

# Baldragon Academy



## Choosing Courses

in S5/6

Course Choice Information

Booklet

2019-20

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# INTRODUCTION

As S4 pupils move towards the end of their compulsory years in school they will be, in conjunction with their parents/carers, be giving serious thought to the future and the opportunities available to them. Similarly, S5 pupils will also be giving careful consideration to the next stage of their education or planning for a career.

The purpose of this booklet is to provide a summary of the various opportunities that which are available at this time.

## School-based courses

Most S4 pupils and a number of S5 pupils return to Baldragon Academy for further study. This is an important decision and should not be made lightly. The school has particular expectations and demands which it places on senior pupils in terms of commitment to work, attendance and setting an example to S1-S4 pupils. A range of courses is available through the programme of national qualifications. This booklet contains information about these courses. These are offered at the following levels.

### Advanced Higher

These courses are followed by pupils in S6 who have successfully completed a related Higher Grade course. They will be considering a university or college based course in a related area of study. A good Higher pass (A or B) in the subject is normally required to undertake an Advanced Higher. These courses are delivered at a variety of locations, dependent on the subject: Baldragon Academy; another Dundee school under a consortium/partnership arrangement; Dundee University (City Campus).

### Higher

Courses leading to an award at Higher Grade are part of the programme of National Qualifications. For entry into Higher Grade courses, pupils are expected to have gained a National 5 award in the relevant course.

### National 5

Subjects offered at Higher level are most likely also offered at National 5. These courses allow pupils to study a subject beyond National 4. They are very useful for pupils who wish to study a Higher Grade course in the subject in S6.

### National 4

These are part of the programme of National Qualifications. Students returning to school to study at this level should be aware that there will be limited choices available to them. They should consider the options for their future carefully and ensure that they take advice from their guidance teacher and Skills Development Scotland.

### Skills for Work courses

A small number of these courses can be studied in school but they are mostly delivered by Dundee and Angus College. They are National 4 and National 5 level and are not designed for progress to Higher.

### National Progression Awards

A small number of these are available in school. These are studied on a modular basis and there is no end of year exam.

### Core

It is compulsory for all pupils in S5 to study 1 period per week each of PE, RE and PSE.

S6 pupils have periods per week of elective choices based up PE, RE and PSE.

# School-college partnership courses

## SQA/HNC Qualifications and Awards

A number of courses at SCQF Levels 4, 5, 6 and 7 are available for study on a Monday and Wednesday afternoon at Dundee and Angus College. These are mostly Skills for Work courses, National Progression Awards, HNCs and Professional Development Awards. You should be aware that there is limited progression for these awards in school and pupils would normally be progress with these studies in college/university or in a career.

## Foundation Apprenticeships

Foundation Apprenticeships are offered at SCQF Level 6. There is a two-year model, open to S5, which involves study on a Monday and Wednesday afternoon at Dundee and Angus College. S6 may undertake the same Foundation Apprenticeship over one year, attending college in the afternoons Monday to Thursday. Foundation Apprenticeships provide industry recognised qualifications in key sectors where there is a demand for skilled employees. Pupils may go direct to employment with the skills employers are looking for; earn a fast-track into a Modern or Graduate Apprenticeship or progress to college or university. All Foundation Apprenticeships are recognised as a Higher equivalent entry qualification.

Details of courses available are in the separate School-College Partnership handbook. There will be a seminar for interested pupils in parents in school on 6 March 2019 5pm-6pm.

## Future Skills College

In choosing Future Skills College students will continue in the senior phase of secondary education for one year, remaining on their school rolls but attending a facility within Dundee & Angus College. Students will complete their school education/qualifications with a focus on literacy and numeracy two days per week. They will also study bespoke job specific pre-apprenticeship college courses (2 days per week) and undertake work placements with their future employers (1 day per week).

As pupils will be on their respective school rolls they remain eligible for child benefit, EMA, free school meals and bus passes where appropriate.

In addition to this all students will be supported through an intensive course to improve their employability including: dealing with people, communications, workplace etiquette, CV writing and interview skills.

At the end of the year, if the various criteria are met, then the young people will move into either a traditional or a Modern Apprenticeship depending on the course they have chosen.

Should, for any reason, the placement not lead to employment then the young people will be guaranteed a full time course of study at D&A College.

These are the courses that will run in 2019-20. There will be an information evening in school on Wed 6 March 5-6pm for parents/carers to hear more about these courses.

<b>Business Administration</b>	<b>SCQF 5</b>
<b>Early Education &amp; Childcare</b>	<b>HIGHER</b>
<b>Electrical</b>	<b>SCQF 5</b>
<b>Joinery</b>	<b>SCQF 5</b>
<b>Plumbing</b>	<b>SCQF 5</b>

## Completing the Option Choice Form

There is an option choice form especially tailored to S5 and one for S6. You will have been given those with your S4/S5 Full Reports. An assembly will also have been held to explain these options to you.

At the bottom of your option choice sheet you will see Option Choice Notes. It is very important that you understand these. They are reproduced here to assist you.

<b>S4 into S5 Option Choice Notes</b>									
Plan your S5 choices by considering how you will progress your subjects from S4. <b>You must base your S5 choices on what you studied in S4.</b>									
Consider also how your choices will help you move forward into S6 or a future career/education beyond school.									
Core PE, RE and PSE are <b>compulsory</b> subjects in S5 for everyone.									
Make 5 choices from the 6 columns A to F. <i>You must also make a reserve choice in each column.</i> <b>You must base your S5 choices on what you studied in S4. You CANNOT crash a subject in S5.</b>									
Higher Level courses are allocated 6 periods per week. Select these from Columns A to E.									
N4/N5 Level courses are allocated 5 periods per week. Select these from Columns A to F.									
For every N4/N5 Level course you chose, you will have with an additional period allocated to skills for learning, life and work qualifications. These are nationally recognised and accredited qualifications and will be chose at a later date.									
You can select any combination of Higher and N4/N5 level courses to make your 5 choices. Subjects in Column F are available only at N4/N5 level. <b>You must make 5 choices.</b>									
You may choose <b>one</b> college course. Courses are studied at Dundee & Angus College at either Kingsway or Gardyne Campus on Monday and Wednesday afternoons. <b>Entry is by college interview.</b> You may only chose an HNC or 2 Year Foundation Apprenticeship course if you are committed to returning for S6.									
Recommended levels are found on your S4 full report or speak with your teacher.									
We will do our best to meet all of your first choices cannot make any guarantees. <b>You must therefore make reserve choices.</b>									
<b>All of your choices, including reserves, must be based on those you studied in S4. You CANNOT crash a subject in S5.</b>									
Information about all courses can be found in the Senior Phase Option Course Information and the School/College Partnership Booklets. These are on the school website <a href="http://baldragon.ea.dundee.city.sch.uk/our-school/curriculum">http://baldragon.ea.dundee.city.sch.uk/our-school/curriculum</a>									

<b>S5 into S6 Option Choice Notes</b>									
Plan your S6 choices by considering how you will progress your subjects from S4/5.									
Consider also how your choices will help you move forward into S6 or a future career/education beyond school.									
Higher/Advanced Higher Level courses are allocated 6 periods per week. Select these from Columns A to E.									
N4/N5 Level courses are allocated 5 periods per week. Select these from Columns A to F.									
For every N4/N5 Level course you chose, you will have with an additional period allocated to skills for learning, life and work qualifications. These are nationally recognised and accredited qualifications and will be chosen at a later date.									
You can select any combination of Advanced Higher, Higher and N4/N5 level courses. Subjects in Column F are available only at N4/N5 level. <b>The following rules apply to your selection:</b>									
<ul style="list-style-type: none"><li>• If you choose 3 Highers or less, you must study 5 subjects</li><li>• If you choose 4 Highers you may leave one column blank for supervised study</li><li>• If you choose 1 or 2 Advanced Higher and any other levels, you may leave one column blank for supervised study</li><li>• If you choose 3 Advanced Highers you may leave two columns blank for supervised study</li></ul>									
Everyone must study electives in Column G. These will be from a suite of choices based around PE/RE/PSE and will be chosen at a later date.									
You may choose one college course. <b>If you started a 2 year college course in S5 you must continue it into S6.</b>									
Courses are studied at Dundee & Angus College at either Kingsway or Gardyne Campus on Monday and Wednesday afternoons. <b>Entry is by college interview.</b>									
Recommended levels are found on your S5 full report or speak with your teachers.									
We will do our best to meet all of your first choices cannot make any guarantees. <b>You must therefore make reserve choices.</b>									
Information about all courses can be found in the Senior Phase Option Course Information and the School/College Partnership Booklets. These are on the school website <a href="http://baldragon.ea.dundee.city.sch.uk/our-school/curriculum">http://baldragon.ea.dundee.city.sch.uk/our-school/curriculum</a>									

All option choice forms should be returned by Friday 15 March.

The rest of this booklet has information about each of the course that are offered. School- College Partnerships courses are in a separate booklet. Everything is available on the school website. Information is also available from your subject teaches and guidance teachers.

<http://baldragon.ea.dundee.city.sch.uk/our-school/curriculum>

# **Course Descriptors**

# ADMINISTRATION & IT - NATIONAL 4/5



## Purpose and Aims

The key purpose of this course is to develop the administrative and IT skills of pupils. The skills developed will enable them to contribute to the functioning of organisations in the ever changing business world of today.

A large part of the course will focus on the practical aspects of working in the administration areas of business today. Pupils will develop a range of generic and subject specific skills, including the ability to use a range of IT packages such as Word Processing, Spreadsheets, Databases, Desktop Publishing and PowerPoint together with the newer social media technologies such as Instant Messaging and Blogs.

## Units

### **NATIONAL 4**

- Administrative Practices
- IT Solutions for Administrators
- Communication in Administration
- In addition, pupils will complete an “Added Value” unit. This unit will involve pupils undertaking practical administration and IT based tasks to organise and support a small-scale event.

### **NATIONAL 5**

- Theory
- IT Applications

## Assessment

### **NATIONAL 4**

- Assessment of the 3 main units
- Completion of the ‘added value’ unit
- All units internally assessed
- No end of year exam
- Awarded on a pass/fail basis

### **NATIONAL 5**

- Component 1 – Question Paper (50 marks) undertaken during exam diet in May/June
- Component 2 – Assignment (70 marks) completed in class time and sent to SQA for marking
- Final award graded A to D

## Homework

All pupils will be expected to complete homework on a regular basis in order to reinforce and develop learning, understanding and skills. Homework will vary and include written exercises, reading and research tasks.

## Progression

Success in National 4 could lead to National 5 Administration & IT.

Success in National 5 could lead to Higher Administration & IT.

## Career paths

Administration & IT can lead to a wide range of courses at college and university and a variety of careers in the business world in offices, banks, medical practices, accountants and solicitors offices

# ADMINISTRATION & IT - HIGHER



## Purpose and Aims

The Higher Administration and IT Course develops learners' advanced administrative and IT skills and enables them to contribute to the effective functioning of organisations in supervisory administrative positions.

## \*Units/Course Content

The course consists of 3 units -

- Administrative Theory and Practice
- IT Solutions for Administrators
- Communication in Administration

A pass for each internal assessment unit is required.

## \*Assessment

The Administration & IT course will be assessed through the use of 2 components -

### **Component 1**

- question paper (30 marks)
- the Question paper will be set and marked by the SQA and will cover the knowledge and understanding section of the course
- the question paper is sat during the exam diet in May/June

### **Component 2**

- assignment (70 marks)
- the assignment will be set by SQA, although completed under supervision in school and then sent to SQA for marking.

***\*Content and Assessment are subject to change by SQA\****

## Homework

Issued on a regular basis and will consist of written and/or research exercises.

## Progression

Further study for qualifications in administration (or related business areas) at further and higher education establishments.

## Career Paths

A wide range of administrative jobs in local, national and international businesses from administrative clerks to personal assistants.

# ART AND DESIGN - NATIONAL 4



## Purpose and Aims

The purpose of this course is to develop pupils' skills, confidence, knowledge and understanding in a wide range of art and design areas. Through successful completion of this course, learners will develop a range of important and transferrable skills. In addition to developing their own skills using a wide range of media, they will develop their understanding and appreciation of other artists and designers' work. Pupils will be reflective of their own development through self-evaluation. They will also be supported in developing their research and communication skills.

## Units

Pupils will study two main units. They can choose the areas of study within the two units:

- **Expressive** (*options include portraiture, still life and landscape*)
- **Design** (*options include graphics, jewellery, textiles, fashion and product design*)

In addition, they will complete an 'Added Value' unit. This involves producing a 'folio' of final pieces of expressive and design work that is inspired by the coursework developed throughout the two main units. Pupils will also study the work of other artists and designers.

## Assessment

- Unit by unit assessment of 2 main units
- All units internally assessed
- No end of year exam
- Awarded on a pass/fail basis

## Homework

All pupils will be expected to complete homework in order to reinforce and develop learning, understanding and skills. Homework will vary and include researching and developing ideas through drawing and other media.

## Progression

Success in National 4 could lead to National 5 Art and Design.

