ST ANDREW'S HIGH SCHOOL

S5 / S6

SUBJECT INFORMATION

2019/20

CHOICES AFTER FOURTH/FIFTH YEAR

A THE MAIN CHOICES ARE:

1 STAYING ON AT SCHOOL

If you stay on at school, choosing a course will involve you in making decisions using an **OPTION FORM** as you did for S3/ S4 courses. In S5 you must study English and four other subjects. In S6 you no longer need to choose English or Maths.

2 TRAINING SCHEME

There are a variety of training courses which offer vocational training. Access to these courses is through partnership agencies.

3 GETTING A JOB

It is not easy to go straight into a job at 16. If you do get the chance of a job, think about where it will lead and what opportunities there may be for further training.

B THE LESS LIKELY CHOICES ARE:

4 SELF EMPLOYMENT

Setting up on your own at sixteen is difficult. If "being your own boss" really appeals to you and you do not mind hard work, the people who can best advise you are **SDS** and **JOB CENTRE** staff. They can tell you about the allowances available to people who start their own businesses.

5 If you decide to leave school, and do not wish to or cannot get paid employment, there are opportunities to get involved in voluntary work. In some areas there are local "Volunteer Centres" where you can get Information about voluntary work, or you could contact Community Service Volunteers (CSV).

6 UNEMPLOYMENT

Young people are generally not entitled to claim any Social Security Benefits immediately after leaving school.

GUIDELINES TO HELP YOU CHOOSE

- Try to **IDENTIFY GOALS** which are realistic and which you should be able to achieve.
- Find out all you can and prepare thoroughly for interviews, tests and exams.
- Always be aware of your strengths and weaknesses — don't kid yourself.
- Look ahead to the next step you might take, and the step after that.
- Talk to someone who knows about the courses of action you are interested in. Ask their advice.
- Be thorough and do not stop following up choices which interest you, even if you do not get much co-operation or help.
- Make your decision when you feel it is the right time - do not let yourself be pushed.

GET THE FACTS

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Find out all you need to know. Do not be influenced by rumours.

LOOK AT EACH OF THE POSSIBILITIES

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Make sure you understand each possible course of action and where it will lead.
Think about the consequences.
If in doubt, write out a **FOR** and **AGAINST** list for each alternative.

LOOK AT YOURSELF

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What are you good at ?
What would you like to do ?
What are your weaknesses ?
BE HONEST WITH YOURSELF

DISCUSS YOUR DECISION

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Speak to someone who knows enough to help you think through each of the alternatives: your parents, pupil support teacher, or your careers adviser.

MAKE YOUR OWN DECISION

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If you do not make up your own mind, someone will do it for you!

*** IT'S YOUR LIFE - TAKE RESPONSIBILITY FOR IT! ***

A bad decision at this time can affect your future career prospects

MAKING THE RIGHT CHOICES

There are a number of points to consider when you are thinking about choosing your Senior School subjects.

- Highers are much more demanding than National 4 or 5. Before choosing to study a subject at Higher grade you should normally have obtained a good National 5 grade.
  You should always discuss your choice of Highers with your subject teachers and Pupil Support teacher.

- Along with a few Highers courses you could study courses at National 4 or National 5 level.

- Some careers can be entered directly with Highers. Many jobs at technician level in industry, as well as opportunities in finance and administration, look for applicants with Highers, however, they will almost certainly expect you to undertake further training.

- A number of college courses require Highers for entry. For example:
  - Higher National Diploma (HND) courses at colleges
  - Higher National Certificates (HNC) courses at colleges

- **Highers are still the basic entrance requirements for university**
  Before starting a course of Highers you should be clear what the specific entrance requirements are for the university course you are interested in. A good group of Highers with some National 5 will allow you to apply to a number of degree courses at universities and colleges—this is done through the UCAS process.
  Some subjects, like English, Mathematics and the Sciences, are required for a number of degree courses. The school requires that the completed application form is handed in by mid-November, in order to add a school reference.
  More information about applying through UCAS can be found on **www.ucas.com**

ADVANCED Highers

Advanced Higher courses involve advanced w ork, similar to that at college or university, and may improve your chances of entry to certain courses. Advanced Higher courses are also valuable, even if you do not intend to take the subject further, because they help to develop independent study skills. **To gain access to a full range of courses you may have to attend another school or college for part of the week**. Do not be put off a subject because you have to travel to another centre to study it. Organising your time in order to do this is a learning experience. Make the school aware of your interest.

COURSE CHOICES

In any one year you will be able to take a mix of subjects at different syllabus levels. The range and choice of subjects on offer in each school or college will reflect local needs and be influenced by the size of the school. Timetables may look a little different from those available at the moment, but all pupils will be able to study five subjects in S5. Courses will be designed to enable students to progress from one level to the next. Normally the syllabus level which pupils study in fifth year will be determined by the level they have already reached by the end of fourth year.

PROGRESSION ROUTES

National 3 >> National 4

National 4 >> National 5

National 5 >> Higher

Higher >> Advanced Higher

IMPORTANCE OF CONSISTENT EFFORT FINDING INFORMATION

The websites below can provide you with information about career pathways and entrance qualifications for courses at both university and college:-

www.planitplus.net
www.ucas.com
www.skillsdevelopmentscotland.co.uk
www.sqa.org.uk
www.myworldofwork.co.uk
www.npfs.org.uk

Students should use these websites to help with making their choices for next year.

PLEASE BE AWARE THAT NOT ALL OPTIONS ON THE FORM WILL RUN AS THEY ARE DEPENDENT ON STUDENT UPTAKE AND FEASIBILITY

ACCOUNTING
Higher

Course Assessment: Assignment + Question Paper

Skills

Learners will be able to:

- understand the significant function that accounting performs in industry and society
- develop accuracy in the preparation, presentation, interpretation and analysis of relatively complex accounting information, and apply a systematic approach to solving financial problems
- apply relatively complex accounting concepts and techniques in the preparation of financial information
- develop an understanding of a range of sources of finance available to organisations, and of the circumstances in which these sources might be used
- apply the use of information technology in relatively complex accounting tasks

Opportunities for Learners

Learners will be able to:

- understand, and make use of, financial information so that they can prepare accounting statements and analyse, interpret and report on an organisation's financial performance
- describe, record, present, interpret and analyse complex financial information
- compare and contrast accounting information to draw valid conclusions

Assessment

- To gain Higher Accounting, learners must pass the Course Assessment (Assignment and Question Paper for 180 marks)
- The Course Assessment consists of an Assignment (60 marks) and a Question Paper (exam for 120 marks) which is in two sections (see below). Evidence from the Assignment and the Question Paper will be marked externally by the SQA
- Higher Accounting is graded from A to D or as No Award
- Both the Assignment and the Question Paper will be invigilated by SQA Invigilation Team

Question Paper

Section 1:	Two mandatory questions	**(2 x 40 Marks)**
Section 2:	Two mandatory questions	**(2 x 20 Marks)**

Assignment:

Learners will demonstrate research, analytical, decision-making and ICT skills
(60 marks)

Progression

This Course may provide progression to:

- other SQA qualifications in Accounting or related areas
- further study, employment and/or training

ADMINISTRATION AND IT
National 5

Aims
The Course aims to develop learners' basic administrative and IT skills and to enable learners to:

- develop basic understanding in the workplace and key legislation affecting employees
- develop an appreciation of good customer care
- develop basic IT skills and use them to perform simple administrative tasks
- acquire organisational skills in the context or organising and supporting small-scale events (including meetings)

Course Units
The following units are covered in this course at National 5

- Administrative Practices
- IT Solutions for Administrators
- Communication in Administration

Assessment
All units at National 5 are assessed externally.

The course assessment has two components

Component 1: question paper 50 marks
Component 2: assignment 70 marks

Entry to Course

National 5 - Learners should be studying English at National 5.

Progression

National 5 - This Course or its components may provide progression to:
- Administration and IT (Higher or relevant component Units)
- Business Management (Higher or relevant component Units)
- Administration – and Business – related NPAs (SCQF level 6)
- Administration – and Business – related Skills for Work Courses (SCQF level 6)
- Further study, employment and training

ADMINISTRATION AND IT
Higher

Units: **Administrative Theory and Practice**
IT Solutions for Administrator
Communication in Administration

Course Assessment: Assignment + Question Paper

Skills

Learners will be able to:
- understand administration in the workplace and its importance
- take responsibility for key administrative tasks
- develop a range of advanced IT skills for processing and managing information
- communicate complex information effectively, making appropriate use of IT
- develop skills in managing the organisation of events
- solve problems in the context of administration

Opportunities for Learners

Learners will be able to:
- develop their administrative and IT skills
- use a range of functions, some of them complex, of IT applications such as word processing, spreadsheets, databases, desktop publishing, presentation
- organise, manage and communicate relatively complex information
- understand relevant health, safety and security legislation and workplace procedures

Assessment

The Course Assessment consists of an Assignment (70 marks) and a Question Paper (exam for 50 marks) which is in two sections (see below). These are marked externally by the SQA.
Higher Administration and IT is graded from A to D or as No Award.

Question Paper

Section 1: A scenario is described, followed by questions **(10 marks) 1 1/2 hours**
Section 2: Questions cover the coursework (**40 marks)** **Total 50 marks**

Specimen Paper www.sqa.org.uk/files_ccc/AdministrationandITSQPH.pdf

Assignment

Administration and IT skills will be evidenced in response to a complex scenario with two stages (Stage 1: Planning, including contingency planning; Stage 2: Follow-up tasks) and written up in timed conditions. **2 hours (70 marks)**

Progression

Higher courses can stand alone or follow on from National 5 qualifications and may lead to Advanced Highers, the Scottish Baccalaureate and a range of qualifications within Further and Higher Education.

ART & DESIGN
National 5

Aims
The main purpose of this Course is to provide opportunities for learners to develop their thoughts and ideas before exploring how they can use art and design materials, techniques and/or technology creatively and expressively. They will develop their problem-solving skills and will be encouraged to explore the creative use of technology when developing and producing art and design work.

The Course allows learners develop their practical skills and investigate how artists and designers create and develop their ideas. It also allows learners to develop their knowledge and understanding of art and design practice and develop their critical thinking skills. Reflective skills are also developed through the study of art and design practice which will help to support and inform learners own work.

The aims of the Course are to enable learners to:

- communicate personal thoughts, feelings and ideas through the creative use of art and design materials, techniques and/or technology
- develop critical knowledge and understanding of a range of art and design practice plan, develop, produce and present creative art and design work
- understand the impact of external factors on artists and designers and their work
- develop creativity, problem solving, critical thinking and reflective practice skills

ENTRY TO THE COURSE
This is at the discretion of the department but you would normally be expected to have attained National 4 **Art and Design** units or course.

The course consist of two **Mandatory Units**

Expressive Activity—This unit involves:
- identifying and investigating themes and ideas of personal interest and relevance
- analytical drawing from first-hand sources
- developing media-handling skills
- developing and resolving personal ideas and interpretations imaginatively
- investigating and responding to visual and/or other stimuli
- communicating personal thoughts, feelings, ideas and interpretations through the production of two-dimensional and/or three-dimensional visual forms.

Design Activity—This unit involves:
- developing and applying skills of flexible, creative thought and action
- identifying design problems
- investigating the requirements, constraints and implications of a design task
- considering a range of design issues, for example, visual, functional, aesthetic, tactile, social and economic issues
- researching and developing a range of approaches and possible solutions
- developing skills of flexible thought and action
- selecting and producing a solution
- evaluating the process and solution

Course Assessment
The learner will draw on, extend and apply the skills they have learned during the Course. This will be assessed through a **portfolio** and a **question paper**. In the **portfolio**, learners will produce one piece of expressive art work and one design solution. The portfolio will be sufficiently open and flexible to allow for personalisation and choice and will focus on both the process and products of learning. The **question paper** adds value by requiring integration and application of knowledge and skills from across the Units.

ART & DESIGN
Higher

Aims

The main purpose of this Course is to provide opportunities for learners to develop their thoughts and ideas before exploring how they can use art and design materials, techniques and/or technology creatively and expressively. They will develop their problem-solving skills and will be encouraged to explore the creative use of technology when developing and producing art and design work.

