilities

Learners who have chosen to follow practical cookery may wish to utilise their cookery knowledge and skills at home, in the wider community, in further education or, ultimately, in the hospitality industry.

Practical Woodworking Skills

National 5

Course Structure & Content

The Practical Woodworking course provides opportunities for pupils to gain a range of theoretical and practical woodworking skills relating to tools, equipment, processes and materials. They also develop skills in reading and interpreting working drawings and related documents as well as an understanding of health and safety.

This course develops skills in three main areas. Each area provides opportunities for pupils to understand safe working practices, sustainability issues, and good practice in recycling within a workshop environment. Each area of study covers a different set of woodworking skills. All areas include skills and associated knowledge in measuring, marking out, cutting and jointing techniques.

Learning & Teaching Approaches

A wide variety of learning and teaching resources and techniques will be used to deliver the course. Pupils will use a range of woodworking tools, equipment and materials safely and correctly for woodworking tasks. They will learn how to adjust tools where necessary, following safe practices. They will develop skills in reading and interpreting drawings and diagrams in familiar and some unfamiliar contexts. Pupils will measure and mark out timber sections and sheet materials in preparation for cutting and shaping tasks.

Classes are delivered in an enterprising manner using situations and scenarios that the pupils are familiar with if they have studied Design and Manufacture in S4/5.

Career Possibilities

This course is a broad-based qualification, suitable for learners with an interest in practical technologies. It is largely learner-centred, includes practical and experiential learning opportunities and is suitable for those wanting to progress onto further levels of study or a related career

The person who can both think and do is recognised as important to society. The skills developed in this course provide invaluable experience and preparation for design, engineering and manufacturing industries as well as many transferable skills regardless of the career path followed. Successful pupils can pursue FE courses in the fields of design, architecture, construction, manufacture and engineering.

Travel and Tourism

National 4/5

Travel and Tourism consists of 4 units: Scotland, UK and Worldwide, Customer Service and Employability. This is a Skills for Work course with all units designed to teach keys skills that would be used within the work place.

Learning & Teaching Approaches:

A wide variety of learning and teaching resources and techniques will be used to deliver the course Pupils will 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 also carry out a work experience activity as part of the course.

Assessment

There is no exam for Travel and Tourism. The qualification is gained through the completion of coursework in all 4 units. Pupils will have outcomes to complete throughout the year.

Entry requirements: Travel and Tourism is open to any pupils in S5/6

Career Possibilities: Tourism industry, hospitality, customer service. The skills developed in this course would be transferable to any career or university/college course.

Religious, Moral and Philosophical Studies (RMPS)

Higher

Higher RMPS affords learners with the opportunity to gain a reasoned understanding of the society that we live in. Young people going on to Higher Education report that Higher RMPS has been crucial in their skills development and knowledge of contemporary issues and the society in which we live. The ability to analyse and evaluate at the level expected in Higher RMPS prepares young people very well for a wide range of University courses, including but not limited to Law, Journalism, Social Work and Education.

Learners will develop an in-depth knowledge and understanding of the impact and significance of religion today. Students will become knowledgeable about the key beliefs and practices Christianity and the contribution these make to the lives of followers.

Learners develop skills in evaluating and expressing detailed, reasoned and well-structured views about contemporary moral questions and responses. At Our Lady's High School, students focus on the moral issue of justice.

The ability to critically analyse religious and philosophical questions is a skill developed in Higher RMPS. Learners will study the Origins of the Universe and Life and be able to demonstrate a reasoned understanding from both a religious and non-religious perspective.

Religious Education (Core)

S5 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.

S6 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.