## Career Paths

Art and Design can lead to a wide range of courses at college and university and a variety of careers such as:

*Animation*

*Game design*

*Jewellery Design*

*Architecture*

*Graphic Design*

*Product Design*

*Costume and Theatre Design*

*Illustration*

*Sculpture*

*Fashion Design*

*Interior Design*

*Teaching*

# ART AND DESIGN - NATIONAL 5



## Purpose and Aims

The purpose of this course is to develop pupils' skills, confidence, knowledge and understanding in a wide range of art and design areas. Through successful completion of this course, learners will develop a range of important and transferrable skills. In addition to developing their own skills using a wide range of media, they will develop their understanding and appreciation of other artists and designers' work. Pupils will be reflective of their own development through self-evaluation. They will also be supported in developing their research and communication skills.

## Folios

Pupils will create two folios of work. The folios are worth 80 % of the overall National 5 Art and Design award. Pupils will select their areas of study for the two folios.

- **Expressive Folio** (*options include: portraiture, still life and landscape*)
- **Design Folio** (*options include: graphic design, jewellery, textiles, fashion and product design*)

## Written Exam

The written exam requires pupils to study and analyse works by a range of artists and designers. The exam lasts 90 minutes and is worth 20% of the overall National 5 award.

## Assessment

- Expressive and Design Folios sent to SQA in May for external assessment
- 90 minute SQA written exam analysing the work of studied artists and designers
- Final award graded A to D

## Homework

All pupils will complete homework in order to reinforce and develop learning, understanding and skills. Homework will include researching and developing ideas through drawing and other media. Pupils will also receive written homework and revision tasks for practice exam questions.

## Progression

Success in National 5 could lead to Higher Art and Design.

## Career Paths

Art and Design can lead to a wide range of courses at college and university and a variety of careers such as:

*Animation*

*Game design*

*Jewellery Design*

*Architecture*

*Graphic Design*

*Product Design*

*Costume and Theatre Design*

*Illustration*

*Sculpture*

*Fashion Design*

*Interior Design*

*Teaching*

# ART AND DESIGN - HIGHER



## Purpose and Aims

The purpose of this course is to further develop pupils' skills, confidence, knowledge and understanding in a wide range of art and design areas. Through successful completion of this course, learners will develop a range of important and transferrable skills. In addition to developing their own skills using a wide range of media, they will further develop their understanding and appreciation of other artists and designers' work. Pupils will be reflective of their own development through self-evaluation. They will also be supported in developing their research and communication skills.

## Units

Pupils will study two main units. They will have the opportunity to choose their areas of study. :

- **Expressive** (options include: portraiture, still life, landscape and built environment)
- **Design** (options include: graphic design, jewellery, textiles, fashion and product design)

This course will be assessed through a 'folio' of expressive and design work that is inspired by the coursework developed throughout the two main units. The folios are worth 73% of the overall Higher Art and Design award.

## Written Exam

The written exam involves studying and analysing the work of a range of artists and designers. This exam is worth 27% of the overall award and lasts 2 hours.

## Assessment

- Unit by unit assessment of 2 main units
- Folio of work sent to SQA for external assessment
- 2 hour SQA written exam analysing the work of studied artists and designers
- Final award graded A to D

## Homework

All pupils will complete homework in order to reinforce and develop learning, understanding and skills. Homework will vary and include researching and developing ideas through drawing and other media. Pupils will also receive written homework and revision tasks for practice exam questions.

## Progression

Success at Higher could lead to Advanced Higher Art and Design. There are also a wide range of Art & Design courses on offer at Dundee College at HNC and HND levels.

## Career paths

Art and Design can lead to a wide range of courses at college and university and a variety of careers such as:

*Animation*

*Game design*

*Jewellery Design*

*Architecture*

*Graphic Design*

*Product Design*

*Costume and Theatre Design*

*Illustration*

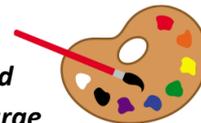
*Sculpture*

*Fashion Design*

*Interior Design*

*Teaching*

## ART AND DESIGN - ADVANCED HIGHER (DESIGN)



*Please note that there are two Advanced Higher courses available in the Art department. Advanced Higher (Expressive Art) is a separate course. Pupils may opt to study both courses. This requires a large amount of work, however would create a strong folio for anyone considering applying to Art College.*

### Purpose and Aims

The purpose of this course is to further develop pupils' skills, confidence, knowledge and understanding in a selected area of Design. Through successful completion of this course, learners will develop a range of important and transferrable skills. In addition to developing their own skills using a wide range of media, they will further develop their understanding and appreciation of other designers' work. Pupils will be reflective of their own development through self-evaluation. They will also be supported in developing their research and communication skills.

### Coursework

Pupils choose one area of Design for their coursework. They produce a large folio of work that develops a range of ideas of personal interest. Options include:

- Jewellery
- Textiles
- Fashion
- Graphic Design
- Illustration
- Product Design

Pupils also write a 2000 word essay that analyses the work of designers who work within their chosen area of study. The essay also provides pupils the opportunity to be reflective about their own work and the techniques that they have used within their folio.

### Assessment

- Folio of work sent to SQA for external assessment.
- 2000 word essay sent to SQA for external assessment
- 300 word evaluation. This is worth 10 % of the overall award
- Final award graded A to D

### Homework

All pupils will complete homework in order to reinforce and develop learning, understanding and skills. Homework will vary and include researching and developing ideas through drawing and other media. Pupils will also research their essays and complete draft versions for homework.

### Progression

Success at Advanced Higher level could lead to applications to Art Colleges for degree courses in a range of Art and Design specialisms. There are also a wide range of Art and Design courses on offer at Dundee College at HNC and HND levels.

### Career paths

Art and Design can lead to a wide range of courses at college and university and a variety of careers such as:

*Animation*

*Game design*

*Jewellery Design*

*Architecture*

*Graphic Design*

*Product Design*

*Costume and Theatre Design*

*Illustration*

*Sculpture*

*Fashion Design*

*Interior Design*

*Teaching*

## ART AND DESIGN - ADVANCED HIGHER (EXPRESSIVE ART)



*Please note that there are two Advanced Higher courses available in the Art department. Advanced Higher (Design) is a separate course. Pupils may opt to study both courses. This requires a large amount of work, however would create a strong folio for anyone considering applying to Art College.*

### **Purpose and Aims**

The purpose of this course is to further develop pupils' skills, confidence, knowledge and understanding in a selected area of Expressive Art. Through successful completion of this course, learners will develop a range of important and transferrable skills. In addition to developing their own skills using a wide range of media, they will further develop their understanding and appreciation of other artists work. Pupils will be reflective of their own development through self-evaluation. They will also be supported in developing their research and communication skills.

### **Coursework**

Pupils choose one area of study within the Expressive Arts. They produce a large folio of work that develops a range of ideas of personal interest. Options include:

- Portraiture
- Still Life
- Landscape
- Built Environment

Pupils also write a 2000 word essay that analyses the work of artists who work within their chosen area of study. The essay also provides pupils the opportunity to be reflective about their own work and the techniques that they have used within their folio.

### **Assessment**

- Folio of work sent to SQA for external assessment.
- 2000 word essay sent to SQA for external assessment
- 300 word Evaluation. This is worth 10 % of the overall award
- Final award graded A to D

### **Homework**

All pupils will complete homework in order to reinforce and develop learning, understanding and skills. Homework will vary and include researching and developing ideas through drawing and other media. Pupils will also research their essays and write draft versions for homework.

### **Progression**

Success at Advanced Higher level could lead to applications to Art Colleges for degree courses in a range of Art and Design specialisms. There are also a wide range of Art and Design courses on offer at Dundee College at HNC and HND levels.

### **Career paths**

Art and Design can lead to a wide range of courses at college and university and a variety of careers such as:

*Animation*

*Game design*

*Jewellery Design*

*Architecture*

*Graphic Design*

*Product Design*

*Costume and Theatre Design*

*Illustration*

*Sculpture*

*Fashion Design*

*Interior Design*

*Teaching*

# BIOLOGY - NATIONAL 4/5

## Why study Biology?

Biology is a fascinating subject to study and can lead on to a variety of rewarding career paths. Biology is the 'science of life' and as such involves the study of areas such as animals, people and plant life.

### Purpose and Aims



The aims of the course are to develop

- knowledge and understanding of biology
- an understanding of biology's role in scientific issues and relevant applications of biology in society and the environment
- scientific inquiry and investigative skills
- the use of technology, equipment and materials in practical scientific activities

### Units

There are 3 main units

- Cell Biology
- Multicellular Organisms
- Life on Earth

### Homework

All pupils will be expected to complete homework in order to reinforce and develop learning, understanding and skills. Homework will vary and include written exercises, reading, research and IT based tasks.

### Assessment

#### **National 4**

#### **National 5**

#### **Unit assessment**

Investigation, written questions and problem solving

Assessment 20 %

#### **Added Value Unit**

Open book Investigation on a biological topic. No more than 2 hours to present information previously gathered.

Exam 80% of final mark.

#### **SQA exam**

No exam. Grade awarded - pass or fail

Grade awarded A-D

### Progression

Success in National 4 could lead to National 5 Biology or National 4 in other science subjects.

Success in National 5 could lead to Higher Biology or National 5 in other science subjects.



### Career paths



Biology can lead to a wide range of courses at college and university and a variety of careers such

*Doctor  
Vet*

*Nurse  
Forensic Scientist*

*Teacher  
Laboratory technician*

*Research scientist  
Marine Biologist*

*Environmentalist  
Dentist*

## BIOLOGY - HIGHER

*Higher Biology and Higher Human Biology are considered to be the same subject by universities therefore it is advisable to study only one of these courses.*

### Why study Biology?

Biology is a fascinating subject to study which can lead to a variety of rewarding career paths. Biology is the 'Science of Life' and as such involve the study of animals, people and plant life.

#### Purpose and Aims

The aims of the course are to develop

- A deeper understanding of Biology
- The learners' interest and enthusiasm for Biology
- Scientific inquiry and investigative skills
- The use of technology, equipment and materials
- Skills of independent working



#### Units

There are 3 main units

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

#### Homework

All pupils will be expected to complete homework in order to reinforce and develop learning, understanding and skills. Homework will vary and include written exercise, reading notes and research tasks

#### Assessment

Unit Assessment	Investigation, written questions and problem solving
Added Value unit	Open book Investigation on a Biological topic. 1 hour 30 minutes to present information previously gathered. This is worth 20 marks towards final grade.
SQA Exam	Exam - Grade awarded A – D. This is worth 100 marks towards final grade.

#### Progression

Success in Higher Biology could lead to Advanced Higher Biology or Higher in other Science subjects. It could also lead to further qualifications in Biology or related areas.

#### Career Paths

Biology can lead to a wide range of courses at college and university and a variety of careers such as:

Doctor	Nurse	Teacher	Research scientist
Marine Biologist	Vet	Forensic scientist	Laboratory technician
Dentist			

## HUMAN BIOLOGY - HIGHER

*Higher Biology and Higher Human Biology are considered to be the same subject by universities therefore it is advisable to study only one of these courses.*

### Why study Human Biology?

Biology is a fascinating subject to study which can lead to a variety of rewarding career paths. Biology is the 'Science of Life' and Human Biology is the study of the human body.

#### Purpose and Aims

The aims of the course are to develop

- A deeper understanding of Human Biology
- The learners' interest and enthusiasm for Human Biology
- Scientific inquiry and investigative skills
- The use of technology, equipment and materials
- Skills of independent working



#### Units

There are 4 main units

- Human Cells
- Physiology and Health
- Neurobiology and Communication
- Immunology and Public Health

#### Homework

All pupils will be expected to complete homework in order to reinforce and develop learning, understanding and skills. Homework will vary and include written exercise, reading notes and research tasks

#### Assessment

Unit Assessment	Investigation, written questions and problem solving
Added Value unit	Open book Investigation on a Biological topic. 1 hour 30 minutes to present information previously gathered. This is worth 20 marks towards final grade.
SQA Exam	Exam - Grade awarded A – D. This is worth 100 marks towards final grade.

#### Progression

Success in Higher Human Biology could lead to Advanced Higher Biology or Higher in other Science subjects. It could also lead to further qualifications in Biology or related areas.

#### Career Paths

Biology can lead to a wide range of courses at college and university and a variety of careers such as:

Doctor	Nurse	Teacher	Research scientist
Forensic scientist	Laboratory technician	Dentist	

## BIOLOGY – ADVANCED HIGHER

Any pupils interested in studying this subject at Advanced Higher level should see Mrs Macdonald, PT Biology.

### Why study Biology?

Biology is a fascinating subject to study which can lead to a variety of rewarding career paths. Biology is the ‘Science of life’ and as such involve the study of animals, people and plant life.