The Course allows learners develop their practical skills and investigate how artists and designers create and develop their ideas. It also allows learners to develop their knowledge and understanding of art and design practice and develop their critical thinking skills. Reflective skills are also developed through the study of art and design practice which will help to support and inform learners own work.

The aims of the Course are to enable learners to:

- ☐ communicate personal thoughts, feelings and ideas through the creative use of art and design materials, techniques and/or technology
- ☐ develop critical knowledge and understanding of a range of art and design practice
- ☐ plan, develop, produce and present creative art and design work
- ☐ understand the impact of external factors on artists and designers and their work
- ☐ develop creativity, problem solving, critical thinking and reflective practice skills

ENTRY TO THE COURSE

This is at the discretion of the department but you would normally be expected to have attained

- National 5 **Art and Design** units or course.

The course consist of two Mandatory Units:

Expressive Activity—This unit involves

- identifying and investigating themes and ideas of personal interest and relevance
- analytical drawing from first-hand sources
- developing media-handling skills
- developing and resolving personal ideas and interpretations imaginatively
- investigating and responding to visual and/or other stimuli
- communicating personal thoughts, feelings, ideas and interpretations through the production of two-dimensional and/or three-dimensional visual forms.

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- identifying design problems
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- developing skills of flexible thought and action
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- evaluating the process and solution

Course Assessment

The learner will draw on, extend and apply the skills they have learned during the Course. This will be assessed through a **portfolio** and a **question paper.**

In the **portfolio**, learners will produce one piece of expressive art work and one design solution. The portfolio will be sufficiently open and flexible to allow for personalisation and choice and will focus on both the process and products of learning. The **question paper** adds value by requiring integration and application of knowledge and skills from across the Units.

BIOLOGY
National 5

Biology, the study of living organisms, plays a crucial role in our everyday existence and is an increasingly important subject in the modern world. Biology affects everyone and aims to find solutions to many of the world's problems. Advances in technologies have made this varied subject more exciting and relevant than ever.

Biology encourages development of skills and resourcefulness which lead to becoming a confident individual. Successful candidates in biology think creatively, analyse and solve problems. Studying relevant areas of biology such as health, environment and sustainability produces responsible citizens.

The National 5 Biology course allows candidates to understand and investigate the living world in an engaging and enjoyable way. It develops candidates' abilities to think analytically, creatively and independently, and to make reasoned evaluations. The course provides opportunities for candidates to acquire and apply knowledge to evaluate biological issues, assess risk, make informed decisions and develop an ethical view of complex issues. Candidates are able to develop their communication, collaborative working and leadership skills, and are able to apply critical thinking in new and unfamiliar contexts to solve problems.

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

The course content includes the following areas of biology:

Cell biology
- Cell structure;
- Transport across cell membranes;
- DNA and the production of proteins;
- Proteins;
- Genetic engineering;
- Respiration.

Multicellular organisms
- Producing new cells;
- Control and communication;
- Reproduction;
- Variation and inheritance;
- Transport systems—plants;
- Transport systems—animals;
- Absorption of materials.

Life on earth
- Ecosystems;
- Distribution of organisms;
- Photosynthesis;
- Energy in ecosystems;
- Food production;
- Evolution of species.

Entry to this course:
This is at the discretion of the centre but candidates would normally be expected to have achieved a pass in National 4 Biology.

BIOLOGY
Higher Human Biology

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

The Higher Human Biology course gives candidates the opportunity to understand and investigate the living world in an engaging and enjoyable way. It develops candidates' abilities to think analytically, creatively and independently, and to make reasoned evaluations. The course provides opportunities for candidates to acquire and apply knowledge to evaluate biological issues, assess risk, make informed decisions and develop an ethical view of complex issues.

Candidates develop their communication, collaborative working and leadership skills, and are able to apply critical thinking in new and unfamiliar contexts to solve problems. The course uses an experimental and investigative approach to develop knowledge and understanding of concepts in biology.

Due to the interdisciplinary nature of the sciences, candidates may benefit from studying human biology along with other science subjects and mathematics, as this may enhance their skills, knowledge and understanding.

The key areas covered are: division and differentiation in human cells; structure and replication of DNA; gene expression; mutations; human genomics; metabolic pathways; cellular respiration; energy systems in muscle cells; gamete production and fertilisation; hormonal control of reproduction; the biology of controlling fertility; antenatal and postnatal screening; the structure and function of arteries, capillaries and veins; the structure and function of the heart; pathology of cardiovascular disease (CVD); blood glucose levels and obesity; divisions of the nervous system and neural pathways; the cerebral cortex; memory; the cells of the nervous system and neurotransmitters at synapses; non-specific body defences; specific cellular defences against pathogens; immunisation; clinical trails of vaccines and drugs.

ENTRY TO THE COURSE

This is at the discretion of the school/college but you would normally be expected to have attained one of the following:

National 5 Biology (Grades A-C)
Any other Science Higher at Grade A or B

ASSESSMENT

Candidates will sit two Biology question papers, totalling 3 hours.

Added Value will come in the form of an assignment and this along with the results of the question papers will be used to determine a final exam grade.

BIOLOGY
Higher

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

The Higher Human Biology course gives candidates the opportunity to understand and investigate the living world in an engaging and enjoyable way. It develops candidates' abilities to think analytically, creatively and independently, and to make reasoned evaluations. The course provides opportunities for candidates to acquire and apply knowledge to evaluate biological issues, assess risk, make informed decisions and develop an ethical view of complex issues.

Candidates develop their communication, collaborative working and leadership skills, and are able to apply critical thinking in new and unfamiliar contexts to solve problems. The course uses an experimental and investigative approach to develop knowledge and understanding of concepts in biology.

Due to the interdisciplinary nature of the sciences, candidates may benefit from studying human biology along with other science subjects and mathematics, as this may enhance their skills, knowledge and understanding.

Study of Higher Biology includes the following areas of biology: structure of DNA; replication of DNA; gene expression; cellular differentiation; the structure of the genome; mutations; evolution; genomic sequencing; metabolic pathways; cellular respiration; metabolic rate; metabolism in conformers and regulators; metabolism and adverse conditions; environmental control of metabolism; genetic control of metabolism; food supply, plant growth and productivity; plant and animal breeding; crop protection; animal welfare; symbiosis; social behaviour; components of biodiversity; threats to biodiversity.

ENTRY TO THE COURSE

This at the discretion of the school but you would normally be expected to have attained one of the following:

National 5 Biology (Grade A-C)

Any other Science Higher at Grade A or B

ASSESSMENT

Candidates will sit two Biology questions papers, totalling 3 hours.

Added Value will come in the form of an assignment and this, along with the result of the question papers, will be used to determine a final exam grade.

BUSINESS MANAGEMENT
National 5

AIMS OF THE COURSE

The Course aims to enable learners to develop:

- knowledge and understanding of the way society relies on small to medium-sized private, public and third sector businesses to satisfy our needs and to create wealth, wellbeing and jobs
- transferable enterprising skills and attributes which enhance employability
- an understanding of financial awareness in a business context
- an insight into the marketing activities that an organisation can use to ensure customers' needs are met
- an insight into how human resource management activities can help organisations organise their staff for maximum efficiency
- an understanding of the steps taken by organisations to improve the overall performance of their operations
- an awareness of how external influences impact on organisational activities and success

ENTRY REQUIREMENTS

Pupils embarking on National 5 Business Management should also be studying English at National 5. However, there is a fallback in place between Business (National 4) and Business Management (National 5) even though there is no direct hierarchy between the Units of the Courses. If a learner achieves all Units at Business Management (National 5) but is unsuccessful in achieving the Course assessment, and there is evidence to support success of the Added Value Unit in Business (National 4), the learner, on presentation, can be certificated with a Business (National 4) Course.

PROGRESSION FROM THIS COURSE

- Higher Business Management
- SQA Business Qualifications
- Business-related NPA's (SCQF Level 6)
- Business-related Skills for Work courses (SCQF level 6)
  further study, employment or training

COURSE CONTENT

The Business Management (National 5) course draws on and further builds on Numerous experiences and outcomes from the Social Studies and Technologies curricular area. The course units and content are detailed below:

Unit Contents

Understanding Business	Management of people and Finance	Management of Marketing & Operations
Role of Business in society	Recruitment and selection	Customers
Customer Satisfaction	Training methods	Market Research
Types of Business organisations	Retaining and motivating staff	Products
Internal Factors affecting businesses	Legislation	Pricing of products
External factors affecting businesses	Sources of finance	Place of selling
Stakeholders	Cash budgeting	Promotion strategies
	Break-even	Suppliers
	Profit statements	Stock Management
	Technology	Methods of Production
		Quality Procedures
		Ethical and environmental effects on a business
		Technology

ASSESSMENT

This Course:

- assesses added value through a question paper and an assignment
- allocates 75% of marks to the question paper and 25% of marks to the assignment uses controlled assessment for the assignment; this will be set by SQA
- Course assessment will be ongoing and can be in a variety of formats, some of which are detailed below:

  - Multiple Choice Questions
  - Short written responses
  - Group work and presentations
  - Blogs

Quality is not an act - it is a habit.
Aristotle

It's easy to point the finger but much harder to point the way
- Dwanne Alan Hahn

BUSINESS MANAGEMENT
Higher

Units:
- **Understanding Business**
- **Management of People and Finance**
- **Management of Marketing and Operations**

Course Assessment: **Assignment + Question Paper**

The Course aims to enable learners to develop and extend:

- knowledge and understanding of the ways in which society relies on businesses and other organisations to satisfy its needs
- an understanding of a range of methods businesses and other organisations use to ensure customers' needs are met
- understanding of enterprising skills and attributes by providing opportunities to study relatively complex business issues
- understanding of business-related financial matters
- an understanding of the ways businesses and other organisations can use resources to achieve maximum efficiency
- an understanding of the steps taken by businesses and other organisations to improve overall performance and effectiveness
- knowledge and understanding of the main effects that external influences, such as economic impact and sustainability, have on large organisations

Skills, Knowledge and Understanding

A broad overview of the mandatory subject skills, knowledge and understanding that will be assessed in the course is given below:

- knowledge and understanding of the impact of business activities on society in contexts which have complex features
- decision making by applying the ideas of ethical and effective business decisions to solve strategic business-related problems
- communicating relatively complex business ideas and opinions from a range of information relating to the effects of opportunities and constraints on business activity — some of which may be unfamiliar
- understanding of how entrepreneurial attributes can assist in the management of risk and business development
- understanding of leadership styles and how they can be used to enhance the contribution of staff to business success
- analysing business financial data to draw conclusions and suggest solutions where appropriate
- analysing the effectiveness of a range of marketing activities and understanding how they can be used to enhance customer satisfaction
- analysing a range of activities which can be used during the production process to maximise the quality of goods/services
- analysing the use of existing and emerging technologies to improve business practice

Assessment

- To gain Higher Business Management, learners must pass the three Units and the Course Assessment
- (Assignment and Question Paper for 120 marks)
- Units are assessed as pass or fail by the school/centre and are quality assured by the SQA. Achievement of
- units is recorded on the learner's qualifications certificate
- The SQA has provided examples of Unit assessments that teachers/lecturers can use as they are, or adapt to suit the needs of their learners
- The Course Assessment consists of an Assignment (30 marks) and a Question Paper **(exam for 90 marks)** which is in two sections (see below). These are marked externally by the SQA
- Higher Business Management is graded from A to D or as No Award.

Question Paper

The question paper will require demonstration of a breadth of knowledge, understanding and skills accumulated from across the course.

Section 1: Case Study (30 marks)
Section 2: Six topic-based questions **(60 marks)** **70 marks (75%)**

Assignment

The assignment will require learners to undertake the following tasks:

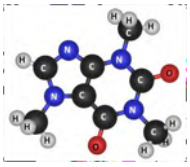
- collect information/evidence relating to the context of the assignment
- analyse and evaluate the business data/information to reach conclusions
- produce a report relating to the context of the assignment **30 marks (25%)**

Progression

This Course or its Units may provide progression to:

- other SQA qualifications in Business Management or related areas
- further study, employment and/or training

CHEMISTRY
National 5



Through learning in chemistry, learners develop their interest in and understanding of the world in an engaging and enjoyable way. They engage in a wide range of investigative tasks which while fostering an enjoyment of chemistry and learning, allow them to develop important skills to become creative, inventive and enterprising in a world where the skills and knowledge developed in chemistry are needed across all sectors of society.