#### Purpose and Aims

The aims of this Course are to:

- develop a critical understanding of the role of biology in scientific issues
- extend and apply knowledge, understanding and skills of biology
- develop and apply the skills to plan, carry out and evaluate complex practical scientific activities
- extend and apply problem solving skills in a biology context
- further develop an understanding of scientific literacy, using a wide range of resources, in order to communicate complex ideas and issues and to make scientifically informed choices
- extend and apply skills of independent working in biology

#### Units

There are 3 main units

- Cells and Proteins
- Organisms and Evolution
- Investigative Biology

#### Homework

All pupils will be expected to complete homework in order to reinforce and develop learning, understanding and skills. Homework will vary and include written exercise, reading notes and research tasks

#### Assessment

Unit Assessment	Investigation, written questions and problem solving
SQA Exam	Question Paper 100 marks
Project	30 marks

#### Progression

- HND/degree in a biology-based course or a related area
- A career in a biology-based discipline or related area
- A biology-based HND/degree programme
- Careers in a biology-based or related area including the health sector, agricultural science, education, environmental services

#### Career Paths

Biology can lead to a wide range of courses at college and university and a variety of careers such as:

<i>Doctor</i>	<i>Nurse</i>	<i>Teacher</i>	<i>Research scientist</i>
<i>Marine Biologist</i>	<i>Vet</i>	<i>Forensic scientist</i>	<i>Laboratory technician</i>
<i>Dentist</i>	<i>Pharmacologist</i>		

## **BUSINESS - NATIONAL 4**



### **Purpose and Aims**

The purpose of this course is to develop pupils' understanding of the way in which businesses operate in the current dynamic, ever changing, competitive and economic environments of today. It is also designed to encourage enterprising ideas and attitudes. This is done through enabling pupils to gain an understanding of why and how individuals set up in business and how businesses are run. To this end the course is practical and experiential in nature and develops a wide range of skills for learning, life and work. The course also enables pupils to demonstrate simple business planning and decision making while encouraging enterprising and problem solving skills and attributes through practical activities and investigation of real-life business situations.

### **Units**

The 2 main units which will be studied are:

- Business in Action
- Influences on Business

In addition pupils will complete an 'Added Value' unit. This involves pupils preparing a simple business proposal for an aspect of a new small business, making use of appropriate technology where applicable.

### **Assessment**

#### **NATIONAL 4**

- Assessment of the 2 main units
- Completion of 'added value' unit
- All units internally assessed
- No end of year exam
- Awarded on a pass/fail basis

### **Homework**

All pupils will be expected to complete homework in order to reinforce and develop learning, understanding and skills. Homework will vary and include written exercises, reading and research tasks.

### **Progression**

Success in National 4 Business could lead to National 5 Business Management.

Success in National 5 Business Management could lead to Higher Business Management.

### **Career paths**

Business Management can lead to a wide range of courses at university and college. It can also lead to a variety of careers in business, banking, accounting, management both at home and overseas.

# BUSINESS MANAGEMENT - NATIONAL 5



## Purpose and Aims

Business Management builds on the skill, knowledge and understanding gained in Business National 4 and acts as an introduction to the business world.

The main purpose of the course is to highlight the ways in which organisations operate and the steps they take to achieve their goals. This is done through the study of the different aspects which make up a business organisation. (See unit titles below)

The course aims to develop a wide range of skills for learning, life and work through active learning in real-life contexts. These skills include employability skills such as flexibility, adaptability, reliability and working with others as well as numeracy, literacy and ICT skills.

## Units

The 3 main units which will be studied are:

- Understanding Business
- Management of People
- Management of Finance
- Management of Marketing
- Management of Operations

## Assessment

### **NATIONAL 5**

- Completion of course assessment using 2 components
  - Component 1 – Question Paper (90 marks). The question paper will be set and marked by the SQA and sat during the May/June exam diet.
  - Component 2 – Assignment (30 marks). The assignment will be set by SQA, completed under supervision in school and then sent to SQA for marking.
- Final award graded A-D

## Homework

All pupils will be expected to complete homework on a regular basis in order to reinforce and develop learning, understanding and skills. Homework will vary and include written exercises, reading and research exercises.

## Progress

Success in National 5 Business Management could lead to Higher Business Management.

## Career paths

Business Management can lead to a wide range of courses at university and college. It can also lead to a variety of careers in business, banking, accounting, management and industry both at home and overseas

## **BUSINESS MANAGEMENT - HIGHER**



### **Purpose and Aims**

The aim of the Course is to highlight the ways in which organisations operate and the steps they take to achieve their strategic goals. This aim will be achieved by combining theoretical and practical aspects of learning through the use of real-life business contexts. The skills, knowledge and understanding will be embedded in current business theory and practice and reflect the integrated nature of organisations, their functions and their decision-making processes.

### **\*Units/Course Content**

The course consists of 3 units –

- Understanding Business
- Management of People and Finance
- Management of Marketing and Operations

A pass for each internal assessment unit is required.

### **\*Course Assessment**

The Business Management course will be assessed through the use of 2 components.

Component 1 – question paper (70 marks)

Component 2 – assignment (30 marks)

Component 1 the Question paper will be set and marked by the SQA and sat during the May/June exam diet.

Component 2 – the Assignment will be set by SQA, although completed under supervision in school and then sent to SQA for marking.

***\*Content and Assessment are subject to change by SQA\****

### **Homework**

Issued regularly

### **Progression**

Advanced Higher Business Management Course or relevant component Units

Further study, employment and/or training

### **Career Paths**

A wide range of management jobs in local, national and international businesses in areas such as marketing, sales, operations, banking, and insurance

## **BUSINESS MANAGEMENT – ADVANCED HIGHER**

Any pupils interested in studying this subject at Advanced Higher level should see Mrs Maloney, PT Business Studies.

# CHEMISTRY - NATIONAL 4/5



## Purpose and Aims

Chemistry is the study of the matter of which our universe is made. It is a discipline of science and sits well with the other sciences, biology and physics. The purpose of the course is to develop pupils' knowledge and understanding of

- Atomic theory and how atoms and molecules bind together,
  - How chemistry is an essential to our understanding of nature,
  - And how our society is dependent on chemistry and has been wonderfully enhanced by chemical discoveries and technology.
- To that end there are opportunities for practical work, and we develop scientific enquiry and investigative skills. Pupils also learn to evaluate, to analyse and to solve practical problems. Theories and results have to be communicated and this develops presentation and literacy skills. These skills are all transferable and will enhance a pupils' general education.

## Units

Three main units are covered: Chemical changes and structure, Nature's Chemistry and Chemistry and Society. The "Added Value Unit" gives pupils the opportunity to demonstrate challenge and application in skills of scientific enquiry, investigation, analytical thinking and knowledge and understanding.



## Assessment

<b>National 4</b>	<b>National 5</b>
<ul style="list-style-type: none"><li>• End of unit assessment</li><li>• The added value unit will be an open book assessment where pupils will present the outcome of their study – carried out under exam conditions</li><li>• Award given is pass or fail.</li></ul>	<ul style="list-style-type: none"><li>• Assignment – 20 marks. (Externally marked)</li><li>• An SQA exam consists of 80% of the final mark.</li><li>• Awards are given grade A-D.</li></ul>

## Homework

All pupils will be expected to complete all homework assignments. These are designed to reinforce work carried out in class, to allow pupils to assess their own progress; and to allow staff to assess each pupils' learning. Pupils are expected to take a responsible attitude towards homework.

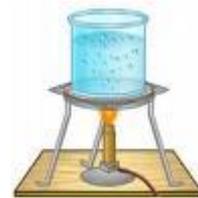
## Progression

From National 4 chemistry pupils have the option to move on to National 5, and then to Higher Chemistry. National 5 pupils have the option to move onto Higher Chemistry and then Advanced Higher Chemistry

## Career Path

A qualification in chemistry can lead to careers such as medicine; scientific research; manufacturing industry; engineering; dentistry; veterinary surgeon; environmentalist; ecologist; teacher etc. Many of the skills developed in chemistry are used in many other careers which are not "scientific", such as accountancy, law or management.

## CHEMISTRY - HIGHER



### Course Aims

The course is designed to build on the knowledge and understanding gained in National 5 course by examining certain topics in greater depth and expanding the field of knowledge by the study of new topics. A greater emphasis on the social and economic importance of chemistry should be brought out during consideration of industrial processes. Positive pupil attitudes and problem solving skills should be developed during the experimental work and research topics.

### Recommended Entry Requirements

Before admission to the course students would normally be expected to have attained a pass at National 5 level or shown a good level of understanding in other Science subjects at National 5 level.

### Course Structure and Content

The course consists of the following units of work -

1. **Chemical Changes and structure** (3 SCQF credit points). This looks at rate of reactions, the periodic table and chemical structures.
2. **Nature's Chemistry** (6 SCQF credit points) This covers the key areas of fats and oils, chemistry of cooking, soaps detergent and emulsions etc
3. **Chemistry in Society** (6 SCQF credit points) Learners will understand how to get the most from reactants, how to run industrial processes efficiently and to minimise the effects on the environment.
4. **Researching Chemistry** (3 SCQF credit points) This section allows opportunity for collaborative and independent learning. Learners will review background information, plan and undertake a practical investigation related to chemistry.

*Details of the Learning Outcomes and suggested activities are to be found in the **Higher Chemistry Course Unit Specification**.*

### Assessment

Assessment structure -

- Component 1 – question paper 100 marks
- Component 2 – assignment 20 marks.

The assignment is set by the school under SQA guidelines, conducted under exam conditions and will be submitted for external marking. The course is graded from A-D.

### Homework

Pupils are expected to manage their own homework schedule. Each piece of work has a homework exercise appropriate for it, and this is to be done and handed in each week.

### Progression and Career Path

From Higher chemistry, pupils can move to Advanced Higher and then to a scientific or chemistry degree at university or college. If this is not the chosen path, the scientific knowledge and skills developed in the course are very useful in many careers and professions; giving a sound scientific understanding and many transferable skills.

## CHEMISTRY – ADVANCED HIGHER

Any pupils interested in studying this subject at Advanced Higher level should see Miss Wilson, PT Chemistry.

# COMPUTER GAMES DESIGN - NPA



## Purpose and aims

The purpose of the course is to meet the SQA criteria for the relevant National Progression Award. The course aims to deliver an experience of software development specifically geared toward games design. The course will develop pupil's skills in areas such as problem solving, ICT, collaboration and leadership along with key areas of numeracy and literacy. Pupils should complete the course with a wider understanding of the games industry as a whole and in particular the games industry in Scotland.

## Units

**Design** – We will look at the games you play and what makes them so enjoyable. We will examine the technology we use to play and how it impacts our experience. We will take these aspects of game design and apply them to designing games of our own.

**Media Assets** – Graphics, sound effects, music and more. Media assets provide the shine and glamour we know and love from the AAA titles we play every day. The development of gaming technology has meant media assets are now more realistic than ever. We will examine the process of developing and creating these assets for ourselves.

**Development** – During this unit we will take the knowledge we have gained and use it to begin development of our own games. Using YoYo Game's Gamemaker software we will design and develop our own games following the software development process. Gamemaker is a powerful tool able to produce games for sale currently on the Steam workshop.

## Assessment

Assessment is ongoing throughout the course and is entirely coursework based. Assessment tasks will be broad and varied aiming to demonstrate learning gained throughout the course. There is no formal examination.

## Homework

Homework will be provided to consolidate learning or to facilitate differentiation and catch up on work missed.

## Progression

The course is offered at level 4, 5 and 6. Each level offers progression on to the level above. NPA awards are considered for progression on to relevant NQ/HNC/HND and degree level courses.

## Career Paths

- Animator
- Applications developer
- Game designer
- Games developer
- Graphic designer
- Multimedia programmer
- Software engineer
- VFX artist

# COMPUTING SCIENCE - NATIONAL 4/ 5



## Why study Computing?

Our daily lives are driven by technology, whether at work, shopping, chatting, driving, dancing and practically every other activity we engage in relies to some extent on Computer Science.

Computing skills are therefore highly valued and drive innovation – in medicine, engineering, business, science, entertainment and education to name a few.

Computing jobs are among the best paid and have the highest job satisfaction. There is a huge shortage of good, qualified Computing professionals in many places; Scotland, the rest of the UK, Europe and beyond!

Use the knowledge and skills you gain to give you entry to a wide variety of specialist courses available at universities such as Computing Science, Software Engineering, Computer Games Design, Computer Security and Ethical Hacking, or to secure places on courses as diverse as Dentistry, Law, Languages, Mathematics, Marine Biology, Medicine and Engineering.

## Units

### *National 4 and National 5*

#### **Software Design and Development**

- Develop an understanding of programming and its importance in the modern world through the process of designing, writing and testing your own programs
- Expand your knowledge by learning a new programming language.
- Learn the different ways that a computer deals with the programs you write when it only 'understands' the binary number system.
- Discover how to catch errors and deal with them before they cause major problems.

#### **Information System Design and Development**

- Learn about different types of information systems including web pages
- Find out about scripting and html used within information systems
- Learn about different types of network
- Discover more about hardware and software
- Find out about different ways of storing data including 'the cloud'

## Assessment

To be awarded the **National 4** Computing Science qualification, learners must pass the two core Units and the Added Value Unit. There is no external exam and it is graded Pass or Fail.

At **National 5** there will be an external exam and course assessment produced by the SQA. The course assessment accounts for 31 % of the pupils overall mark and the exam 69 %. Grades from A to D are awarded to successful pupils.

# COMPUTING SCIENCE - HIGHER



## Why study Computing?

Like it or not you're living in it – this is the Digital Age. Computer programmes have all but infiltrated every aspect of our lives. Computer scientists theorise, design, develop, and apply the software and hardware for the programmes we use day in day out. Computing skills are therefore highly valued and drive innovation – in medicine, engineering, business, science, entertainment and education to name a few.

Computing jobs are among the best paid and have the highest job satisfaction. There is a huge shortage of good, qualified Computing professionals in many places; Scotland, the rest of the UK, Europe and beyond! Therefore, the prospects for students is extremely good with predictions that there is an increasing shortage of qualified staff worldwide.

Use the knowledge and skills you gain to give you entry to a wide variety of specialist courses available at universities such as Computing Science, Software Engineering, Computer Games Design, Computer Security and Ethical Hacking, or to secure places on courses as diverse as Dentistry, Law, Languages, Mathematics, Marine Biology, Medicine and Engineering.

## Content

The Higher Course will build on National 5 and will develop an extended range of computing and computational thinking skills across a range of innovative areas.

It will also encourage a broadening of knowledge and understanding along with the ability to apply this in practise to solve problems.

- Software Design and Development
- Information System Design and Development

## Entry

Pupils should normally have attained a pass at National 5 level.

## Assessment

To be awarded the Higher Computing Science qualification, learners must pass the course task set by the SQA and the final Exam. There may be an opportunity to progress to Advanced Higher Computing Science.

# CREATIVE INDUSTRIES – NATIONAL 5



The National 5 Creative Industries is a qualification which develops the knowledge and skills required for employment or further study in the creative industries.

The Course covers the following units: an Introduction to the Creative Industries, Creative Industries Skills Development, the Creative Process, and a Creative Project.

As they work through the Course, learners will gain an awareness of the opportunities and jobs in the different sectors and they will develop transferable employability skills, including:

- an understanding of the workplace and the employee's responsibilities (e.g. time-keeping, appearance, customer care)
- self-evaluation skills
- positive attitude to learning
- flexible approaches to solving problems
- adaptability and positive attitude to change
- confidence to set goals, reflect and learn from experience
- skills to become effective job-seekers and employees

The key focus of the course is to provide learners with the opportunity to work with others to plan, develop, implement and evaluate a creative project in response to a given brief.

# ENGLISH - NATIONAL 4/5



## Purpose and Aims

The main purpose of the National 4/5 courses is to provide learners with opportunities to develop their communication skills. Pupils will spend time honing their ability to talk, listen, read and write towards the end of understanding and using language in an effective manner. Pupils will also study literature drawn from a number of different contexts.

## Units

To achieve National 4 English, pupils must submit a portfolio of two pieces of writing to the SQA and pass the externally assessed exam. There are no internally assessed units for this course

## Assessment

### **NATIONAL 4**

- All units must be passed.
- All units are internally assessed.
- There is no end of year exam. Instead, the Added Value Unit represents the culmination of learning.
- The course is awarded on a pass fail basis.

### **NATIONAL 5**

- A portfolio of writing
- A Spoken Language assessment. This is internally assessed.
- End of year exam. There are two papers: Reading for Understanding, Analysis and Evaluation, worth 30 %; Critical Reading (Scottish Text Analysis questions and one Critical Essay), worth 40 %.
- The final award is A to D.

## Homework

All pupils will be expected to complete homework activities on a consistent basis in order to supplement and reinforce the learning encountered in class. Homework will vary and will include different reading, writing and research activities.

Pupils undertaking the National 5 course will be required to participate in the consistent revision activities so as to ensure they are fully prepared for the prelim and final SQA exams.

## Progression

Success in National 4 could lead to National 5 in English.

Success in National 5 could lead to Higher English.

## Career Paths

English can lead to a wide range of courses at college and university and a variety of careers. It is recognised by most employers as a very useful qualification.





# GEOGRAPHY - NATIONAL 4/5



## Purpose and Aims

The purpose of this course is to develop pupils' knowledge and understanding of our world; they will learn about the physical environment around them and how people live in and use that environment. To aid that understanding there will be opportunities for practical activities, including fieldwork.

Geography is studied at a range of scales from local to global. It draws upon both the natural and social sciences and therefore has links with many other disciplines.

Through successful completion of this course, learners will develop a range of important and transferrable skills: they will be able to use, interpret and explain geographical information, maps and data, as well as develop their research and communication skills.

## Units

3 main units are studied: Physical Environments, Human Environments and Global Issues.

In addition pupils will complete an 'Added Value' unit. This involves researching a topic in the local area and gathering fieldwork data which will then be collated, analysed and written up.

## Assessment

### **NATIONAL 4**

- Unit by unit assessment of 3 main units
- Completion and write up of fieldwork 'added value' unit
- All units internally assessed
- No end of year exam
- Awarded on a pass/fail basis

### **NATIONAL 5**

- 1 hour controlled assessment , writing up elements of the field work assignment
- SQA end of year exam
- Final award graded A to D

## Homework

All pupils will be expected to complete homework in order to reinforce and develop learning, understanding and skills. Homework will vary and include written exercises, reading, research and IT based tasks.

## Progression

Success in National 4 could lead to National 5 Geography.

Success in National 5 could lead to Higher Geography.

## Career paths

Geography can lead to a wide range of courses at college and university and a variety of careers such as:

*Aid worker*

*Armed forces*

*Cartographer*

*Charity fundraiser*

*Conservation worker*

*Engineer*

*Forestry manager*

*GIS specialist*

*Holiday rep*

*Housing officer*

*Surveyor*

*Teacher*

*Tourist information*

*Town planner*

*Transport manager*

*Travel agent*

*Weather forecaster*

# GEOGRAPHY - HIGHER



## Purpose and aims

This Course seeks to develop the learner's understanding of our changing world and its human and physical processes. Opportunities for practical activities, including fieldwork, will be encouraged, so that learners can study and interact with their environment.

## Units/Course content

There are three main areas of study.

- Physical environments (includes Key topics on Atmosphere, Biosphere, Hydrosphere and Lithosphere).
- Human Environments (includes Key topics on Population, Rural land use and management and Urban land use and management).
- Global Issues (Two topics will be studied from the following list, Development and Health, River Basin management, Global climate change, Energy, or Trade, Aid and Geopolitics).

## Assessment

There are three main areas of assessment.

- An end of Unit assessment on each area of study (Physical/Human/Global – pass or fail)
- A Course award externally marked by the SQA. (2 hour 15 minute written exam – 60 marks)
- An 'student assignment' report (written report under exam conditions - 1 hour 30 minutes, 30 marks)

## Homework

Pupils are expected to complete and return any course associated homework.

## Progression

This Course or its Units may provide progression to:

- Advanced Higher Geography Course or its Units
- further study, employment and/or training

## Career Paths

The Higher Geography Course provides an entry qualification for study in further and higher education and for entry into a diverse range of occupations and careers. Examples of future careers may include

<i>Conservation officer</i>	<i>Aid worker</i>	<i>Market research analyst</i>	<i>Emergency services manager</i>
<i>Teacher</i>	<i>Town Planner</i>	<i>Surveyor</i>	<i>Flood protection manager</i>
<i>Coastal engineer</i>	<i>Aerial Surveyor</i>	<i>Travel writer</i>	<i>Holiday representative</i>
<i>Environmental health officer</i>		<i>Environmental consultant</i>	

# GEOGRAPHY – ADVANCED HIGHER



## Entry Requirements

Preferably Higher Geography at A or B

## Purpose and aims

The intention of the Advanced Higher Geography Course is to continue the development of learners understanding of our changing world and its human and physical processes in local, national, international and global study contexts. The Advanced Higher course aims to foster greater maturity of outlook and to promote independent study.

The Advanced Higher allows pupils to participate in a wide range of practical fieldwork activities allowing pupils to interact with their environment. The contexts for study are local, national, international and global.

In the 21st century, with growing awareness of the impact of human activity upon the environment and scarce resources, the study of Geography fosters positive life-long attitudes. This Course will provide learners with the knowledge and skills to enable them to effectively engage with challenging issues in their local communities and wider society.

## Units/Course content

There are 2 units that Candidates have to complete:

- **Geographical Skills** (50 marks) where map interpretation, the gathering and processing of techniques and geographical data handling are examined.
- **Geographical Folio** - In this Unit, the learner will be required to complete 2 pieces of coursework.

**Coursework 1 – the Issues Essay** (40 marks with a word count of 1,300 words).

Here a topical geographical issue is critically evaluated, viewpoints are examined and evidence from a range of sources relating to complex, current geographical issue are used.

**Coursework 2 – The Study** (60 marks with a word count of 3,000 words)

This will take the form of an in depth study of a research topic set in a local context showing application of some of the skills already gained through previous Added Value Units at National 5 & 6 level. It must focus on the processes of planning, research, analysis, evaluating and presenting information. The focus for this unit will be the challenge of the depth of study and the application of cartographic and statistical skills learned throughout the course.

## Assessment

To gain a course award at Advanced Higher a candidate must pass unit assessments and outcomes, complete the 2 pieces from the folio and sit the final exam.

## Homework

Homework will be issued on a regular basis, relating to map interpretation, fieldwork scenarios and coursework completion.

## Progression and Career Paths

Advanced Higher Geography is an excellent preparation for Higher Education. Students will find that Geography is a useful subject for those going on to either an Arts or Science degree course, and Geography itself can be studied as part of an M.A. or B.Sc. Careers in Geography include:

*Climatologist*

*Coastal Zone Manager*

*Lecturer/Researcher*

*Community Development*

*Conservation Officer*

*Conservationist*

*Diplomat*

*Earth Scientist*

*Environmental Educator*

*Environmental Manager*

*Environmental Planner*

*Geographic Information Specialist*

*Foreign Service Officers*

*Geologist*

*Land Use Planner*

*Map Editor*

*Map Librarian*

*Map, Satellite Image Interpreter*

*Market Researcher*

*Meteorologist*

*Military Planner*

*Police*

*Teacher*

## HISTORY - NATIONAL 4/5

“A people without the knowledge of their past history, origin and culture is like a tree without roots”

Marcus Garvey



### Why choose history?

The Study of History encourages pupils to develop an awareness and understanding of the society and world in which they live. The essential skills, (Knowledge, Understanding, Enquiry, Critical Thinking and Communication), should foster the ability to make balanced judgements and decisions on past and contemporary issues.

### Purpose and Aims

In History, learners develop their understanding of the world by learning about other people and their values, in different times, places and circumstances.

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

History contributes to learners’ understanding of the society in which they live and work by helping them to develop a map of the past and an appreciation and understanding of the forces which have shaped the world today.

### Units

**6 main units are studied:**

1. Changing Britain 1760-1914
2. The Era of “The Great War”
3. The Red Flag Lenin and the Russian Revolution
4. Modern Britain
5. The USA
6. Migration and Empire

*This is dependant upon which class you’re allocated and which column you are placed in.*

In addition pupils will complete an ‘Added Value’ unit.

### Homework

All pupils are expected to revise and study at home on a regular basis. Homework will be varied: research, practice questions, completion of class work, producing presentations, using online materials.

### Progression

**Success in National 4** could lead to National 5 History, National 4 Courses in other social science subjects, Skills for Work Courses, Employment/Training, College courses.

**Success in National 5** could lead to Higher History, National 5 Courses in other social science subjects, Skills for Work Courses, Employment/Training, College courses.

### Assessment

#### **NATIONAL 4**

- Unit by unit assessment of 3 main units
- Completion and write up of research-based ‘added value’ unit
- All units internally assessed
- No end of year exam
- **Awarded on a pass/fail basis**

#### **NATIONAL 5**

- 1 hour controlled assessment , writing up elements of the research-based assignment
- SQA end of year exam – 2 hours 20 minutes
- **Final award graded A to D**

### Career Paths

History can lead to a wide range of courses at college and university and a variety of careers such as:

Historian	Archaeologist	Museum Curator	Art Historian	Civil Servant	Librarian	Lawyer
Doctor	Armed Forces	Investment Banker	Marketing	Teacher	Police Officer	Politician
Town Planning	Aid Worker	Community Education	Social Worker	Sociologist	Trade Union Work	
NHS Administration		Social Researcher				

## HISTORY - HIGHER

***“The more you know of your history, the more liberated you are.” Maya Angelou***



### Why choose History?

The Study of History encourages pupils to develop an awareness and understanding of the society and world in which they live. The essential skills, (Knowledge, Understanding, Enquiry, Critical Thinking and Communication), should foster the ability to make balanced judgements and decisions on past and contemporary issues.

### Purpose and Aims

In History, learners develop their understanding of the world by learning about other people and their values, in different times, places and circumstances.

The S5 Higher History Course will encourage learners to develop important attitudes, including: an open mind and respect for the values, beliefs and cultures of others; openness to new thinking and ideas and a sense of responsibility and global citizenship.

History contributes to learners' understanding of the society in which they live and work by helping them to develop a map of the past and an appreciation and understanding of the forces which have shaped the world today.

#### Units Studied

- *The USA 1918-68 Large Scale State*
- *Britain 1851-1951*
- *Migration and Empire*

#### Homework

All pupils are expected to revise and study at home on a regular basis. Homework will be varied: research, practice questions, completion of class work, producing presentations, using online materials.