Chemistry Courses encourage resilience which leads to becoming a confident individual. Successful learners in chemistry think creatively, analyse and solve problems. Chemistry can produce responsible citizens through studying the impact it makes on developing sustainability and its effect on the environment, society and the lives of themselves and others.

The Course allows learners to understand and investigate the world. It develops learners' ability to think analytically, creatively and independently and to make reasoned evaluations. The Course will allow opportunities for learners to acquire and apply knowledge, to evaluate environmental and scientific issues, assess risk and make informed decisions. This leads to the learner developing an informed and ethical view of topical issues.

Learners will be able to develop their communication, collaborative working and leadership skills and be able to apply critical thinking in new and unfamiliar contexts to solve problems.

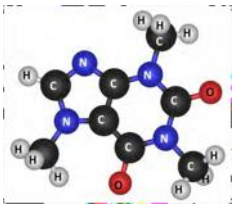
The main aims of this Course are to:

· develop scientific and analytical thinking skills in a chemistry context
· develop problem solving skills in a chemistry context
· develop an understanding of chemistry's role in scientific issues
· acquire and apply knowledge and understanding of chemistry concepts
· develop understanding of how chemical products are formed
· develop understanding of relevant applications of chemistry in society

National 5
Pupils will study the following:

Chemistry: Chemical Changes and Structures
Learners who complete the Unit will be able to:
· demonstrate planning, designing, carrying out and evaluating experimental procedures or investigations in the context of atoms, acids and alkalis
· demonstrate skills of applying knowledge and understanding related to atoms, acids and alkalis

Chemistry: Nature's Chemistry
Learners who complete the Unit will be able to:
· demonstrate selecting, processing, presenting and evaluating information in the context of chemistry in nature
· demonstrate skills of applying knowledge and understanding related to nature's chemistry



Chemistry: Chemistry in Society
Learners who complete the Unit will be able to:

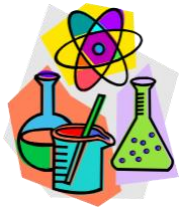
- demonstrate analysing and evaluating information, drawing conclusions, giving explanations and making predictions in the context of chemistry in society
- demonstrate skills of applying knowledge and understanding related to chemistry in society

In addition, candidates must complete an externally assessed assignment.

This Course or its components may provide the learner with progression:

- From Chemistry National 4 to Chemistry National 5
- From Chemistry National 5 to Chemistry Higher

CHEMISTRY
Higher



Higher Chemistry allows candidates to acquire a deeper understanding of the central concepts of chemistry. Chemists play a vital role in the production of everyday commodities. Chemistry research and development are essential for the introduction of new products.

The study of chemistry is of benefit not only to those intending to pursue a career in science, but also to those intending to work in areas such as the food, health or manufacturing industries. Experimental and investigative approaches develop knowledge and understanding of chemical concepts, with knowledge of chemical apparatus and techniques being a key course component.

Due to the interdisciplinary nature of the sciences, candidates may benefit from studying chemistry along with other science subjects and mathematics, as this may enhance their skills, knowledge and understanding.

Higher Chemistry develops candidates' curiosity, interest and enthusiasm for chemistry in a range of contexts. The skills of scientific inquiry and investigation are developed throughout the course. Candidates develop an appreciation of the impact of chemistry on their everyday lives by applying their knowledge and understanding of chemical concepts in practical situations. The course provides opportunities for candidates to think analytically, creatively and independently, and to make reasoned evaluations. It allows flexibility and personalisation by offering candidates the choice of topic for their assignment.

Candidates gain an understanding of chemical bonding and intermolecular forces that allows them to predict the physical properties of materials. They apply a knowledge of functional groups and organic reaction types to solve problems in a range of diverse contexts. Candidates also learn important chemical concepts used to take a chemical process from the researcher's bench through to industrial production. The concept of the mole allows the quantities of reagents required to be calculated, and the quantity of products predicted. By studying energy, rates and equilibria, candidates can suggest how reaction conditions can be chosen to maximise the profitability of an industrial process. Candidates learn about industrial analytical chemistry techniques, such as volumetric analysis and chromatography.

Candidates develop a range of skills that are valued in the workplace, providing a secure foundation for the study of chemistry in further and higher education. The course also provides a knowledge base that is useful in the study of other sciences.

The course enables candidates to make their own decisions on issues within a modern society, where scientific knowledge and its applications and implications are constantly developing.

ENTRY TO HIGHER CHEMISTRY

The course is suitable for candidates who have achieved National 5 Chemistry (Grades A-C).

DESIGN & MANUFACTURE
National 5

WHY PRODUCT DESIGN NATIONAL 5?

The National 5 Design and Manufacture Course develops skills in design and manufacturing models, prototypes and products, and knowledge and understanding of manufacturing processes and materials. Learners also gain an understanding of the impact of design and manufacturing technologies on our environment and society.

ENTRY TO THE COURSE

This is at the discretion of the school/college but you would normally be expected to have attained one of the following:

- National 4 Design and Manufacture Course or relevant component Units

COURSE OUTLINE

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

The Course is practical, exploratory and experiential in nature. It combines elements of creativity and designing for aesthetic or visual impact with a requirement to consider a product's function and performance. It helps the learner appreciate the tensions that exist between factors such as aesthetics, function, economics and the environment.
The Course allows learners to consider the various factors that impact on a product's design. It will consider the life cycle of a product from its inception through design, manufacture and use, including its disposal or re-use — a 'cradle-to-cradle' approach to design.

The Course provides learners with opportunities to develop skills that are of general value for learning, life and work: the ability to read drawings and diagrams; the ability to communicate design ideas and practical details; the ability to devise and develop practical solutions to design problems; and the ability to manufacture their design ideas.

The Course allows learners to engage with technologies and to consider the impact that design and manufacturing technologies have on our environment and society. It allows them to consider how technologies have impacted on the world of the designer and on manufacturing.

This course is of broad general benefit to all learners. It also provides a foundation for those considering further study, or a career, in design, manufacturing, engineering, science, marketing, and related disciplines. The Course provides a complementary practical experience for those studying subjects in the technologies and expressive arts.

The aims of the Course are to enable learners to develop:

- skills in design 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

DESIGN & MANUFACTURE Higher

WHY PRODUCT DESIGN HIGHER?

The Higher Design and Manufacture Course develops skills in design and manufacturing models, prototypes and products, and knowledge and understanding of manufacturing processes and materials. Learners also gain an understanding of the impact of design and manufacturing technologies on our environment and society.

ENTRY TO THE COURSE

This is at the discretion of the school/college but you would normally be expected to have attained one of the following:-

- **Design and Manufacture** at National 5

COURSE OUTLINE

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

The Course is practical, exploratory and experiential in nature. It combines elements of creativity and designing for aesthetic or visual impact with a requirement to consider a product's function and performance. It helps the learner appreciate the tensions that exist between factors such as aesthetics, function, economics and the environment.

The Course allows learners to consider the various factors that impact on a product's design. It will consider the life cycle of a product from its inception through design, manufacture and use, including its disposal or re-use — a 'cradle-to-cradle' approach to design.

The Course provides learners with opportunities to develop skills that are of general value for learning, life and work: the ability to read drawings and diagrams; the ability to communicate design ideas and practical details; the ability to devise and develop practical solutions to design problems; and the ability to manufacture their design ideas.

The Course allows learners to engage with technologies and to consider the impact that design and manufacturing technologies have on our environment and society. It allows them to consider how technologies have impacted on the world of the designer and on manufacturing.

This course is of broad general benefit to all learners. It also provides a foundation for those considering further study, or a career, in design, manufacturing, engineering, science, marketing, and related disciplines. The Course provides a complementary practical experience for those studying subjects in the technologies and expressive arts.

The aims of the Course are to enable learners to develop:

- skills in design 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

COMPUTING SCIENCE
Higher

Areas of Study: Software Design and Development
Web Design and Development
Database Design and Development
Computer Systems

Course Assessment: Assignment + Question Paper

Skills
Learners will be able to:
- develop and apply aspects of computational thinking in a range of contemporary contexts
- understand advanced concepts and processes in computing science
- analyse, design, implement and evaluate a range of digital solutions with some complex aspects
- communicate advanced computing concepts and explain computational behaviour clearly and concisely, using appropriate terminology
- develop awareness of current trends in computing technologies and their impact in transforming and influencing our environment and society
- use a range of software including Software Design and Development (programming in Python), Web Design and Development—HTML/CSS/JavaScript (Notepad ++) and Database Design and Development (Access for SQL programming)

Opportunities for Learners
Learners will be able to:
- understand the central role of computing professionals as creative problem-solvers and designers, able to design, implement and operate hardware and software systems
- understand the far-reaching impact of information technology on our environment and society
- develop and strengthen skills in analysis and problem-solving, software and information system design, development, implementation, testing and evaluation

Assessment
- To gain Higher Computing Science, learners must pass the Course Assessment which consists of the Assignment and Question Paper (160 marks)
- The Course Assessment consists of an Assignment (50 marks) and a Question Paper (exam for 110 marks which is in two sections (see below). Both the Assignment and the Question Paper are externally marked by the SQA
- Higher Computing Science is graded from A to D or as No Award.

Question Paper -2.5 hours
Section 1: Short answer questions **(25 marks)**
Section 2: Context-based questions requiring the application of knowledge and understanding **(85 marks)**
Total: 110 marks

SQA Pseudocode: http://tinyurl.com/q6fc9cz
Specimen Paper: www.sqa.org.uk/files_ccc/ComputingScienceSQPH.pdf

Assignment
Learners will develop a digital solution to a computing science problem, evidenced by a record of progress, a report and the final solution over the course of 8 hours. This could incorporate the use of some of the following:
Databases, HTML/CSS/JavaScript and programming **50 marks**

Progression
Higher courses can stand alone or follow on from National 5 qualifications and may lead to Advanced Highers, the Scottish Baccalaureate and a range of qualifications within Further and Higher Education.

DRAMA
National 5

WHY DRAMA National 5?
This course is designed for anyone who has an interest in Drama, whether from a personal, vocational or academic point of view, or a combination of these. Throughout the course you will use a variety of drama, theatre and production techniques to explore a range of issues, topics and themes. The activities and experiences involved in the course contribute to your personal growth by developing self-awareness, confidence and social and communication skills.

ENTRY TO THE COURSE
This is at the discretion of the school/college but you would normally be expected to have achieved one of the following-

- National 4 **Drama** units or course
- alternative/extra-curricular experience of drama.

COURSE OUTLINE
The course is made up of three compulsory 40 hour units plus 40 hours flexible time.

Drama Skills
This unit uses creative drama activities to explore social attitudes and issues. Activities include

- role-play /characterisation/evaluation/directing/devising throughout the unit you will develop skills in
- creative drama /co-operating/communicating/problem solving

Theatre/Production Skills
This unit involves the study and use of a range of theatre production skills such as

- textual analysis
- designing
- implementing technology
- acting

Throughout the unit you will develop skills in

- co-operating
- communicating
- evaluating

Production
In this unit you will work with others to stage a small-scale production. You will be involved in

- planning and designing
- implementing technology
- acting

Throughout the unit you will develop skills in

- teamwork
- communicating
- evaluating

ASSESSMENT
The course is assessed by a combination of internal and external assessment. A folio of work is assessed by the teacher/lecturer in accordance with SQA guidelines. An assignment and practical examination are set and marked by the SQA.

DRAMA
Higher

WHY DRAMA Higher?
This course is designed for anyone who has an interest in Drama, whether from an academic, vocational or personal point of view or a combination of these. It is designed to give you knowledge and understanding of many aspects of theatre through the investigation of relationships, issues and topics. In addition, the course aims to develop your acting skills and increase your experience of theatrical performance. The activities and experiences involved in the course contribute to your personal growth by developing self-awareness, confidence and social and communication skills.

ENTRY TO THE COURSE
This is at the discretion of the department but you would normally be expected to have attained one of the following-

- A pass at National 5
- B pass at National 5

DRAMA SKILLS
In this unit you will work with others to use creative drama skills to investigate and explore a theme, topic or issue. This will involve

- Devising drama
- Taking individual directorial responsibility for a section
- Presenting the end-product to an audience

STUDY OF A TEXT IN ITS THEATRICAL CONTEXT
In this unit you will investigate a text in its historical, social and theatrical context in order to explore how the text could be communicated through performance. This is done from the point of view of both actor and director.