#### Progression

Success in History within Higher History will allow student's progress to Advanced Higher History in S6

### Assessment *(this is due to change for June 2018-19 session – more information will be available in April 2018)*

The Higher History Course allows learners to acquire breadth and depth in their knowledge and understanding of the past through the study of Scottish, British, European and world contexts in a variety of time periods

- Section 1: Historical Study: Scottish (20 marks)
- Section 2: Historical Study: British (20 marks)
- Section 3: Historical Study: European and World (20 marks)
- Component 2 — assignment (The assignment will have 30 marks)

### Career Paths

History can lead to a wide range of courses at college and university and a variety of careers such as:

<i>Historian</i>	<i>Archaeologist</i>	<i>Museum Curator</i>	<i>Art Historian</i>	<i>Civil Servant</i>	<i>Librarian</i>	<i>Lawyer</i>
<i>Doctor</i>	<i>Armed Forces</i>	<i>Investment Banker</i>	<i>Marketing</i>	<i>Teacher</i>	<i>Police Officer</i>	<i>Politician</i>
<i>Town Planning</i>	<i>Aid Worker</i>	<i>Community Education</i>	<i>Social Worker</i>	<i>Sociologist</i>	<i>Trade Union Work</i>	

## HISTORY - ADVANCED HIGHER

### *Britain at Peace and War 1938-1951*

#### Entry Requirements

Higher History (A/B pass preferred)



#### Purpose and Aims

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

Through the detailed study of a chosen field, learners are able to engage with the issues which arise from significant historical events and developments. The depth of study enables them to engage fully with historical debate and thereby develop a deeper appreciation of the forces which have shaped historical developments.

These aims will be achieved by studying a chosen field in depth. Learners will be given one Field of Study from a specified choice.

The course will also provide the opportunity to integrate their skills in an extended piece of individual research.

The skills and the understanding gained can be applied to other historical and contemporary settings and issues.

#### Units

The course content covers ten topics which explore the social, economic, political and military history of Britain 1938-1951.

The course has to cover six of these topics in depth to allow candidates to show their source handling skills.

The candidates also need to produce a dissertation of no more than 4,400 words on a historic topic of their choosing.

#### Assessment

- Unit by unit assessment
- Dissertation (50 marks)
- SQA end of year exam (90 marks)
- Final award graded A to D

#### Homework

All pupils will be expected to complete homework in order to reinforce and develop learning, understanding and skills. Homework will vary and include written exercises, reading, research and IT based tasks.

#### Progression & Career Paths

Success in Advanced Higher History could lead to progression to law, humanities and social science university courses. Some centres may offer second year entry. Advanced Higher History can also provide a pathway to related careers such as:

*Aid worker*

*Armed forces*

*Civil servant*

*Community education*

*Consumer protection*

*Historian*

*Local government*

*Law*

*Marketing*

*NHS administration*

*Police officer*

*Politician*

*Social worker*

*Social researcher*

*Sociologist*

*Teacher*

*Town planning*

*The Media and Advertising*

*Trade union work*

# HOME ECONOMICS - HEALTH AND FOOD TECHNOLOGY - NATIONAL 4/5



## Purpose and Aims

The Course allows learners to:-

- develop knowledge and understanding of the relationships between health, food and nutrition
- develop knowledge and understanding of the functional properties of food
- make informed food and consumer choices
- develop the skills to apply their knowledge in practical contexts
- develop organisational and technological skills to make food products
- develop and apply safe and hygienic practices in practical food preparation

The skills developed in this course will allow learners to work both independently and collaboratively.

Learners should be able to transfer these skills to learning, life and work.

## Units

3 main units are studied:

- Food Product Development
- Food for Health
- Contemporary Food Issues

## Assessment

### NATIONAL 4

- Unit by unit assessment of 3 main units
- 'Added value unit' Learners will produce a food product in response to a given brief.
- No end of year exam
- Awarded on a pass/fail basis

### NATIONAL 5

- Assignment Learners will plan and develop a food product (60 marks for course)
- SQA end of year exam (60marks for course)
- Final award graded A-D

## Homework

All pupils will be expected to complete homework in order to reinforce and develop learning, understanding and skills.

## Progression

Success in National 4 could lead to National 5 Health and Food Technology.

Success in National 5 could lead to Higher Health and Food Technology.

## Cost

As with all Home Economics courses there is an element of practical food work and therefore learners will be expected to contribute to the cost of food they make. The charge will be £1 for each dish made.

## Career Paths

Home Economics can lead to a wide range of careers such as:-

<i>Advertising</i>	<i>Counselling</i>	<i>Customer Services</i>	<i>Catering and Hotel Management</i>
<i>Dietician</i>	<i>Energy Advisor</i>	<i>Food Scientist</i>	<i>Environmental Health Officer</i>
<i>Health Promotion</i>	<i>Media</i>	<i>Chef/Baker</i>	<i>Nutritionist</i>
<i>Play Worker</i>	<i>Social Services</i>	<i>Public Relations</i>	<i>Retail Management</i>

# HOME ECONOMICS - HEALTH AND FOOD TECHNOLOGY - HIGHER



## Purpose and Aims

The Course allows learners to:-

- develop knowledge and understanding of the relationships between health, food and nutrition
- develop knowledge and understanding of the functional properties of food
- make informed food and consumer choices
- develop the skills to apply their knowledge in practical contexts
- develop organisational and technological skills to make food products
- develop and apply safe and hygienic practices in practical food preparation

The skills developed in this course will allow learners to work both independently and collaboratively. Learners should be able to transfer these skills to learning, life and work.

## Units

3 main units are studied:

- Food Product Development
- Food for Health
- Contemporary Food Issues

## Assessment

- Unit by unit assessment of main units
- Component 1 – assignment - 50% of marks
- Component 2 – question paper - 50 % of marks

## Homework

All pupils will be expected to complete homework in order to reinforce and develop learning, understanding and skills.

## Progression

Success in Higher could lead to Advanced Higher Health & Food Technology

## Cost

As with all Home Economics courses there is an element of practical food work and therefore learners will be expected to contribute to the cost of food they make. The charge will be £1 for each dish made.

## Career Paths

Home Economics can lead to a wide range of careers such as:-

<i>Advertising</i>	<i>Counselling</i>	<i>Customer Services</i>	<i>Catering and Hotel Management</i>
<i>Dietician</i>	<i>Energy Advisor</i>	<i>Food Scientist</i>	<i>Environmental Health Officer</i>
<i>Health Promotion</i>	<i>Media</i>	<i>Chef/Baker</i>	<i>Nutritionist</i>
<i>Play Worker</i>	<i>Social Services</i>	<i>Public Relations</i>	<i>Retail Management</i>

# HOME ECONOMICS - HOSPITALITY PRACTICAL COOKERY COURSE - NATIONAL 4/5



## Purpose and Aims

This course enables learners to develop cookery related knowledge, understanding and skills and to use them at home, in the wider community and ultimately, in the world of work.

The course has a significant amount of practical work which is supported by related theory. Practical work will allow learners to develop organisational and cookery skills. They will understand the uses of ingredients in the cookery process. They will extend their knowledge current dietary advice and safety and hygiene.

The course is designed for those who are interested in food and who enjoy being creative with food.

## Units

3 main units are studied:

- Cookery Skills and Processes
- Understanding and Using Ingredients
- Organisational Skills for Cookery
- In addition pupils will complete an 'Added Value' unit. This involves the pupils in making a 2 course meal in a prescribed amount of time.
- At National 5 there is a 2½ hour practical examination to prepare a 3 course meal.

## Assessment

### **NATIONAL 4 (S4)**

- Unit by unit assessment of 3 main units
- Completion of 'Added Value' unit
- All units internally assessed
- No end of year exam
- Awarded on a pass/fail basis

### **NATIONAL 5 (S5-S6)**

- Component 1 – Question Paper
- Component 2 – Assignment
- Component 3 – Practical Activity
- Course is graded A-D taking all 3 components

## Homework

Learners will be expected to practice skills at home. They should also read and follow recipes to develop an understanding of subject specific terms.

## Progression

Success in National 4 could lead to National 5 Hospitality Practical Cookery

Success in National 5 could lead to other qualifications in Hospitality or related areas or employment or training

## Cost

As with all Home Economics courses that involve practical cookery there will be a cost of £55.00 (S4) or £60.00 (S5/6) a year which can be paid all at once or in instalments. This is to partly cover the cost of ingredients used during the course.

## Career Paths

How many times have Home Economics teachers heard "You only take practical cookery if you want to be a Chef". This is a misconception. The Practical Cookery course allows young people to develop transferable skills (time management, organisational, practical, communication, working with others, etc). The Hospitality industry is one of the fastest growing employers whether full time or part-time while you complete your further education.



## Purpose and Aims

Our National 5 Hospitality: Practical Cake Craft qualification develops learners' cake baking and cake finishing skills in a range of production methods. Learners also develop their knowledge of food safety and hygiene, and develop organisational skills in the context of managing time and resources.

The Hospitality: Practical Cake Craft Course enables learners to develop technical and creative skills in cake baking and finishing whilst developing their knowledge and understanding of cake design and following trends in cake production.

## Is this Course for me?

This Course is designed for those wishing to acquire cake-baking and cake-finishing skills and to develop and demonstrate innovativeness in these areas. An interest in the creative and artistic aspect of the Course would be an important consideration. Learners develop a range of both generic and subject-specific skills. These include cake-baking and cake-finishing skills; practical psychomotor skills (manual dexterity and control); organisational and time management skills; the ability to weigh and measure ingredients and calculate proportions; the ability to evaluate both the process and the product; and aspects of employability and enterprise skills.

## Course Structure

### **CAKE BAKING**

The purpose of this unit is to enable learners to develop the ability to bake a range of cakes and other items safely and hygienically. Learners will demonstrate specialist skills, techniques and processes. To promote personalisation and choice, this unit provides opportunities to investigate baking trends and allows learners to apply this knowledge in a range of practical contexts.

### **CAKE FINISHING**

The purpose of this unit is to enable learners to develop the ability to finish a range of cakes and other baked items safely and hygienically. In the finishing processes learners will apply specialised skills and creative techniques. To promote personalisation and choice, this unit allows opportunities to investigate trends in cake finishing and allows learners to apply this knowledge in a range of practical contexts.

## Assessment

The learner must complete the above and pass the coursework assessment set. The coursework assessment consists of a practical activity (100 marks – worth 75%) and a 45 minute question paper (30 marks – worth 25%); the course is graded A – D.

The practical activity will be assessed by drawing on the knowledge, understanding and skills developed across the course. The activity will require learners to demonstrate their knowledge and understanding related to cake baking and cake finishing and to apply their skills in the production of cakes or other baked items. The practical activity will be conducted in four stages: designing; baking; finishing and evaluating.

# MATHEMATICS - NATIONAL 4/5



## Purpose and Aims

Mathematics is rich and stimulating. It engages and fascinates learners of all ages, interests and abilities. Learning mathematics develops logical reasoning, analysis, problem-solving skills, creativity, and the ability to think in abstract ways. It uses a universal language of numbers and symbols, which allows us to communicate ideas in a concise, unambiguous and rigorous way. Through successful completion of this course, learners will develop a range of important and transferrable skills: they will be able to use, interpret and explain geographical information, maps and data, as well as develop their research and communication skills.

## Units

There are 3 main units studied: "Expressions and Formulae" and "Relationships" are covered by both National 4 and National 5. The third unit of National 4 is "Numeracy" and for National 5 the third unit is "Applications".

In addition pupils will complete an 'Added Value' unit. Both Added Value units comprise two paper assessments, (one calculator and one non-calculator). For National 4 the Assessment is internally marked, whereas for National 5 there will be an external assessment provided by the SQA.

## Assessment

### NATIONAL 4

- Unit by unit assessment of 3 main units
- An Added Value unit internal assessment
- Awarded on a pass/fail basis

### NATIONAL 5

- There are no Unit assessments at National 5
- SQA end of year exam
- Final award graded A to D

## Homework

All pupils will be expected to complete homework in order to reinforce and develop learning, understanding and skills. Homework will vary and include written exercises, reading, research and IT based tasks.

## Progression

Success in National 4 could lead to National 5 Mathematics.

Success in National 5 could lead to Higher Mathematics.

## Career Paths

Mathematics equips us with many of the skills required for life, learning and work. Understanding the part that mathematics plays in almost all aspects of life is crucial. This reinforces the need for mathematics to play an integral part in lifelong learning and be appreciated for the richness it brings. Mathematics can lead to a wide range of courses at college and university and a variety of careers such as:

*Mechanic*

*Entrepreneur*

*Researcher*

*Engineering*

*Architect*

*Technician*

*Mathematician*

*Banker*

*Joiner*

*Statistician*

*Broker*

*Cashier*

*Accountant*

*Teacher*

*Book Keeper*

*Computer Scientist*

*Astro-Physicist*

*Sciences*

*Programmer*

*Medical Science*

# MATHEMATICS - HIGHER



## **Purpose and Aims**

The Higher Course in Mathematics develops learners' mathematical rigour and the ability to use precise and concise mathematical language assumes a particular importance at this stage. The course covers Relationships and Calculus, Expressions and Functions, and Applications.

## **Skills Developed**

The skills learned range from applying mathematical techniques, manipulating symbolic expressions and communicating with mathematical correctness in the solution of problems.

## **Units**

Each Mathematical Unit covers a variety of topics and sub-skills. These are assessed throughout the year using formal assessments. On successful completion of all units an external course assessment is carried out at the end of the year.

## **Homework**

Homework is issued formally using worksheets and Jotters on a weekly basis. Also informal homework will include completing class exercises at home.

## **What you need to bring to class**

In class pupils will need a pencil, sharpener and eraser. It is a good idea to consider a scientific calculator as pupils can then become accustomed to their own model of calculator, as in exams it cannot be guaranteed the model they will be given.

## **Progression**

Progression would be onto the Advanced Higher Mathematics Course.

## **Career Paths**

The course has obvious relevance for candidates with interests in fields such as commerce, engineering and science where the mathematics learned will be put to direct use.