ASSESSMENT
The course is assessed by a combination of internal and external assessment.
A folio of work is assessed in school by the teacher in accordance with the SQA guidelines. A written examination and acting examination are set and marked by the SQA.

PROGRESSION
Successful completion of this course may lead to ***Advanced Higher Drama***

ENGINEERING SCIENCE
National 5

WHY ENGINEERING SCIENCE?
SQA's Engineering Science qualifications develop a range of technological skills, including skills in analysis and problem solving, design skills, skills in the use of equipment and materials, and skills in evaluating products and systems.

The Courses bring together elements of science, technology, and mathematics, apply these to real-world challenges, and build challenging, coherent and enjoyable journeys for learners through all levels. With insights into the opportunities and challenges in engineering, the Courses provide a strong basis for further study or a career in any branch of engineering.

Recommended Entry
Entry to this Course is at the discretion of the school. However, learners would normally be expected to have attained the skills, knowledge and understanding required by the following or by equivalent qualifications and/or experience:

- National 4 Engineering Science
- National 4 **Mathematics**, or an equivalent qualification in NC units.

COURSE OUTLINE
Engineering Contexts and Challenges (National 5) 6 SCQF credit points
Electronics and Control (National 5) 6 SCQF credit points
Mechanisms and Structures (National 5) 6 SCQF credit points

ASSESSMENT
The course is a assessed by a combination of unit assessment (pass/fail), an added value assignment (40%) and an external question paper (60%). This Course includes six SCQF credit points to allow additional time for preparation for Course assessment.

Progression
This Course or its Units may provide progression to:

- ▭ other SQA qualifications in Engineering Science or related areas
- ▭ further study, employment and/or training

Courses in Engineering Science and in Physics (and other pure sciences) are designed to be complementary; a combination of this Course and a pure science Course will provide a very strong foundation for further study in engineering or the sciences.

ENGINEERING SCIENCE
Higher

WHY Higher ENGINEERING SCIENCE ?
SQA's Engineering Science qualifications develop a range of technological skills, including skills in analysis and problem solving, design skills, skills in the use of equipment and materials, and skills in evaluating products and systems.

The Courses bring together elements of science, technology, and mathematics, apply these to real-world challenges, and build challenging, coherent and enjoyable journeys for learners through all levels. With insights into the opportunities and challenges in engineering, the Courses provide a strong basis for further study or a career in any branch of engineering.

Recommended entry
Entry to this Course is at the discretion of the school. However, learners would normally be expected to have attained the skills, knowledge and understanding required by the following or by equivalent qualifications and/or experience:
□ National 5 Engineering Science
◆ National 5 **Mathematics**, or an equivalent qualification in NC units.

COURSE OUTLINE
Engineering Contexts and Challenges (Higher) 6 SCQF credit points
Electronics and Control (Higher) 6 SCQF credit points
Mechanisms and Structures (Higher) 6 SCQF credit points

ASSESSMENT
The course is a assessed by a combination of unit assessment (pass/fail), an added value assignment (40%) and an external question paper (60%). This Course includes six SCQF credit points to allow additional time for preparation for Course assessment.

Progression
This Course or its Units may provide progression to:
▭ other SQA qualifications in Engineering Science or related areas
▭ further study, employment and/or training

Courses in Engineering Science and in Physics (and other pure sciences) are designed to be complementary; a combination of this Course and a pure science Course will provide a very strong foundation for further study in engineering or the sciences.

ENGLISH IN THE SENIOR PHASE

Why English?

English (the language you use for communication) and literacy are of personal, social and economic importance to us all. Your ability to use language lies at the centre of the development and expression of your emotions, your thinking, your learning and your sense of personal identity.

Through the study of English you should develop skills in listening, talking, reading and writing, which are essential for learning, life and work. Engagement with the subject will allow you to learn to use creative and critical thinking skills which in turn will allow you to develop and produce your own ideas and arguments. The skills that you develop in English will be useful in a wide range of differing careers and is almost certainly a prerequisite to any entry requirements for College and/or University.

Helping Yourself

Doing the following will help you to become more skilled in English:

- Read regularly, ensuring that there is a good mix of fiction and non-fiction, including quality journalism.
- Do all homework, course work and meet all deadlines.
- Speak to your teacher if you are encountering problems – do not keep it to yourself!
- Purchase an English dictionary and thesaurus so that you can use them at home.
- Share your written work and discuss it with your folks at home before it is submitted.
- Thoroughly prepare your individual talks and presentations in front of your folks at home.
- Have regular and meaningful discussions with your folks about your progress.

Methodology

A wide range of learning and teaching approaches are used in the department. These include whole class teaching, group discussion activities, paired work and individual work. The course is designed to allow many opportunities for collaboration and active learning.

Pupils will be encouraged to become confident in their ability to assess their own work and devise their own targets. There will also be numerous opportunities for peer assessment, where pupils will be able to help each other. Formative assessment opportunities will enable teachers to provide pupils with meaningful feedback throughout the session.

Available Courses and suggested pathways

The English Department will be offering National 4, National 5 and Higher.

Starting Point	Suggested Pathway
Successful completion of National 3	National 4
Unsuccessful completion of National 4	National 4 (repeat)
High success rate during the BGE	National 5
Success at National 4	National 5
National 5 (C, D and/or No Award)	National 5 (recommended re-sit)
National 5 (A or B)	Higher

ENGLISH
National 4

Entry to the course

Entry is at the discretion of the school but you would normally have proved yourself competent at undertaking Level 3 English and Literacy Experiences and Outcomes **or** you will have successfully completed National 3.

Course Outline

This course helps you understand how language works, and how to use it to communicate ideas and information in English. You will get to use creative and critical thinking to develop produce ideas and arguments, and to develop critical literacy skills as well as personal, interpersonal and team working skills. You will also develop an appreciation of Scotland's literary and linguistic heritage.

The course has ***three compulsory units*** plus an ***added value unit*** that assesses your practical skills.

English: Analysis and Evaluation

In this unit you will:

- develop listening and reading skills in the contexts of literature, language and media
- develop the skills needed to create and produce straightforward texts in both written and spoken forms

English: Creation and Production

In this unit you will:

- develop talking and writing skills in familiar contexts
- develop the skills needed to create and produce straightforward texts in both written and spoken forms

Literacy 4

In this unit you will:

- develop reading, writing, listening and talking skills in a variety of forms relevant for learning, life and work
- develop the ability to understand straightforward ideas and information presented in speech and writing
- develop the ability to communicate written and spoken ideas and information with technical accuracy.

Added Value Unit: English Assignment

In this unit you will:

- investigate and report on a chosen topic, in speech or writing, and respond to questions on the topic.

Assessment

Your work will be assessed by your teacher or tutor on an ongoing basis throughout the course. You must pass all units plus the added value unit to gain the course qualification.

Progression

If you complete the course successfully, it may lead to National 5 English.

ENGLISH
National 5

Entry to the course
Entry is at the discretion of the school but you would normally have been consistently achieving Level 4 English and Literacy Experiences and Outcomes **or** have successfully completed English National 4 and Literacy 4.

Course Outline
This course helps you understand the complexities of language through studying a wide range of texts, including studying the use vocabulary, word patterns, text structures and style. You will develop high levels of analytical thinking and understanding of the impact of language.

The course has ***two compulsory units***. The units are similar to those for National 4 but you will be expected to produce a higher standard of work.

English: Analysis and Evaluation
In this unit you will:
- develop listening and reading skills in the contexts of literature, language and media
- develop the skills needed to understand, analyse and evaluate detailed texts, including Scottish texts

English: Creation and Production
In this unit you will:
- develop talking and writing skills in a range of contexts
- develop the skills needed to create and produce detailed texts in both written and oral forms.

Assessment
Units will be assessed internally by your teacher as "pass" or "fail". Your work will be assessed on an ongoing basis throughout the course. It should be noted that Units do not contribute to your overall grade but to achieve the course qualification, you must pass all units plus an external course assessment.

The final assessment for this course consists of tw o components:

Exam
Reading for Understanding, Analysis and Evaluation
(answering questions on a passage) worth a total of **30 marks**

Critical Reading: Scottish Element
(Set Text Questions using Textual Analysis skills) worth **20 marks**

Critical Response to Literature (writing a Critical essay) w orth **20 marks**

Portfolio
TWO writing pieces (worth 15 marks each for a total of 30 marks) - one piece broadly ***Creative*** and the other broadly ***Discursive***. They are externally marked by the SQA and must be entirely your own work with any sources consulted acknowledged
clearly.

The course assessment is graded A – B – C – D – No Award

National 5 Homework

This course is incredibly demanding and will require a great deal of independent study and maturity. A commitment to the work associated with the course is essential and this includes all of the homework issued. The homework will take a variety of forms but will most certainly include a selection of the following:

- Completion of first / final edits
- Completion of class texts and tasks related to them
- Spelling / Language / Literacy tasks
- Private Reading (with a special focus on quality journalism)
- Revision for internal assessments
- Revision for external assessments

Progression

The Department would recommend that only students attaining an A or a B pass at this level progress to Higher. Students attaining a C pass or a D award should give serious consideration to up-grading their National 5 with a view to pursuing Higher English at a later stage of their learner journey.

Equipment

There is no special equipment required to complete the English course. Students are, however, expected to take care of textbooks and all other materials issued to them and come to class fully prepared for work and assessments.

The National 5 course and the Higher course are designed to ensure that the text is at the centre of our focus. A text may be a novel, a play, a poem, a short story, a non-fiction and/or media texts. It is hoped that all pupils, according to their individual strengths, will increase their understanding of what they read, watch and listen to. They will be encouraged and assisted to analyse and evaluate the main ideas, the purpose and the stylistic features of texts. Pupils will also have the ability to create their own texts and will be encouraged to write in a variety of genres. There will be numerous opportunities for pupils to become more confident in their oral communication skills.

ENGLISH
Higher

Entry to the course
Entry is at the discretion of the school but an A or B pass at National 5 and teacher
recommendation is required.

Course Outline
This course helps you understand the complexities of language through studying a wide range of texts, including studying the use vocabulary, word patterns, text structures and style. You will develop high levels of analytical thinking and understanding of the impact of language.

The course has two compulsory units. The units are similar to those for National 5 but you will be expected to produce a significantly higher standard of work to achieve success.

English: Analysis and Evaluation
In this unit you will:
- develop listening and reading skills in the contexts of literature, language and media
- develop the skills needed to understand, analyse and evaluate detailed texts, including Scottish texts

English: Creation and Production
In this unit you will:
- develop talking and writing skills in a range of contexts
- develop the skills needed to create and produce detailed texts in both written and oral forms.

Assessment
Units will be assessed internally by your teacher as "pass" or "fail". Your work will be assessed on an ongoing basis throughout the course. It should be noted that Units do not contribute to your overall grade but to achieve the course qualification, you must pass all units plus an external course assessment.

The final assessment for this course consists of tw o components:

Exam
Reading for Understanding, Analysis and Evaluation
(a two passage paper – you answer a series of questions on the first passage and then a final question on both passages) worth a total of **30 marks**

Critical Reading: Scottish Element
(Set Text Questions using Textual Analysis skills) worth **20 marks**

Critical Response to Literature (writing a Critical essay) w orth **20 marks**

FRENCH
National 5

Why choose National 5 French?
The aim of this course is to allow you to develop your skills in French in useful and relevant contexts. The four skill areas are listening, speaking, reading and writing. .
This makes the course extremely useful, both for various career paths and your personal use.

Entry to the course
This is at the discretion of the school but you would normally be expected to have completed the National 4 French course.

Course outline
There are four contexts each with a variety of topics:

SOCIETY	*Family and Friends* *Lifestyle* *Media* *Global languages* *Citizenship*	**LEARNING**	*Learning in context* *Education*
EMPLOYABILITY	*Jobs* *Work and CVs*	**CULTURE**	*Planning a trip* *Other countries* *Celebrating a special event* *Literature of another country* *Film and television*

National 5 Assessment
There are internal units for those pupils who will be working towards units only. These are as follows:-

Internal Assessment:

Unit 1: Understanding Language (Reading and Listening)
You will be required to demonstrate your reading and listening skills and your understanding of detailed and complex written and spoken French in one of the contexts of citizenship, society, learning, employability and culture.

Unit 2: Using Language (Talking and Writing)
You will be required to demonstrate your knowledge and understanding, in both written and oral form of your ability to use detailed and complex language in one of the aforementioned contexts.

In National 5 the skills of listening and talking, reading and writing are assessed in the final examination. These are as follows:-

External Assessment:

Component 1	Question paper 1	Reading	(30 marks)
Component 2	Question paper 1	Writing	(20 marks)
Component 3	Question paper 2	Listening	(20 marks)
Component 4		Assignment Writing	(20 marks)
Component 5		Performance-talking	(30 marks)

Assignment Writing and Performance-talking are conducted in school, prior to the final exam. National 5 is achieved when you gain an overall grade A-D across all components.

FRENCH
Higher

Why choose Higher ?
The Higher course offers you the opportunity to develop detailed and complex language skills
in the meaningful real-life contexts of society, learning, employability, and culture.

It provides the opportunity to:

- develop skills in reading, listening, talking and writing, which are essential for learning, work and life;
- develop understanding of how language works;
- use different media effectively for learning and communication; and use language to communicate ideas and information.

It also offers the opportunity to use creative and critical thinking to synthesise ideas and arguments; to enhance your enjoyment and understanding of your own and other cultures; to explore the interconnected nature of languages; and to develop independent learning.
Higher French contributes towards the development of literacy skills by providing opportunities to read, listen, talk and write in French, and to reflect on how this relates to English.

Entry to the course

This is at the discretion of the school but you would normally be expected to have attained a pass at National 5.

Course outline

There are four contexts each with a variety of topics:

SOCIETY	*Family and Friends* *Lifestyle* *Media* *Global languages* *Citizenship*	**LEARNING**	*Learning in context* *Education*
EMPLOYABILITY	*Jobs* *Work and CVs*	**CULTURE**	*Planning a trip* *Other countries* *Celebrating a special event* *Literature of another country* *Film and television*

Higher Assessment
There are internal units for those pupils who will be working towards units only. These are as follows:-

Internal Assessment:
Unit 1: Understanding Language (Reading and Listening)

You will be required to demonstrate your reading and listening skills and your understanding of detailed and complex written and spoken French in one of the contexts of citizenship, society, learning, employability and culture.

Unit 2: Using Language (Talking and Writing)

You will be required to demonstrate your knowledge and understanding, in both written and oral form of your ability to use detailed and complex language in one of the aforementioned contexts.

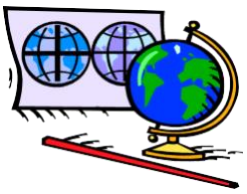
In Higher the skills of listening and talking, reading and writing are assessed in the final examination. These are as follows:-

External Assessment:

Component 1	Question paper 1	Reading and Translation	(30 marks)
Component 2	Question paper 1	Writing	(20 marks)
Component 3	Question paper 2	Listening	(20 marks)
Component 4		Assignment Writing	(20 marks)
Component 5		Performance-talking	(30 marks)

Assignment Writing and Performance-talking are conducted in school, prior to the final exam. Higher is achieved when you gain an overall grade A-D across all components.

GEOGRAPHY
National 5



WHY GEOGRAPHY National 5?
This course is designed to enable you to use geographical analysis to develop a detailed understanding of important aspects of the world today. This involves studying the ways that people and the environment interact, and examining the environmental issues that arise in a rapidly changing world. Throughout the course you will have the opportunity to develop a wide range of skills including research, evaluation and presentation, IT, mapping and statistics.

ENTRY TO THE COURSE
This is at the discretion of the school/college but you would normally be expected to have attained one of the following:

- National 4 Geography units or course
- National 4 or 2 units or course in another social subject.

COURSE OUTLINE
The course consists of three 40 hour units plus 40 hours flexible time.

Unit One: Physical Environments
This unit covers the following British Isles landscape types:

- Glaciated uplands and Coastal areas
  or
- Limestone uplands and rivers and their valleys.
- Weather
- Land uses in named areas.

You will learn how these were formed and how their different features affect land-use and the impact and conflicts they can have. The management of strategies and solutions and the role of public and voluntary bodies will be considered.

Unit Two: Human Environment
Global case studies are drawn from economically more developed countries (EMDCs) and economically less developed countries (ELDCs). Key topics:

- Urban—Two case studies - one developed city and one developing city covering change, problems and policies in urban areas;
- Rural—Two case studies - one developed city and one developing city covering change, problems and policies in rural areas.
- Population and Development

Unit Three: Environmental Interactions—This unit deals with:

- Tourism—Impact of tourists on a named area (Both Positive and Negative) and Case Study
- Health—levels of development and health - study the differences and similarities between EMDCs and ELDCs - Case study of Cholera, heart disease and AIDS,
- Environmental Hazards—study of Earth forces which included earthquakes, tsunamis, volcanoes and tropical storms.

ASSESSMENT
The course is assessed by a combination of internal assessment by the teacher/lecturer and an external examination, set and marked by the SQA. Pupils are also required to carry out an assignment which accounts for 25% of your end of year grade. This usually involves fieldwork within Geography. E.g. Urban study of Glasgow / River Study

GEOGRAPHY
Higher

WHY GEOGRAPHY Higher?

This course is designed to enable you to use geographical analysis to develop a detailed
understanding of important aspects of the contemporary world. This involves studying the ways that people and the environment interact and examining the environmental issues that arise in a rapidly changing world. Throughout the course you will have the opportunity to develop a wide range of skills including research, evaluation and presentation, IT, mapping and statistics.

ENTRY TO THE COURSE

This is at the discretion of the school/college but you would normally be expected to have attained one of the following:

- National 5.
- Higher Pass on other Social Subjects.

COURSE OUTLINE

The course consists of three 40 hour units and 40 hours flexible time.

Geography: Physical Environments—The four sub-sections are:

- *Atmosphere*: the characteristics and effects of the atmosphere on global and regional scales.
- *Hydrosphere*: the hydrological cycle, hydrographs and the Drainage Basin.
- *Lithosphere*: erosion and deposition features in glaciated and coastal landscapes.
- *Biosphere*: Soil Profiles.

Geography: Human Environments—The four sub-sections are:

- *Population* demographic systems, population change, migration.
- *Rural*: RLR and RLD *(Conflicts, Impacts and Management).*
- *Urban:* urban management and impact strategies in both developed and developing cities.

Geography: Global Issues

From 5 Global Issues you will study 2.

1. *River Basin Management—Named Case study*
2. *Development and health — Differences in Development, Malaria and Primary Health Care.*
3. *Global Climate Change — Causes, Effects and Management.*
4. *Trade, Aid and Geopolitics - Trade Patterns, Inequalities or Trade.*
5. *Energy—Global Distribution of Energy, Reasons for Increase in Development.*

Course Assessment *Out of 190 Marks*

Question Paper worth 1**60 marks** and assignment worth **30 marks.**

Question Paper

Physical Environment - **50 marks**
Human Environment - **50 marks**
Global Issues - **40 marks**
Geographical Skills - **20 marks**

Assignment - 1 hour 30 minutes

Up to 30 marks awarded for Assignment. This usually involves fieldwork within Geography. E.g. Urban study of Glasgow / River Study

HISTORY
National 5

WHY HISTORY National 5?
This course is designed to enable you to increase the breadth and depth of your knowledge and understanding of historical themes through a range of period contexts. It is also intended to enable you to develop skills in explaining historical developments and events, evaluating sources and drawing conclusions. The course makes a valuable contribution to your general education and personal development.

ENTRY TO THE COURSE
This is at the discretion of the school/college but you would normally be expected to have attained one of the following:

- National 4 units or course in **History**
- National 4 or 2 units or course in another social subject.

Historical Study Scottish: Migration and Empire 1830-1939
A study pf the Reasons for immigration of different groups and patterns of settlement, the experience of migrants in Scotland and their impact. Further study includes the migration of Scots to the countries of the empire and the impact of the Scots on the countries to which they emigrated

Historical Study British: The Making of Modern Britain 1880- 1951
A Study of the problem of poverty at the turn of the century and the Liberal reforms, focusing on their impact in tackling poverty. Pupils will also study the effects of war on attitudes to poverty as well as the impact of Labour in providing welfare reforms from the cradle to the grave.

Historical Study European and World:
Hitler and Nazis Germany 1919– 1939
A study of Germany at the end of WW1 and the impact of the Treaty of Versailles, characteristics of the Weimar republic and attempts to overthrow the Weimar Republic. Reasons for the rise to power of the Nazis in 1923 and the formation and characteristics of the National Socialist government.

ASSESSMENT
To achieve the Course award the candidate must pass the three units as well as the course assessment. The candidate's grade is based on the Course Assessment. Pupils final grade will comprise of 80%: external assessment from the SQA and 20%: assignment completed prior to exam and sent to SQA for external assessment

HISTORY
Higher

WHY HISTORY Higher?
The aim of this course is to provide breadth and depth in your knowledge and understanding of historical themes through a study of chosen period contexts. It is also intended to enable you to develop skills in explaining historical developments and events, evaluating sources and drawing conclusions.

ENTRY TO THE COURSE
This is at the discretion of the school/college but you would normally be expected to have attained one of the following

- National in **History** or another social subject
- National 5 **History** units or course
- **National 5** or **Higher** units or course in another social subject.
- Higher pass in another Social Subject.

The Course has **three** mandatory Units which all pupils must complete.

Histoical Study: Scottish
In this unit pupils will study– Migration and the Empire
In this unit pupils will study - Migration and Empire, 1830 - 1939
A study of population movement and social and economic change in Scotland and abroad between 1830 and 1939, illustrating the themes of empire, migration and identity.

Historical Study: British
In this unit pupils will study - Britain 1851 – 1951
A study of the development of the United Kingdom into a modern democracy and the development of the role of the state in the welfare of its citizens, illustrating the themes of authority, ideology and rights.

Historical Study: European and World
In this unit pupils will study -Germany 1815-1939
A study of the growth of nationalism in nineteenth century Germany leading to the overcoming of obstacles to unification of the nation by 1871, and the development of extreme nationalism after 1918, illustrating the themes of nationalism, authority and conflict. A cohesive study of the Nazis ability to gain and maintain power in Germany will also be examined.

ASSESSMENT
To achieve the Course award the candidate must pass the three units as well as the course assessment. The candidate's grade is based on the Course Assessment. Pupils final grade will compromise of 73%: external assessment from the SQA and 27%: assignment completed prior to exam and sent to SQA for external assessment.

HOME ECONOMICS: BAKERY National Progression Award (SCQF Level 4/5)

What is the course?
The NPA in Bakery has been designed to equip candidates with the relevant skills required for success in future employment in the bakery or hospitality industry or for progression to further academic qualifications.

Principal aims of the Group Award:
Enable candidates to consider the various options open to them and to make informed career choices for their future.

Prepare candidates for entry into further qualifications such as an SVQ in Bakery or other related areas.

Provide candidates with relevant practical skills for bakery related occupations and for further study in bakery.

Give candidates a strong foundation in Bakery.

To allow candidates to be formally certificated by SQA for Group Award attainment.

Course Content:

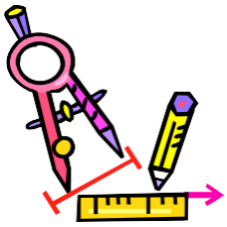
Craft Baking – An Introduction (Level 4)
Bread Making – An Introduction (Level 4)
Cake Decoration – An Introduction (Level 4)
Pastry – (Level 5)

Course Assessment*:* Assessment is through a combination of practical activities carried out during class and written evidence generated from end of unit assessments.

Who should consider NPA Bakery?
This is at the discretion of the Home Economics department but candidates who have previously studied National 4/5 Hospitality or anyone who wishes to pursue a career in the bakery/hospitality industry should consider this course,

Progression Opportunities:
Candidates would have the opportunity to progress onto Further Education courses such as SVQ Bakery or National Certificate in Hospitality.