# MATHEMATICS - ADVANCED HIGHER



## Recommended Entry

Higher Grade Maths at Grade A or B

## Course Description

As with all Mathematics courses, Advanced Higher Mathematics aims to build upon and extend candidates' mathematical skills, knowledge and understanding, in a way that recognises problem solving as an essential skill and enables them to integrate their knowledge of different aspects of the subject. Exploiting the power of graphic calculators where appropriate will further the aim of developing mathematical skills and applying mathematical techniques in context.

The course offers candidates, in an interesting and enjoyable manner, an enhanced awareness of the range and power of mathematics and the importance of mathematical applications to society in general.

## Course Structure

There are three mandatory units which will be assessed during the year. The assessments are pass/fail. There will be one re-assessment opportunity per assessment.

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

This Unit involves:

- Applying algebraic skills to partial fractions, applying calculus skills through techniques of differentiation, integration and solving differential equations.

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

This Unit involves:

- Applying algebraic skills to partial fractions,
- Applying calculus skills through techniques of differentiation, integration and solving differential equations.

### ***Application in Algebra and Calculus***

This Unit involves:

- Applying algebraic skills to the binomial theorem, complex numbers, sequence and series and to summation and mathematical proof
- Applying algebraic and calculus skills to properties of functions and also to problems

## External Assessments

There is one question paper worth 100 marks and calculators are permitted.

To gain the award of this course, the learner must pass all of the Units as well as the external assessment. The external assessment will provide the basis for the grade the pupil can attain.

The examination consists of a balance of short questions designed mainly to test knowledge and understanding, and extended response questions, which also test problem solving skills. These two styles of questions include ones which are set in more complex contexts to provide evidence for performance at grades A and B.

## Progression

HNC/D or degree courses in Mathematics or courses which require Mathematics (engineering, science eg game software engineering and economics).



## Purpose and Aims

The main purpose of the Course is to develop the skills of reading, listening, talking and writing in order to understand and use a foreign language.

This Course offers learners opportunities to develop and extend a wide range of skills. In particular, the Course aims to enable learners to develop the ability to:

- Read, listen, talk and write in a modern language.
- Understand and use a modern language
- Apply knowledge and understanding of a modern language

The Course contributes towards the development of literacy skills by providing learners with opportunities to reflect on how a modern language relates to English.

## Units

The Courses comprise mandatory units: National 4 has three units and National 5 has two.

### **NATIONAL 4**

- Understanding Language
- Using Language
- Added Value Unit: Assignment

### **NATIONAL 5**

- Understanding Language
- Using Language

## Assessment

### **NATIONAL 4**

- All units internally assessed
- No end of year exam
- Awarded on a pass/fail basis

### **NATIONAL 5**

- Assessed piece of writing (12.5 % of Final Grade)
- The Performance (speaking test) internally marked (25 % of Final Grade)
- SQA end of year exams (62.5 % of Final Grade)
- Final award graded A to D

## Homework

All pupils will be expected to complete homework in order to reinforce and develop learning and understanding. Homework will vary and include learning vocabulary, written exercises, reading, research and IT based tasks.

## Progression

Success in National 4 could lead to National 5 in Modern Languages.

Success in National 5 could lead to Higher Modern Languages.

## Career paths

Learning a modern language can lead to a wide range of courses at college and university, and a variety of careers such as: travel/tourism & hospitality, local and international media, law, journalism, marketing, scientific research, business, secretarial work, communications and sports writing to name just a few. Many popular University courses list a Higher in a Modern Language as one of their entry requirements, so you may wish to research this if you plan to attend University.

## MODERN LANGUAGES: FRENCH - HIGHER



### Purpose and Aims

The Higher Modern Languages course aims to further develop the knowledge and understanding gained in the National 5 course. Pupils learn to improve their ability to speak, listen, read and write in the foreign language. Increased emphasis is placed on using and understanding the language. Learners also develop their translation skills.

### Units/Course Content

The Higher Modern Languages course consists of two units;

- Using Language - focusses on the skills of Speaking and Writing
- Understanding Language - develops Reading and Listening skills

### Assessment

In order to pass the course, learners will have to pass three external assessments;

- Paper 1; Reading & Writing, worth 40% of the overall course mark
- Paper 2; Listening & Writing, worth 30 % of the overall course mark
- Performance; Presentation & Conversation, worth 30% of the overall course mark

External assessments are carried out/verified by SQA. Pupils will be awarded a Grade A-D.

### Homework

Pupils will receive regular homework. They will be asked to learn new vocabulary, revise vocabulary they have already learned, complete reading/writing/listening tasks, and to spend time preparing oral work.

Pupils are expected to take responsibility for making sure homework is returned to their teacher on the specified date. The pace of the course is quite fast, and it is easy to fall behind.

Pupils also need to have access to a French/Spanish dictionary in order to complete homework tasks. At this level, an online translator is of little-to-no use.

### Progression

Upon successful completion of the Higher course, pupils can opt to continue learning their chosen language at Advanced Higher level.

### Career Paths

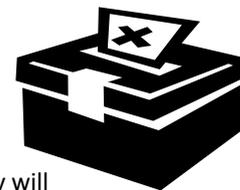
A Higher in a Modern Language can lead to success in careers such as: hospitality, retail, journalism, local government, translating, law, airline cabin crew, transport/distribution, travel/tourism, teaching, marketing and finance.

Universities highly value language skills, and language qualifications are taken into consideration when offering places on popular courses.

## MODERN LANGUAGES: FRENCH – ADVANCED HIGHER

Any pupils interested in studying this subject at Advanced Higher level should see Mr McKeown, PT Modern Languages.

## MODERN STUDIES - NATIONAL 4/5



### Purpose and Aims

The purpose of this course is to develop pupils' knowledge and understanding of contemporary issues; they will learn about contemporary political and social issues at a local, Scottish, United Kingdom and International contexts. To aid that understanding there will be opportunities for practical activities, including research, both inside and outside of school.

Modern Studies is studied at a range of scales from local to global. It draws upon aspects politics, sociology and economics as well as ideas from the other social sciences and therefore has links with many other disciplines.

Through successful completion of this course, learners will develop a range of important and transferrable skills: they will be able to use a range of research and information handling skills as well as developing their written, analytical and communication skills.

### Units

3 main units are studied:

- Democracy in the UK
- Crime and the Law
- World Issue: International Terrorism.

In addition pupils will complete an 'Added Value' unit. This involves researching information relating to a Modern Studies topic or issue which will then be collated, analysed and written up.

### Assessment

#### **NATIONAL 4**

- Unit by unit assessment of 3 main units
- Completion and write up of research-based 'added value' unit
- All units internally assessed
- No end of year exam
- Awarded on a pass/fail basis

#### **NATIONAL 5**

- 1 hour controlled assessment , writing up elements of the research-based assignment
- SQA end of year exam
- Final award graded A to D

### Homework

All pupils will be expected to complete homework in order to reinforce and develop learning, understanding and skills. Homework will vary and include written exercises, reading, research and IT based tasks.

### Progression

Success in National 4 could lead to National 5 Modern Studies.

Success in National 5 could lead to Higher Modern Studies.

### Career paths

Modern Studies can lead to a wide range of courses at college and university and a variety of careers such as:

*Aid worker*

*Armed forces*

*Civil servant*

*Community education*

*Consumer protection*

*Local government*

*Marketing*

*NHS administration*

*Police officer*

*Politician*

*Social worker*

*Social researcher*

*Sociologist*

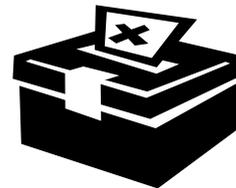
*Teacher*

*Town planning*

*The media and advertising*

*Trade union work*

## MODERN STUDIES - HIGHER



### Purpose and Aims

The purpose of this course is to develop pupils' knowledge and understanding and analysis of contemporary issues; they will learn about contemporary political and social issues at a local, Scottish, United Kingdom and International contexts. To aid that understanding there will be opportunities for practical activities, including research, both inside and outside of school.

Modern Studies is studied at a range of scales from local to global. It draws upon aspects of politics, sociology and economics as well as ideas from the other social sciences and therefore has links with many other disciplines.

Through successful completion of this course, learners will develop a range of important and transferrable skills: they will be able to use a range of research and information handling skills as well as developing their written, analytical and communication skills.

### Units

3 main units are studied: Democracy in Scotland, Wealth and Health in the UK and World Power: The USA.

In addition pupils will complete an 'Assignment' unit. This involves researching information relating to a Modern Studies topic or issue which will then be collated, analysed and written up.

### Assessment

- 1 hour 30 minutes controlled assessment , writing up elements of the research-based assignment
- SQA end of year exam
- Final award graded A to D

### Homework

All pupils will be expected to complete homework in order to reinforce and develop learning, understanding and skills. Homework will vary and include written exercises, reading, research and IT based tasks.

### Progression

Success in Higher could lead to Advanced Higher Modern Studies.

### Career paths

Modern Studies can lead to a wide range of courses at college and university and a variety of careers such as:

*Aid worker*

*Armed forces*

*Civil servant*

*Community education*

*Consumer protection*

*Local government*

*Marketing*

*NHS administration*

*Police officer*

*Politician*

*Social worker*

*Social researcher*

*Sociologist*

*Teacher*

*Town planning*

*The media and advertising*

*Trade union work*

# MODERN STUDIES - ADVANCED HIGHER



## Entry Requirements

Higher Modern Studies (A/B pass preferred)

## Purpose and Aims

The purpose of this course is to develop pupils' knowledge and understanding and analysis of contemporary issues; they will learn about contemporary political and social issues at a local, Scottish, United Kingdom and International contexts. To aid that understanding there will be opportunities for practical activities, including research, both inside and outside of school. Modern Studies is studied at a range of scales from local to global. It draws upon aspects of politics, sociology and economics as well as ideas from the other social sciences and therefore has links with many other disciplines.

Through successful completion of this course, learners will develop a range of important and transferrable skills: they will be able to use a range of research and information handling skills as well as developing their written, analytical and communication skills. In Advanced Higher Courses, learners will take much greater responsibility for their own learning and work more independently. They must be prepared to meet coursework submission deadlines during the course.

## Units

Social Issues and Research Methods: within this context there are two social issues options of which one should be chosen — Law and Order or Social Inequality. You will study Law and Order.

Pupils will study at least 2 units from topic areas a-c:

- a) Understanding the criminal justice system
- b) Understanding criminal behaviour
- c) Responses by society to crime.
- d) Research methods - *all pupils are expected to complete this topic area*

In addition pupils will complete a project in the form of a dissertation. Students will build on the principles of Social Science research studied and applied in S4-5 and the research methods topic studied in S6 and will again apply these in practice. The dissertation requires contact with a range of external agencies and experts with sophisticated primary research and comprehensive secondary research.

## Assessment

- Unit by unit assessment of 3 main units
- Dissertation (50 marks)
- SQA end of year exam (90 marks)
- Final award graded A to D

## Homework

All pupils will be expected to complete homework in order to reinforce and develop learning, understanding and skills. Homework will vary and include written exercises, reading, research and IT based tasks.

## Progression and Career Paths

Success in Advanced Higher Modern Studies could lead to progression to law, humanities and social science university courses and related careers such as:

*Aid worker*

*Armed forces*

*Civil servant*

*Community education*

*Consumer protection*

*Local government*

*Marketing*

*NHS administration*

*Police officer*

*Politician*

*Social worker*

*Social researcher*

*Sociologist*

*Teacher*

*Town planning*

*The media and advertising*

*Trade union work*

## MUSIC - NATIONAL 4/5

### What are the aims of the NAT 4/5 music course?



National 4/5 music courses are practical, experiential and fun and enable you to develop performing and creating skills. Through these integrated activities you will reinforce your listening skills as you develop your knowledge of music concepts and music literacy. There are opportunities for personalisation and choice and to develop your skills using music technology.

In addition to music skills you will learn and develop other ones including:

Communication  
Problem Solving

Self Reflection  
ICT

Organisational  
Working with others

Research shows that by studying music you become more confident, a more independent learner and a creative thinker.

## NATIONAL 4

### What will I be studying in NAT 4?

NAT 4 consists of **three compulsory units** and **one added value unit**. **All units within NAT 4 are internally assessed.**

- **PERFORMING**

You will develop performing skills on two instruments or one instrument and voice.

- **COMPOSING**

You will use your understanding of music to create and develop your own musical ideas through composition, arranging and improvisation. Compositions may be recorded using a range of music technology and/or sound engineering equipment.

- **UNDERSTANDING**

You will develop your understanding of music concepts and literacy by listening, performing and composing music from a wide range of styles including Pop, Scottish, Jazz, World Music and Classical music.

- **ADDED VALUE UNIT**

You will prepare and perform an eight minute programme of music in a solo setting and/or as part of a group. **You will perform your programme to your teacher.**

### What homework will I do?

You will develop your performing skills in class and will have the opportunity to borrow instruments to practise at home. You will revise your concepts using you tube activities, websites and revision DVDs. You will be able to access the music department during lunchtimes and after school to complete any given homework.

### What can I do after NAT 4?

Pupils who successfully complete NAT 4 can progress on to NAT 5.



## NATIONAL 5

### What will I be studying in NAT 5?

NAT 5 consists of **three components**. The final assessment consists of **performing to an examiner** and sitting a **question paper** based on concepts covered in the course and a composition assignment.

- **PERFORMING**

You will develop performing skills on two instruments or one instrument and voice.

- **COMPOSING**

You will complete a composing assignment. You will use your understanding of music to create and develop your own musical ideas through composition, arranging and



improvisation. Compositions may be recorded using a range of music technology and/or sound engineering equipment.

• **UNDERSTANDING**

You will develop your understanding of music concepts and literacy by listening, performing and composing music from a wide range of styles including Pop, Scottish, Jazz, World Music and Classical music.



Performance Exam – 50 %  
Listening Exam – 35 %  
Composing Assignment – 15 %

**What homework will I do?**

You will develop your performing skills opportunity to borrow instruments to revise your concepts using you tube DVDs. You will be able to access the lunchtimes and after school to complete



in class and will have the practise at home. You will activities, websites and revision music department during any given homework.

**What can I do after NAT 5?**

Pupils who successfully complete NAT 5 may progress on to Higher.

**Career Paths**

- Composer*
- Instrumental Teacher*
- Multimedia Designer*
- Music Critic*
- Music Journalist*
- Music Teacher*
- Music Therapist*
- Performer*
- Sound Engineer*



# MUSIC – HIGHER

## What are the aims of the HIGHER music course?



The Higher music course is practical, experiential and fun and enables you to develop performing and creating skills. Through these integrated activities you will reinforce your listening skills as you develop your knowledge of music concepts and music literacy. There are opportunities for personalisation and choice and to develop your skills using music technology. The course is designed to allow learners to work both individually and collaboratively with others and to make decisions and take responsibility for their own learning.

In addition to music skills you will learn and develop other ones including:

Communication	ICT	Organisational
Problem Solving	Self Reflection	Working with others

Research shows that by studying music you become more confident, a more independent learner and a creative thinker.

## What will I be studying in HIGHER?

Higher music consists of **three compulsory units** and **one added value unit**. **The final assessment** consists of **performing to an examiner** and sitting a **question paper** based on concepts covered in the course.

### • **PERFORMING**

You will develop performing skills on two instruments or one instrument and voice. You will develop your technical and musical performance skills through practice and self-reflection. These pieces can be presented in a solo and/or group setting.

### • **COMPOSING**

You will analyse how musicians and composers create music in different ways and how music styles are shaped by social and cultural influences.

- You will use your understanding of music to create and develop your own musical ideas through composition, arranging and improvisation. Compositions may be recorded using a range of music technology and/or sound engineering equipment.

### • **UNDERSTANDING**

You will develop your understanding of music concepts and literacy by listening, performing and composing music from a wide range of styles and genres.

### • **ADDED VALUE UNIT**

You will prepare and perform a twelve minute programme of music in a solo setting and/or as part of a group. **You will perform your programme to an examiner**. You will also sit a **listening paper** based on music concepts and literacy.



Performance Exam – 60%

Listening Exam – 40%

## What homework will I do?

You will develop your performing skills in class and will have the opportunity to borrow instruments to practise at home. You will revise your concepts using you tube activities, websites and revision DVDs. You will be able to access the music department during lunchtimes and after school to complete any given homework.



## What can I do after HIGHER?

Pupils who successfully complete Higher may progress on to Advanced Higher.

## Career Paths

Composer  
Music Teacher

Instrumental Teacher  
Music Therapist

Multimedia Designer  
Performer

Music Critic  
Sound Engineer

Music Journalist

## MUSIC - ADVANCED HIGHER

### What are the aims of the ADVANCED HIGHER music course?



The Advanced Higher music course is practical, experiential and fun and enables you to develop performing and creating skills. Through these integrated activities you will reinforce your listening skills as you develop your knowledge of music concepts and music literacy. There are opportunities for personalisation and choice and to develop your skills using music technology. The course is designed to allow learners to work both individually and collaboratively with others and to make decisions and take responsibility for their own learning.

In addition to music skills you will learn and develop other ones including:

Communication

ICT

Organisational

Problem Solving

Self Reflection

Working with others

Research shows that by studying music you become more confident, a more independent learner and a creative thinker.

### What will I be studying in ADVANCED HIGHER?

Advanced Higher music consists of **three compulsory units** and **one added value unit**. The final assessment consists of **performing to an examiner** and sitting a **question paper** based on concepts covered in the course.

- **PERFORMING**

You will develop performing skills on two instruments or one instrument and voice. You will develop your technical and musical performance skills through practice and self-reflection. These pieces can be presented in a solo and/or group setting.

- **COMPOSING**

You will analyse how musicians and composers create music in different ways and how music styles are shaped by social and cultural influences.

- You will use your understanding of music to create and develop your own musical ideas through composition, arranging and improvisation. Compositions may be recorded using a range of music technology and/or sound engineering equipment.

- **UNDERSTANDING**

You will develop your understanding of music concepts and literacy by listening, performing and composing music from a wide range of styles and genres.

- **ADDED VALUE UNIT**

You will prepare and perform an eighteen minute programme of music in a solo setting and/or as part of a group. **You will perform your programme to an examiner**. You will also sit a **listening paper** based on music concepts and literacy.

Performance Exam – 60%

Listening Exam – 40%



### What homework will I do?

You will develop your performing skills in class and will have the opportunity to borrow instruments to practise at home. You will revise your concepts using you tube activities, websites and revision DVDs. You will be able to access the music department during lunchtimes and after school to complete any given homework.

### What can I do after ADVANCED HIGHER?

Pupils who successfully complete Advanced Higher can go on to study music at further or higher education level.

### Career Paths

Composer

Instrumental Teacher

Multimedia Designer

Music Critic

Music Journalist

Music Teacher

Music Therapist

Performer

Sound Engineer

# MUSIC TECHNOLOGY - NATIONAL 4/5

## What are the aims of the NAT 4/5 Music Technology course?



National 4/5 Music Technology courses are practical, experiential, fun and enable you to develop your knowledge and understanding of music technology and concepts relating to 20<sup>th</sup> and 21<sup>st</sup> century music. You will be using music technology hardware and software to manipulate audio as well as developing a broad understanding of the music industry. There are opportunities for personalisation and choice and to develop your skills using music technology. There is **NO PERFORMANCE** element in the Technology course.

In addition to technology skills you will learn and develop other ones including:

- |                 |                 |                     |
|-----------------|-----------------|---------------------|
| Communication   | ICT             | Organisational      |
| Problem Solving | Self Reflection | Working with others |

Research shows that by studying music you become more confident, a more independent learner and a creative thinker.

## NATIONAL 4

### What will I be studying in NAT 4?

NAT 4 consists of **three compulsory units** and **one added value unit**. **All units within NAT 4 are internally assessed.**

- **UNDERSTANDING 20<sup>th</sup> AND 21<sup>st</sup> CENTURY MUSIC**  
You will explore and be able to identify a range of concepts related to modern music.  
You will explore the influence of music technology on music.  
You will develop an understanding of the music industry and explore copyright.
- **MUSIC TECHNOLOGY SKILLS**  
Pupils will learn to record musicians, edit and mix recordings and create final tracks.
- **MUSIC TECHNOLOGY IN CONTEXT**  
You will develop technological skills and demonstrate these skills through short activities including:

- |               |            |                  |
|---------------|------------|------------------|
| Radio jingles | TV Adverts | Film Soundtracks |
| Gaming music  | Ringtones  | TV programmes    |



You will record **one stereo master assignment** of a piece of music consisting of a **minimum of four parts** which will involve the use of **microphones**. You will show evidence of planning, implementing and evaluating your recording.



### What homework will I do?

You will develop your technology skills in class and will be able to access the music department during lunchtimes and after school to complete any given homework.

### What can I do after NAT 4?

Pupils who successfully complete NAT 4 may progress on to NAT 5.

## NATIONAL 5

### What will I be studying in NAT 5?

NAT 5 consists of **two components**. The final assessment consists of a listening paper and two stereo master assignments. Each assignment will consist of a minimum of five parts, which will involve the use of microphones.

You will show evidence of planning, implementing and evaluating your recording. You will also sit a **question paper** based on music technology concepts and those relating to modern music.



Stereo master assignment – 70%  
Listening paper – 30%



### What homework will I do?

You will develop your technology skills in class and will be able to access the music department during lunchtimes and after school to complete any given homework.

### What can I do after NAT 5?

Pupils who successfully complete NAT 5 may progress on to Higher.

### Career Paths

*Computer Games*  
*Music Producer*  
*Programmer*  
*Radio, TV, Films and Commercials*  
*Sound Designer*  
*Sound Engineer*  
*Studio Manager/Owner*  
*Websites*



# MUSIC TECHNOLOGY - HIGHER

## What are the aims of the HIGHER Music Technology course?



The Higher Music Technology course is practical, experiential, fun and enables you to develop your knowledge and understanding of music technology and of concepts relating to 20<sup>th</sup> and 21<sup>st</sup> century music. You will be using music technology hardware and software to manipulate audio as well as developing a broad understanding of the music industry. There are opportunities for personalisation and choice and to develop your skills using music technology. There is **NO PERFORMANCE** element in the Technology course.

In addition to technology skills you will learn and develop other ones including:

Communication	ICT	Organisational
Problem Solving	Self Reflection	Working with others

Research shows that by studying music you become more confident, a more independent learner and a creative thinker.

## What will I be studying in HIGHER?

Higher music technology consists of **three compulsory units** and **one added value unit**. The final assessment consists of a **question paper** based on 20<sup>th</sup> and 21<sup>st</sup> century musical styles and genres as well as music concepts and aspects of music technology.

- **UNDERSTANDING 20<sup>th</sup> AND 21<sup>st</sup> CENTURY MUSIC**

You will explore and be able to identify a range of concepts related to modern music  
You will explore the influence of music technology on music.  
You will develop an understanding of the music industry and explore copyright.

- **MUSIC TECHNOLOGY SKILLS**

Pupils will learn to record musicians, edit and mix recordings and create final tracks.

- **MUSIC TECHNOLOGY IN CONTEXT**

You will develop technological skills and demonstrate these skills through short activities including:

Radio jingles	TV Adverts	Film Soundtracks
Gaming music	Ringtones	TV programmes

- **ADDED VALUE UNIT**

You will record **one stereo master assignment** of a piece of music which will involve the use of **microphones**. You will show evidence of planning, implementing and evaluating your recording. You will also sit a **listening paper** based on music technology concepts and those relating to modern music.

Stereo master assignment – 70%

Listening exam – 30%



## What homework will I do?

You will develop your technology skills in class and will be able to access the music department during lunchtimes and after school to complete any given homework.

## What can I do after HIGHER?

Pupils who successfully complete Higher can progress on to Advanced Higher.

## Career Paths

*Computer Games*  
*Music Producer*  
*Programmer*  
*Radio, TV, Films and Commercials*  
*Sound Designer*  
*Sound Engineer*  
*Studio Manager/Owner*  
*Website*



# PERSONAL DEVELOPMENT AWARD – SCQF 4/5/6

## Purpose and Aims

The main purpose of the Personal Development Award is to provide an opportunity for learners to develop the skills and self-knowledge to prepare them for successful transitions in life.

The main areas of the Award are that the learner will be able to:

- Develop knowledge of self and their own development needs through self-evaluation and review
- Develop self-reliance, self-esteem and confidence through supported and independent learning
- Develop practical abilities
- Develop task management and interpersonal skills
- Have an opportunity to maximise their potential
- Demonstrate and recognise achievement

A key feature of the award is the potential for personalisation and choice, as learners are able to focus on their own development needs and, with support, to set targets and identify tasks to address these needs. Active learning will be promoted and learners will have the opportunity at times to work collaboratively with others to discuss, plan, implement and present their ideas as part of individual and group projects.

The following skills will be developed in the Personal Development award:

- Self-awareness, self-evaluation
- Interpersonal skills, working with others
- Task management skills
- Planning, target-setting, reviewing

The Award would be useful for learners who want to develop their potential as employable, contributing members of society through the development of life skills related to task management, social interaction and self-evaluation.

The Award provides an opportunity to take skills learned in other subjects and contexts and enhance them in a non-routine situation. It provides the opportunity to develop breadth and depth in areas of interest the learner has discovered in other curriculum areas.

## Units

There are four units of study. Learners must pass all four units to gain the award. These are:

- ***Personal Development: Self Awareness***  
Learners will aim to build confidence and self-esteem through self-evaluation of their own qualities, feelings, achievements and areas of development, whilst undertaking a group project
- ***Personal Development: Self and Community***  
Learners will aim to improve their self-reliance and confidence. They will develop their interpersonal skills as they work with others to participate in a group project in the context of one or more communities
- ***Personal Development: Self and Work***  
Learners will aim to improve their self-reliance and confidence by participating in setting targets for the development of task management skills while carrying out a vocational project
- ***Personal Development: Practical Abilities***  
Learners will aim to improve their self-reliance and confidence by demonstrating their practical abilities while participating in one or more projects

## Assessment

There is no end of year exam. Assessment is ongoing throughout the course and evidence is drawn from a variety of sources. Written and/or oral evidence may be produced in a variety of formats, for example, eg learner written records, emails, blogs, review sheets, log books, videos, photographs, diaries.

The SCQF level the unit is awarded at will depend on the amount of support the learner requires from the teacher to complete the unit, the skills and abilities they demonstrate and the complexity of the tasks undertaken.

# PHYSICAL EDUCATION - NATIONAL 4/ 5



## Purpose and Aims

The main purpose of the course is to develop and demonstrate movement and performance skills in physical activities. By engaging in practical activities, learners can demonstrate initiative, decision-making and problem-solving. This is a practical based course.