MATHEMATICS
National 4



ENTRY TO THE COURSE

Pupils who have previously followed National 3/Foundation level can progress to National 4 Maths. Pupils should have attained:-

- National 3 **Mathematics.**
  OR
- Have previously attempted National 4 **Mathematics**

COURSE OUTLINE

The course is made up of three units:-

Numeracy
Expressions and Formulae
Relationships

Pupils are required to have their own scientific calculator for this course.

This course is designed to develop the learner's skills in using mathematical language, to explore mathematical ideas, and to develop skills relevant to learning, life and work in an engaging and enjoyable way.

It will build on prior learning and develop:

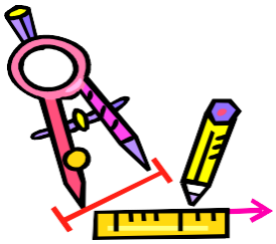
- operational skills in algebra, geometry, trigonometry and statistics
- reasoning skills of investigation, problem solving, analysis and modelling
- numeracy skills in number processes and information handling

ASSESSMENT

After each unit the pupils sit a class exam called a UASP. All 3 UASP's must be passed in order to achieve the course award. The Added Value unit is a final exam which consists of:

- Non-Calculator Paper 1
- Calculator Paper 2

MATHEMATICS
National 5



ENTRY TO THE COURSE
This is at the discretion of the school, but pupils would normally be expected to have attained one of the following -

- National 4 Mathematics
  OR
- Have previously attempted National 5 Mathematics, achieving grade D or less

1 year course: This is recommended for pupils w ho have previously studied National 5 Maths and for pupils who have performed exceptionally well at National 4 Maths which will be at the discretion of the Principal Teacher.

COURSE OUTLINE

Expressions and Formulae – aims to develop skills linked to mathematical expressions and formulae. Includes the manipulation of abstract terms, the simplification of expressions and the evaluation of formulae. This covers aspects of number, algebra, geometry and reasoning.

Relationships - aims to develop skills linked to mathematical relationships. Includes solving and manipulating equations, working with graphs and carrying out calculations on lengths and angles of shapes. This covers aspects of algebra, geometry, trigonometry and reasoning.

Applications - aims to develop skills linked to applications of mathematics. These include using trigonometry, geometry, number processes and statistics within real life contexts

ASSESSMENT

The final exam consists of:

- Non-Calculator Paper 1
- Calculator Paper 2

Career Possibilities
Qualifications in Mathematics are essential in most science-orientated careers.
Careers in which mathematics is commonly used include: -

Sales	Bookmaker	Market Research	Banking	Civil Service
Building	Insurance	Tour Operator	Accounting	Teaching

Most self-employed occupations

APPLICATIONS OF MATHEMATICS
National 5

ENTRY TO THE COURSE
This is at the discretion of the school, but pupils would normally be expected to have attained the following -
◆ National 4 Mathematics

Course Outline
Through real-life contexts, you will learn how to apply mathematical operational skills that are directly relevant to life and work. You will develop your mathematical reasoning skills, your creativity, and your ability to draw conclusions and make and justify decisions. The course includes the freestanding Unit in Numeracy at SCQF level 5.

Applications of Mathematics: Managing Finance and Statistics
- develop your reasoning and financial skills to manage finance and statistics in real-life situations
- learn how to analyse financial positions, budget, and organise and present data to justify solutions and/or draw conclusions.

Applications of Mathematics: Geometry and Measures
- develop you reasoning and geometric skills in real-life situations
- learn how to analyse and use geometry and measures to identify and justify solutions to real-life problems.

Numeracy (6 SCQF credit points)
- develop your numerical and information-handling skills to solve real-life problems involving number, money, time and measurement
- interpret graphical data and use your knowledge of probability to solve real-life problems involving money, time and measurement.
- learn how to use your solutions to make and justify decisions.

ASSESSMENT

The final exam consists of:

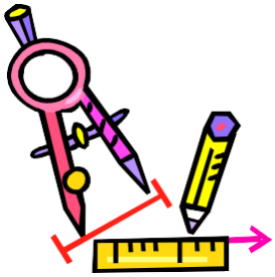
- Non-Calculator Paper 1
- Calculator Paper 2

Career Possibilities

Qualifications in Mathematics are essential in most science-orientated careers. Careers in which mathematics is commonly used include: -

Sales	Bookmaker	Market Research	Banking	Civil Service
Building	Insurance	Tour Operator	Accounting	Teaching
Most self-employed occupations				

MATHEMATICS
Higher



ENTRY TO THE COURSE
This is at the discretion of the school, but you would normally be expected to have attained the following -

- National 5 **Mathematics** at Grade A-C.

The Higher Mathematics course:

- encourages students to extend their knowledge and understanding of
- mathematics and its uses in the real world.
- provides the mathematical tools and techniques to solve further real life problems.
- provides a sound basis for the further advancement of mathematics at College or University.

Pupils are required to have their own scientific calculator for this course.

COURSE OUTLINE

The course is made up of three units:-

Expressions and Functions – aims to develop knowledge and skills that involve the manipulation of expressions, the use of vectors and the study of mathematical functions. This covers aspects of algebra, geometry and trigonometry as well as reasoning and modelling.

Relationships and Calculus – aims to develop knowledge and skills that involve solving equations and introduces differential and integral calculus. This covers aspects of algebra, trigonometry, calculus as well as reasoning and modelling

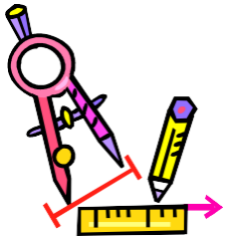
Applications – aims to develop knowledge and skills that involve applications of geometric properties, sequences and calculus. This covers aspects of algebra, geometry, calculus as well as reasoning and modelling.

ASSESSMENT

The final exam consists of:

- Non-Calculator Paper 1
- Calculator Paper 2

MATHEMATICS
Advanced Higher



Advanced Higher Mathematics builds on your mathematical skills, knowledge and understanding and enables you to integrate your knowledge of different aspects of the subject. The course offers depth and breadth of mathematical experience and provides a sound basis for
progression to further study or employment in the areas of mathematical and physical sciences, computer science engineering, biological and social sciences, medicine, accounting, business and management.

ENTRY TO THE COURSE

This is at the discretion of the school but you would normally be expected to have attained Higher **Mathematics** at Grade A or B.

These units build on the mathematical knowledge and skills you have gained at Higher level.

COURSE OUTLINE

The course is made up of 3 units:-

Mathematics: Methods in Algebra and Calculus – aims to develop advanced knowledge and skills in algebra and calculus that can be used in practical and abstract situations to manage information in mathematical form. This covers partial fractions, standard procedures for both differential calculus and integral calculus, as well as methods for solving both first order and second order differential equations. The importance of logical thinking and proof is emphasised throughout.

Mathematics: Applications of Algebra and Calculus – aims to develop advanced knowledge and skills that involve the application of algebra and calculus to real-life and mathematical situations, including applications of geometry. Learners will acquire skills in interpreting and analysing problem situations where these skills can be used. This covers the binomial theorem, the algebra of complex numbers, properties of functions, rates of change and volumes of revolution. Aspects of sequences and series are introduced, including summations, proved by induction.

Mathematics: Geometry, Proof and Systems of Equations – aims to develop advanced knowledge and skills that involve geometry, number and algebra, and to examine the close relationship between them. Learners will develop skills in logical thinking. This covers matrices, vectors, solving systems of equations, the geometry of complex numbers, as well as processes of rigorous proof.

ASSESSMENT

The final exam consists of:

- Non-Calculator Paper 1
- Calculator Paper 2

MODERN STUDIES
National 5

WHY MODERN STUDIES National 5?
This course gives you the opportunity to increase your knowledge of contemporary issues within the UK and the wider world and to develop deeper understanding of political and social affairs. Modern Studies also contributes to your general education and personal and social development by looking at the rights and responsibilities of citizens in a democratic society and the moral and ethical responsibilities of citizens.

ENTRY TO THE COURE
This is at the discretion of the school/college but you would normally be expected to have attained one of the following
National 4 in **Modern Studies**

COURSE OUTLINE
The course is made up of three 40 hour units plus 40 hours flexible time.

Democracy in Scotland and the United Kingdom
Candidates develop knowledge and understanding of the main institutions and organisations which make up political life in the United Kingdom. They develop knowledge and understanding of the ways in which society is informed about, able to participate in and influence the political system. They develop an understanding of their rights and responsibilities in contemporary democratic political society.

Crime and the Law
In the crime and the law context, candidates focus on the nature, extent and causes of crime, the impact of crime on individuals and society and the role of individuals, the police, the legal system and the state in tackling crime.

World Power: USA
The study of a world power focuses on the political system of the world power, for example the Powers of the President and checks and balances within government. Pupils also study its international influence and socio-economic issues within the major world power.

ASSESSMENT
To achieve the Course award the candidate must pass the three units as well as the course assessment. The candidate's grade is based on the Course Assessment. Pupils final grade will comprise of 80%: external assessment from the SQA and 20% : assignment completed prior to exam and sent to SQA for external assessment.

MODERN STUDIES
Higher

WHY MODERN STUDIES Higher?
This course gives you the opportunity to increase your knowledge of contemporary issues within the UK and the wider world and to develop deeper understanding of political and social affairs. Modern Studies also contributes to your personal and social development by looking at the rights and responsibilities of citizens in a
democratic society and the moral and ethical responsibilities of individuals.

ENTRY TO THE COURSE
This is at the discretion of the school/college but you would normally be expected to have attained one of the following

- National 5 in **Modern Studies** or another Social Subject
- National 5 **Modern Studies** units or course
- **National 5** units or course in another social subject.
- Higher pass in another Social Subject.

COURSE OUTLINE
The course consists of three 40 hour units. A Higher Assignment will also be completed.

Democracy in Scotland and the UK

- possible alternatives for the governance of Scotland
- implications of the UK's decision to leave the European Union (EU)
- effectiveness of parliamentary representatives in holding government to account
- strengths and weaknesses of different electoral systems used in elections within the UK
- factors which influence voting behaviour including class, age and media
- ways in which citizens can influence government decision-making, including pressure groups

Social Issues in the UK

- reasons why income and wealth inequality exist
- reasons why health inequalities exist
- effect of inequality on a group or groups in society
- individualist and collectivist debate
- effectiveness of measures taken to tackle inequalities, including government measures

World Power: USA

- extent to which the political system allows democratic participation
- political institutions and their ability to dominate government decision-making
- socio-economic inequality and its impact on a specific group in society
- effectiveness of government responses to socio-economic inequality
- a world power's international influence Option

ASSESSMENT

To achieve the Course award the candidate must pass the three units as well as the course assessment. The candidate's grade is based on the Course Assessment. Pupils final grade will comprise of 73%: external assessment from the SQA and 27%: assignment completed prior to exam and sent to SQA for external assessment.

MUSIC
National 5

WHY MUSIC National 5?
This course provides you with the opportunity to develop interests which contribute to your personal development, enhance your quality of life and provide the skills and knowledge required for further study and enjoyment of music.

ENTRY TO THE COURSE
Pupils would be expected to have:-

- National 4

MUSIC WITH PERFORMANCE
The course consists of three different elements:-

- Performance (60%)
- Listening (40%)
- Composition (compulsory pass)

Pupils are required to perform to an external examiner two different instruments for a combined duration of 8 minutes. Candidates must perform repertoire on both instruments at an equivalent standard of Associated Board Grade 3.

All pupils must compose a folio of contrasting compositions including various styles and concepts, complete a score or performance plan and include a programme note for each respective composition. This element is mandatory and is a
compulsory pass.

All candidates must sit a stringent listening exam which will include stylistics from Baroque to the present day.

MUSIC Technology National 5

Why Music Technology?

The National 5 Music Technology Course enables learners to develop skills in the use of music technology hardware and software to capture and manipulate audio, and to use music technology creatively in sound production.
The Course also enables learners to analyse a range of 20th and 21st century musical styles and genres, and to develop a broad understanding of the music industry.
Learners will engage in the development of technical and creative skills through practical learning. This Course will provide opportunities for learners to develop their interest in music technology and to develop skills and knowledge relevant to the needs of the music industry.

Music With Technology

Music Technology Skills (National 5)
In this Unit, learners will develop a range of skills and techniques relating to the creative use of music technology hardware and software to capture and manipulate audio. Learners will explore a range of uses of this technology through practical activities.
Understanding 20th and 21st Century Music (National 5)
In this Unit, learners will develop knowledge and understanding of 20th and 21st century musical styles and genres, and an understanding of how music technology has influenced and been influenced by 20th and 21st century musical developments. Learners will develop a broad understanding of the music industry, including a basic awareness of the implications of intellectual property rights.
Music Technology in Context (National 5)
In this Unit, learners will use music technology skills in a range of contexts such as live performance, radio broadcast, composing and/or sound design for film, TV themes, adverts and computer gaming.

The aims of the Course are to enable learners to:

◆develop skills in the use of music technology hardware and software to capture and manipulate audio

◆use music technology creatively in sound production in a range of contexts

◆develop skills in musical analysis in the context of a range of 20th and 21st century musical styles and genres

◆develop a broad understanding of the music industry, including a basic awareness of implications of intellectual property rights

◆critically reflect on their own work and that of others

Course assessment structure

Component 1 — assignment 70 marks
Component 2 — question paper 30 marks
Total marks 100 marks

MUSIC
Higher

WHY MUSIC Higher?
This course makes a valuable contribution to your general education and personal development by providing you with the opportunity to develop interests that will enhance your quality of life. It also allows you to develop the skills and knowledge required if you wish to proceed to further study and/or follow a career in music.

ENTRY TO THE COURSE
Pupils would be expected to have:-

- A pass at National 5
- **B pass at National 5**

MUSIC WITH PERFORMANCE
The course consists of three different elements:-

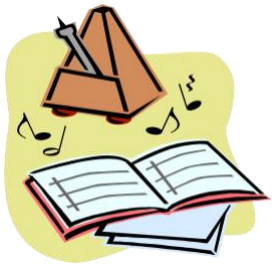
- Performance (50%)
- Listening (35%)
- Composition (15%)

Pupils are required to perform to an external examiner two different instruments for a duration of 12 minutes. Candidates must perform repertoire on both instruments at an equivalent standard of Associated Board grade 4.

All pupils must complete a composition assignment, complete a score or performance plan and complete a composition review.

All candidates must sit a stringent listening exam which will include stylistics from Baroque to the present day.

MUSIC
Advanced Higher



ENTRY TO THE COURSE
Pupils would be expected to have:-
- A pass at Higher Music
- B pass at Higher Music

MUSIC WITH PERFORMANCE
The course consists of four different elements:-
- Performance (50%)
- Listening (35%)
- Composition and Analysis (15%)

Pupils are required to perform to an external examiner two different instruments for a duration of 18 minutes. Candidates must perform repertoire on both instruments at an equivalent standard of Associated Board grade 5.

All pupils must compose one composition and a composition review. One Analysis of a chosen piece of music.

All candidates must sit a stringent listening exam which will include stylistics from Renaissance to the present day.

PE STUDIES
National 5

The course offers you the opportunity to study Physical Education at a more advanced level. It develops not only your practical skills, but also your knowledge and understanding of the concepts behind improving performance.

ENTRY TO THE COURSE
This is at the discretion of the Principal Teacher of PE and Senior Management of the school. Candidates would normally be expected to have gained National 4 in PE Studies.

COURSE OUTLINE

Candidates will participate in three practical activities and will be assessed in their best two activites. In Colum C, candidates participate in Badminton, Football and Volleyball. In Column D, candidates participate in Netball, Trampolining and Volleyball. In previous years there has been a second class in Column D and the activities have been Basketball, Football and Volleyball.

Factors Impacting on Performance

Pupils investigate the role of Mental, Emotional, Physical and Social factors on their performance. Data has to be collected on these factors, and strengths and weaknesses identified. From this Improvement Programmes have to be drawn up, carried out, monitored and evaluated.

Homework w ill be given regularly and will be demanding.

ASSESSMENT

- Performance—the candidates are assessed in two one off performances, each worth 30 marks, which showcase different activites.
- Portfolio marked externally—60 marks.
- The performance will contribute to 50% of the course assessment and the portfolio will contribute to 50%.

PE STUDIES
Higher

WHY PHYSICAL EDUCATION HIGHER?
The course offers you the opportunity to study Physical Education at an advanced and challenging level. It develops not only your practical skills, but also your knowledge and understanding of the concepts behind improving performance. The Physical Education Higher is accepted for most University and College courses.

ENTRY TO THE COURSE
This is at the discretion of the Principal Teacher of PE and Senior Management of the school. Candidates would normally be expected to have gained -

- National 5 PE Studies pass.
- Minimum of National 4 pass in English.

COURSE OUTLINE

Practical Performance

Candidates will participate in three practical activities and will be assessed in their best two activities. In Column C, candidates participate in Badminton, Football and Volley-ball. In Column D, candidates participate in Netball, Trampolining and Volleyball. In previous years there has been a second class in Column D and the activities have been Basketball, Football and Volleyball.

Factors Impacting on Performance

Pupils investigate the role of Mental, Emotional, Physical and Social factors on their performance. Data has to be collected on these factors, and strengths and weaknesses identified. From this Improvement Programmes have to be drawn up, carried out, monitored and evaluated.

Homework w ill be given regularly and w ill be demanding.

ASSESSMENT

Performance—the candidates are assessed in two one off performances, each worth 30 marks, which showcase different activities and this contributes 50% of the overall mark.

Factors Impacting on Performance - Externally assessed exam which contributes the other 50% of the mark.

LEADERSHIP IN SPORT
2 Units
National 5 / Higher

This course is designed to develop the confidence, communication, organisation, and leadership qualities of our students. The course is mainly practical, but will involve—

- Identifying the qualities in effective leaders.
- Planning appropriate activity sessions.
- Developing appropriate communication skills.
- Working as part of a team to deliver good quality activity sessions.
- Developing your self-evaluation and observation skills.
- Consideration of Health and Safety issues in practical activities.
- Organisation of resources.
- Developing motivational skills.
- Understanding the main principles behind delivering skills and fitness sessions.

COURSE ASSESSMENT

There are no formal written exams, but all students must

- Demonstrate satisfactory leadership qualities.
- Complete the course logbook/Unit assessment.

The course will normally involve students delivering activity sessions to primary school pupils as part of their Physical Education programme. It may also involve organising and running sporting festivals and tournaments.

Higher Leadership requires candidates to take more ownership of the learning process and demonstrate excellent leadership qualities.

WHY CHOOSE THIS COURSE?

The course has been very successful over a number of years in developing the qualities listed above. Many of our previous students are now following Sports Coaching and Physical Education courses at Further and Higher Education establishments. Several are now working for Sports Organisations such as the SFA, developing further the skills first learned through our leadership course. Qualities such as communication, organisation, working effectively with others, and showing initiative, are eagerly sought after by employers.

PHOTOGRAPHY
Higher (6th Year Only)

Pupils who wish to choose this course **must have a minimum pass at Art & Design National 5 or English National 5**

This course allows pupils to learn basic photography skills as well as develop skills in photo manipulation and editing, using software such as Photoshop. Pupils will develop a critical awareness of the importance of images and photography in the everyday world. Pupils will take part in group discussion and peer evaluation tasks and also be encouraged to work independently through different Photography Briefs.

The course has two main units:

The project — where pupils choose a theme to focus on for the full year and this is then submitted to the SQA for final examination.

Final one hour exam—the exam focuses on evaluating camera techniques and skills.

Homework & Revision

The higher course requires a great deal of research and commitment. Pupils must show a high level of maturity and responsibility as the course involves using expensive photography equipment and out of school location work.

Pupils taking this course can progress to NC/HNC College level photography or can also support pupils considering applying to Art School in enhancing their skills within a creative subject.

National Progression Award - Science and Technology - SCQF Level 4

This National Progression Award is an ideal pathway for learners who have completed National 4 level in any Science and wish to undertake further study in Science that is engaging and practical without too much emphasis on theoretical knowledge and challenging problem solving. It covers aspects of Biology, Chemistry and Physics.

The qualification will require candidates to:

- learn to use scientific methods and appropriate equipment
- collect experimental data
- work with others

Course Structure

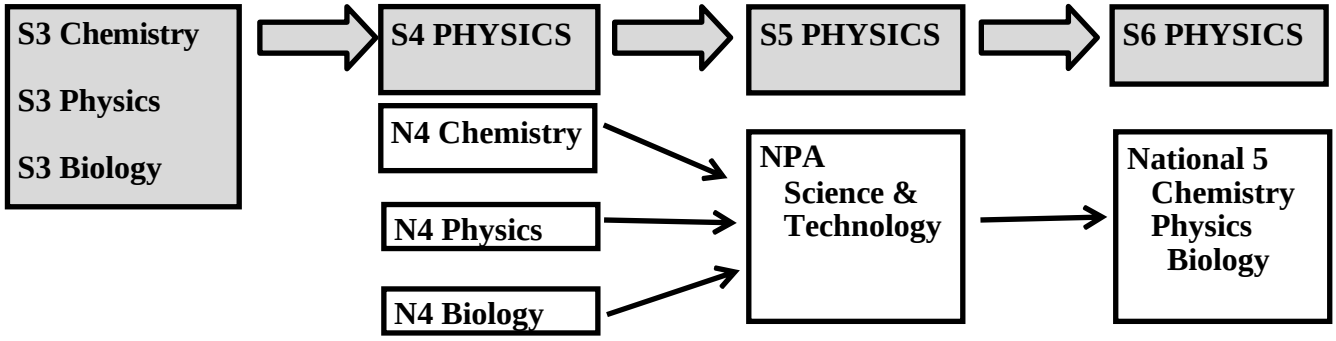
The NPA—Science & Technology is arranged in Units as follows:

- **Chemistry in Society (1 full Unit)**
  Covers the production and use of metals, fuels and plastics in society.
- **Telecommunications (½ Unit)**
  Covers radio, TV, telephone, fibre optic and satellite communications.
- **Electronics (½ Unit)**
  Covers the design, construction and use of basic electronic circuits.
- **Biotechnological Industries (1 full Unit)**
  Covers a range of biotech industries including beer and bread making.
- **Science Practical Skills (½ Unit)**
  Covers measurement techniques and basic laboratory skills.
- **Working Safely (½ Unit)**
  Covers basic concepts and legislation relating to Health & Safety in the workplace.

NPA—Science & Technology Assessment

There is no external examination for this course. Learners are assessed in each Unit and all Unit passes will be recorded on the candidate's SQA Exam Certificate.

Recommended Progression Pathways for NPA—Science & Technology



PHYSICS - National 5

In Physics, learners develop their interest in and understanding of the world around us. They engage in a range of investigative tasks, which allow them to develop important skills to solve problems and become inventive in a world where the skills and knowledge developed by physicists are needed across all sectors of society. Learners will also develop communication skills and apply critical Thinking, in new and unfamiliar contexts, to solve problems.

The main aims of the National 5 Physics course are for learners to:

- develop scientific and analytical thinking skills in a Physics context
- develop an understanding of the role of Physics in scientific issues
- acquire and apply knowledge and understanding of concepts in Physics
- develop understanding of relevant applications of Physics in society.

Course Structure

The National 5 Physics course is arranged in Units as follows:

Physics: Dynamics and Space (National 5)

Learners who complete this Unit will develop Physics knowledge and understanding related to moving objects, forces and space.

Physics: Waves & Radiation(National 5)

Learners who complete this Unit will develop Physics knowledge and understanding related to waves, the electromagnetic spectrum, light and nuclear radiation.

Physics: Electricity & Energy (National 5)

Learners who complete this Unit will develop Physics knowledge and understanding related to various types of energy, electric circuits and the behaviour of gases.

Within each Unit, pupils will also develop problem solving skills and skills relating to the processing, analysis and evaluation of information, in a Physics context.

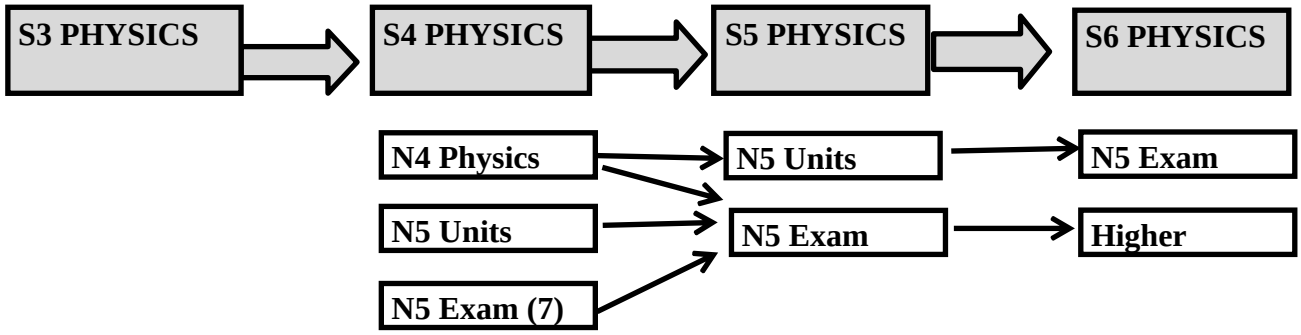
National 5 Physics Assessment

At the end of the year pupils can either proceed to the National 5 Exam or they can achieve National 5 Unit passes. Pupils will be given a recommendation, on which pathway is more suitable, based upon assessment performances throughout the session.

Pupils who proceed to the exam will undertake an Assignment which will be marked by SQA and the result will contribute to the overall grade awarded.

Pupils who target Unit passes will not sit an external examination but will be required to complete a Practical Report and 3 Unit Assessments.

Recommended Progression Pathways for N5 Physics



PHYSICS - Higher

Higher Physics builds upon skills and knowledge acquired at National 5 level.
It is a desirable qualification for many Science, Technology and Engineering courses at university or college level and there are many career prospects in these fields, with predictions of thousands of new jobs in the future.

Physics graduates go on to work in a large variety of industries including:

Astronomy	**Education**	**Engineering**	**Medicine**
Meteorology	**Climate Change**	**Oil & Gas**	**Research**
Renewable Energy	**Space Exploration**	**Telecommunications**	
Stock Market	**Technology**		

<u>Course Structure</u>
The Higher Physics course is arranged in Units as follows:

Physics: Our Dynamic Universe
Learners who complete this Unit will develop Physics knowledge and understanding related to moving objects, collisions, gravity, special relativity, Doppler effect, the expanding universe.

Physics: Electricity
Learners who complete this Unit will develop Physics knowledge and understanding related to electric circuits and semiconductors.

Physics: Particles & Waves
Learners who complete this Unit will develop Physics knowledge and understanding related to fundamental particles, magnetic and electric fields, light and nuclear reactions.

Within each Unit, pupils will also develop problem solving skills and skills relating to the processing, analysis and evaluation of information, in a Physics context.

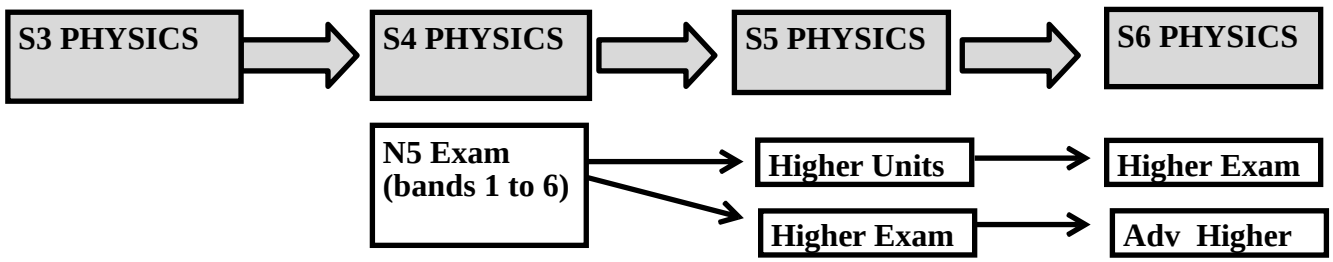
<u>Higher Physics Assessment</u>

At the end of the year pupils can either proceed to the Higher Exam or they can achieve Higher Unit passes. Pupils will be given a recommendation on this based upon assessment performances throughout the session.

Pupils who proceed to the exam will undertake an Assignment which will be marked by SQA and the result will contribute to the overall grade awarded.

Pupils who target Unit passes will not sit an external examination but will be required to complete a Practical Report and 3 Unit Assessments.

<u>Recommended Progression Pathways for HIGHER Physics</u>



PSYCHOLOGY
Higher (S6 Only)

Pupils who wish to choose this course **must have a minimum pass at English Higher**

WHAT IS THIS COURSE
Psychology is the **scientific study** of human **thought** and **behaviour**. Psychology looks at why we think, feel and act as we do.

Psychology is often divided into **five** major approaches:

- The behaviourist approach looks at how we learn through experience
- The psychoanalytic approach looks at the role of the unconscious and emotion
- The cognitive approach looks at how we think, use language and process sensory information
- The biological approach considers how our behaviours are shaped by our brain and body chemistry
- The humanist approach looks at our self-concept and potential for personal growth

COURSE CONTENT:
Higher Psychology involves studying:

- Memory
- Child development
- Stress
- Mental disorder
- Obedience
- Research methods

ASSESSMENT
There are three units, each with a closed book assessment. There is also a final exam.

PROGRESSION
Psychology graduates normally have to obtain a post-graduate qualification before they can specialise in areas such as Forensic Psychology, Educational Psychology, Clinical Psychology, Counselling Psychology, Teaching, Health Psychology or Occupational Psychology.

RMPS
Higher (S6 Only)
(Religious, Moral and Philosophical Studies)

Pupils who wish to choose this course **must have a minimum pass at English Higher**

WHY RMPS Higher?

Skills
Learners will be able to:
• critically analyse, reflect on and express reasoned views about religious, moral and philosophical questions and their impact
• investigate religious, moral and philosophical questions and responses
• express detailed, reasoned and well-structured views
• gain in-depth factual and abstract knowledge and understanding of beliefs, practices and sources related to world religions
• gain in-depth factual and theoretical knowledge and understanding of religious, moral and philosophical questions and responses to them

Opportunities for Learners
Learners will be able to:
• investigate and express detailed, reasoned and well-structured views about religious, moral and philosophical topics or issues
• interpret and explain sources related to world religions
• enquire into and evaluate contemporary moral questions and responses
• critically analyse religious and philosophical questions and responses
www.sqa.org.uk/files_ccc/ReligiousMoralandPhilosophicalStudiesSQPH.pdf

COURSE STRUCTURE
- 3 Units
  - World Religion (20 marks)
  - Morality and Belief (20 marks)
  - Religious and Philosophical Questions (20 marks)

Assignment (30 marks- 1hour 30minutes)
Question Paper (60 marks- 2hours 15minutes)

ENTRY REQUIREMENTS
This course will only be offered in S6, this helps to extend choices in the last year of schooling. The number of pupils sitting RMPS has steadily risen, within the school and on a national basis. Many educationalists believe this is due to a growing number of pupils who wish to reflect and think critically about their own and others beliefs.

It is desirable that pupils have an A – C pass at Higher Level English.
If you enjoy thinking, debating, expressing your opinions and beliefs, listening and learning new things, then you'll enjoy RMPS!

SPANISH
National 5

Why choose National 5 Spanish?
The aim of this course is to allow you to develop your skills in Spanish in useful and relevant contexts. The four skill areas are listening, speaking, reading and writing. You will also learn about Spain and the customs and way of life of the Spanish people. This makes the course extremely useful, both for various career paths and your personal use.

Entry to the course
This is at the discretion of the school but you would normally be expected to have completed the National 4 Spanish course.

Course outline
There are four contexts each with a variety of topics:

SOCIETY *Family and Friends*
Lifestyle
Media
Global languages
Citizenship

LEARNING *Learning in context*
Education

EMPLOYABILITY *Jobs*
Work and CVs

CULTURE *Planning a trip*
Other countries
Celebrating a special event
Literature of another country
Film and television

National 5 Assessment
There are internal units for those pupils who will be working towards units only. These are as follows:-

Internal Assessment:

Unit 1: Understanding Language (Reading and Listening)
You will be required to demonstrate your reading and listening skills and your understanding of detailed and complex written and spoken French in one of the contexts of citizenship, society, learning, employability and culture.

Unit 2: Using Language (Talking and Writing)
You will be required to demonstrate your knowledge and understanding, in both written and oral form of your ability to use detailed and complex language in one of the aforementioned contexts.

In National 5 the skills of listening and talking, reading and writing are assessed in the final examination. These are as follows:-

External Assessment:

Component 1	Question paper 1	Reading	(30 marks)
Component 2	Question paper 1	Writing	(20 marks)
Component 3	Question paper 2	Listening	(20 marks)
Component 4		Assignment Writing	(20 marks)
Component 5		Performance-talking	(30 marks)

Assignment Writing and Performance-talking are conducted in school, prior to the final exam. National 5 is achieved when you gain an overall grade A-D across all components.

SPANISH
Higher

Why choose Higher Spanish?
The Higher course offers you the opportunity to develop detailed and complex language skills
in the meaningful real-life contexts of society, learning, employability, and culture.

It provides the opportunity to:

- develop skills in reading, listening, talking and writing, which are essential for learning, work and life;
- develop understanding of how language works;
- use different media effectively for learning and communication; and use language to communicate ideas and information.

It also offers the opportunity to use creative and critical thinking to synthesise ideas and arguments; to enhance your enjoyment and understanding of your own and other cultures; to explore the interconnected nature of languages; and to develop independent learning.
Higher Spanish contributes towards the development of literacy skills by providing opportunities to read, listen, talk and write in Spanish, and to reflect on how this relates to English.

Entry to the course
This is at the discretion of the school but you would normally be expected to have attained one of the
following:

- A pass at National 5 Spanish course.

Course outline
There are four contexts each with a variety of topics:

SOCIETY	*Family and Friends* *Lifestyle* *Media* *Global languages* *Citizenship*	**LEARNING**	*Learning in context* *Education*
EMPLOYABILITY	*Jobs* *Work and CVs*	**CULTURE**	*Planning a trip* *Other countries* *Celebrating a special event* *Literature of another country* *Film and television*

Higher Assessment
There are internal units for those pupils who will be working towards units only. These are as follows:-

Internal Assessment:

Unit 1: Understanding Language (Reading and Listening)
You will be required to demonstrate your reading and listening skills and your understanding of detailed and complex written and spoken Spanish in one of the contexts of citizenship, society, learning, employability and culture.

Unit 2: Using Language (Talking and Writing)
You will be required to demonstrate your knowledge and understanding, in both written and oral form of your ability to use detailed and complex language in one of the aforementioned contexts.

In Higher the skills of listening and talking, reading and writing are assessed in the final examination. These are as follows:-

External Assessment:

Component 1	Question paper 1	Reading and Translation	(30 marks)
Component 2	Question paper 1	Writing	(20 marks)
Component 3	Question paper 2	Listening	(20 marks)
Component 4		Assignment Writing	(20 marks)
Component 5		Performance-talking	(30 marks)

Assignment Writing and Performance-talking are conducted in school, prior to the final exam. Higher is achieved when you gain an overall grade A-D across all components.

WORKING WITH OTHERS
(S6 option Only)

WHY WORKING WITH OTHERS National 5?
This course provides an opportunity to S6 students to develop communication and interpersonal skills. It provides an opportunity to work with younger pupils, assisting them with their studies, building confidence and self esteem.

ENTRY TO THE COURSE
Entry to the course is at the discretion of the Support for Learning Department.

COURSE OUTLINE
Students work alongside teachers in both secondary and primary schools assisting staff and tutoring younger pupils. They also work on a one to one basis either tutoring or in a paired reading setting. Students also either assist with or take small lunchtime clubs. Students have the option to work exclusively in the primary/nursery sector under the guidance of primary colleagues. On occasion students may be asked to '*buddy*' selected pupils to promote social inclusion.

ASSESSMENT
- Students will be asked to complete self evaluation pro-forma (strengths and development needs).
- Teachers' confirmation sheets are also completed.
- Paired reading log is completed at the end of each 'section'.
- Class teachers report on attendance and performance.
- All students complete two interviews, one at the start of the course, the other at the end of the course.
- Students complete a thousand word reflective essay.

PROGRESSION
This is a good qualification for those who would like to pursue a career in the following:

Teaching
Nursing
Social Work

This is also invaluable experience to put in your personal statement for UCAS