Learners will participate in 5 activities throughout the year. The activities are likely to be handball, volleyball, swimming, table-tennis and fitness. These are subject to change. Pupils must be prepared to participate in **all** areas of the course in order to pass. The skills, knowledge and understanding that learners acquire by successfully completing this course are transferable to learning, to life and to the world of work.

## Units

2 units are studied:

- Performance skills
- Portfolio

In addition pupils will complete an 'Added Value' unit (National 4 only). This involves a performance where pupils will demonstrate their ability to apply skills in a competitive or demanding situation.

The Portfolio will investigate the many factors that come together to create a skilled performance. Pupils will explore these factors in detail and implement what they have learned in their own training and their own performances. The Portfolio will be completed electronically and sent away for external marking from the SQA.

## Assessment

The course assessment for National 5 will be split into 2 areas-practical performance and a portfolio. The performance element is worth 50% of the overall grade and the portfolio is worth 50%.

The purpose of the performance is to assess the learner's ability to plan, prepare for, effectively perform, and evaluate personal performance in one physical activity. The context for the performance must be challenging, competitive and/or demanding.

In the portfolio, learners will show evidence of how they have undertaken their own performance improvement programme. Through using various forms of feedback they will show how they identified strengths and weaknesses in their own performance, they will demonstrate some of the actions that they have taken to develop these weaknesses, and finally they will reflect on the process and suggest future improvements.

### **NATIONAL 4**

- Completion of 'added value' unit
- All units internally assessed
- No end of year exam
- Awarded on a pass/fail basis

### **NATIONAL 5**

- Practical Performance assessment (50%)
- Portfolio (50%)
- No end of year exam
- Graded A-D

## Homework

All pupils will be expected to complete homework in order to reinforce and develop learning, understanding and skills.

## Progression

Success in National 4 will lead to entry to National 5 Physical Education

Success in National 5 will lead to entry to Higher Physical Education

## Career paths

P.E. can lead to a wide range of courses at college and university and a variety of careers such as:

<i>PE Teacher</i>	<i>Sports Coach</i>	<i>Sports Nutrition</i>	<i>Sport, Health &amp; Exercise</i>
<i>Physiotherapy</i>	<i>Sports Journalism</i>	<i>Dance</i>	<i>Personal Trainer</i>
<i>Exercise Physiology</i>	<i>Strength &amp; Conditioning Coach</i>	<i>Sports Marketing</i>	<i>Outdoor Education</i>
<i>Sports Psychology</i>	<i>Active Schools Co-ordinator</i>	<i>Leisure Attendant</i>	<i>Sports Development</i>

# PHYSICAL EDUCATION - HIGHER



## Purpose and Aims

The Higher Physical Education Course allows learners to develop and demonstrate a broad and comprehensive range of complex movement and performance skills in challenging contexts.

Learners also analyse a performance, understand what is required to develop it, and apply this knowledge to their own performance. This is a practical based course.

Learners will participate in 4 activities throughout the year. The activities are likely to be basketball, volleyball, swimming and table-tennis. These are subject to change. Pupils must be prepared to participate in all areas of the course in order to pass.

## Units

2 units are studied: Performance skills, Factors Impacting on Performance

- **Physical Education: Performance Skills (Higher)**

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

- **Physical Education: Factors Impacting on Performance (Higher)**

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

## Assessment

The course assessment will be split into 2 areas-practical performance and an external examination. The performance element is worth 60% of the overall grade and the external exam is worth 40%.

The purpose of the 'one off' single performance is to assess the learner's ability to plan, prepare for, effectively perform, and evaluate personal performance in one physical activity. The context for the performance must be challenging, competitive and/or demanding.

### **NATIONAL 5**

- Practical Performance assessment (60%)
- Portfolio (40%)
- Graded A-D

### **HIGHER**

- Practical Performance Assessment (60%)
- External Examination (40%)
- Graded A-D

## Homework

All pupils will be expected to complete homework in order to reinforce and develop learning, understanding and skills.

## Progression

This Course or its Units may provide progression to:

- Advanced Higher Physical Education Course
- Higher National Certificates
- Higher Education degrees
- Further study, employment and/or training

## Career paths

P.E. can lead to a wide range of courses at college and university and a variety of careers such as:

<i>PE Teacher</i>	<i>Sports Coach</i>	<i>Sports Nutrition</i>	<i>Sport, Health and Exercise</i>
<i>Physiotherapy</i>	<i>Sports Journalism</i>	<i>Dance</i>	<i>Personal Trainer</i>
<i>Exercise Physiology</i>	<i>Strength and Conditioning Coach</i>		<i>Sports Marketing</i>
<i>Outdoor Education</i>	<i>Sports Psychology</i>	<i>Active Schools Co-ordinator</i>	<i>Leisure Attendant</i>

# PHYSICS - NATIONAL 4/5

*"We are just an advanced breed of monkeys on a minor planet of a very average star. But we can understand the Universe. That makes us something very special."*

Stephen Hawking



**Why choose physics?** Are you interested in the limits of space? How does the technology around you work? Whatever you do, the knowledge and skills you gain by studying physics will be useful. However you must be prepared to work hard, ask questions and practice calculations to ensure success in a physics course.

## Purpose and Aims



The aims of the course are to develop

- knowledge and understanding of physics.
- an understanding of the role of physics in science, society and the environment and the impact it can have.
- a variety of skills – inquiry, investigative, thinking skills, analysis, planning, independent working, communicating ideas, making scientifically informed choices,
- the ability to use technology, equipment and materials, safely, in practical scientific activities

## Units

3 units are studied:

- 1 Dynamics & Space
- 2 Electricity & Energy
- 3 Waves & Radiation.



In addition pupils will complete an assignment at National 5 level or an added value unit at National 4 level

## Study

All pupils are expected to revise and study at home on a regular basis. Study materials will be varied: research, practice questions, completion of class work, producing presentations, using online materials.



## Progression

**Success in National 4** could lead to National 5 Physics, National 4 Courses in other science subjects, Skills for Work Courses, Employment/Training, College courses.

**Success in National 5** could lead to Higher Physics, National 5 Courses in other science subjects, Skills for Work Courses, Employment/Training, College courses.

## Assessment

### NATIONAL 4

### NATIONAL 5

**Unit Assessment**

- Test at the end of each unit
- Experimental write up

- There are no official internal SQA assessments. There will be departmental assessments as a check on progress

**Assignment**

Open book assessment: Present the results of investigating a topical issue in physics and its impact on society/the environment as the 'added value' unit.

Open book assessment: carry out an experiment, research the physics behind the topic and compare data to internet source. 20 % of overall mark.

**SQA Exam**

No Exam

External exam = 80% of final grade

**Grading**

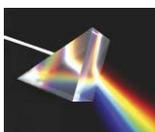
Pass/Fail

A – D

## Career Paths

Physics can lead to a wide range of apprenticeships, jobs, courses at college and university:

All types of engineering (Civil, Structural, Surveyor, Sound, Electronic, Mechanical), medical careers (Dentist, Optician, Pharmacist, Technicians) and a whole host of others from car mechanic to computer games designer!



“Not only is the Universe stranger than we think, it is stranger than we can think.”  
 Werner Heisenberg, *Across the Frontiers*

**Why choose physics?**

Are you interested in the limits of space? How does the technology around you work? Whatever you do, the knowledge and skills you gain by studying physics will be useful. However you must be prepared to work hard, ask questions, revise each days work at home and practice calculations to ensure success in a physics course.

**Purpose and Aims**

The purpose of the Course is to develop learners’ curiosity, interest and enthusiasm for Physics in a range of contexts. The skills of scientific inquiry and investigation are developed throughout the Course.

The relevance of physics is highlighted by the study of the applications of physics in everyday contexts. This will enable learners to become scientifically literate citizens, able to review the science-based claims they will meet.

The main aims of this Course are for learners to:

- develop and apply knowledge and understanding of physics
- develop skills in planning, problem solving, independent working, experimenting, analysing, evaluating
- communicate ideas and issues and make scientifically informed choices
- develop an understanding of the role of physics in scientific issues and relevant applications of physics, including the impact these could make in society and the environment



**Units**

- Our Dynamic Universe
- Particles and Waves
- Electricity
- Researching Physics

**Study**

All pupils are expected to revise and study at home on a regular basis. Study materials will be varied: research, practice questions, completion of class work, producing presentations, using online materials.

**Progression**

Success in Higher Physics could lead to Advanced Higher Physics or other science subjects at different levels, Skills for Work Courses, Employment/Training, College courses, University Courses

<b>Assessment</b>	<b>Higher Physics</b>
<b>Unit Assessment</b>	No official internal SQA assessments. There will be departmental assessments as a check on progress.
<b>Researching Physics</b>	Standalone unit where students must carry out literature research about their chosen topic and carry out a practical activity on their topic. Students record data.
<b>Assignment</b>	Students write up and investigation of their choice. Sent to SQA for marking.
<b>SQA Exam</b>	Externally assessed exam
<b>Grading</b>	A - D

**Career Paths**

Physics can lead to a wide range of apprenticeships, jobs, courses at college and university: All types of engineering (Civil, Structural, Surveyor, Sound, Electronic, Mechanical), medical careers (Dentist, Optician, Pharmacist, Technicians) and a whole host of others from car mechanic to computer games designer!

# PHYSICS - ADVANCED HIGHER



“Physics is really nothing more than a search for ultimate simplicity, but so far all we have is a kind of elegant messiness.”  
 — [Bill Bryson, A Short History of Nearly Everything](#)

## Why choose physics?

It provides an excellent grounding for the future study of physics and physics-related subjects, the course also equips all learners with an understanding of the positive impact of physics on everyday life.

### Purpose and Aims

To develop a critical understanding of the role of physics in scientific issues and relevant applications, including the impact these could make on the environment/ society.

- extend and apply knowledge, understanding and skills of physics
- develop and apply the skills to carry out complex practical scientific activities, including the use of risk assessments, technology, equipment and materials
- develop and apply scientific inquiry and investigative skills, including planning and experimental design
- develop and apply scientific analytical thinking skills, including critical evaluation of experimental procedures in a physics context
- further develop an understanding of scientific literacy, using a wide range of resources, in order to communicate complex ideas and issues and to make scientifically informed choices
- extend and apply skills of independent/autonomous working in physics

### Units

Rotational Motion and Astrophysics (The unit introduces rotational Motion, an astronomical perspective is developed through a study of gravitation, leading to work on general relativity and stellar physics.)

Quanta and Waves (The Unit introduces non-classical physics and considers the origin and composition of cosmic radiation. Simple harmonic motion is introduced and work on wave theory is developed.)

Electromagnetism (The unit develops knowledge and understanding of electric and magnetic fields and capacitors and inductors used in d.c. and a.c. circuits.)

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

### Study

All pupils are expected to revise and study at home on a regular basis.

### Progression

HND/degree programmes in a physics-based course or a related area, such as engineering, electronics, computing, design, architecture or medicine

<u>Assessment</u>	<i>Advanced Higher Physics</i>
<b>Unit Assessment</b>	Each unit has an assessment that students must pass.
<b>Researching Physics</b>	Marks awarded out of 30 which go towards the overall grade when combined with the SQA exam.
<b>SQA Exam</b>	2 ½ hour exam worth 100 marks.
<b>Grading</b>	A - D

### Career Paths

Careers in a physics-based discipline or related area, or in a wide range of other areas, such as oil and gas exploration, renewable energy, construction, transport or telecommunications.

# PHOTOGRAPHY - HIGHER



## Purpose and Aims of the Course

The course encourages learners to be inspired and challenged by visually representing their personal thoughts and ideas through the medium of photography. Using an integrated approach to learning, learners will plan, develop and produce imaginative photographs. They will also develop their appreciation of photographic work and practice. The skills that learners acquire by successfully completing the course will be valuable for learning, life and work.

The aims of the course are for learners to:

- communicate personal thoughts, feelings and ideas using photography
- develop technical and creative skills in using photographic media, techniques and processes
- develop knowledge and understanding of a range of photography practice
- develop skills in problem solving, critical thinking and reflective practice
- analyse the impact of social and cultural influences on photographers and their work

## Course Structure

<u>Component</u>	<u>Marks</u>
Question Paper	30
Project	100

## Question Paper

The question paper assesses learners' knowledge and understanding of photographic work and practice. The question paper is set and marked by the SQA, and conducted under exam conditions.

The questions are designed to test learners' ability to:

- demonstrate knowledge and understanding of the properties of light and image formation, camera controls, and image making techniques and their effects.
- analyse examples of photography.

## Project

The photography project assesses learners' ability to integrate and apply their creative and technical skills and their knowledge and understanding of photographic practice. Learners' must plan and carry out a selected photography project. They research and investigate their project topic. Drawing on this material, they develop their own creative response by carrying out practical photography work. From this development work, learners' select and present a series of 12 images that communicate the project topic. Learners' also evaluate the effectiveness of their photographic work and practice.

## Homework

All pupils will complete homework in order to reinforce and develop learning, understanding and skills. Homework will vary and include researching and developing ideas through photography and sketchbook work. Pupils will also receive written homework and revision tasks.

## **Recommended Entry**

The Higher Photography course is a creative and technical course that includes a written exam paper. To access this course we suggest that pupils have National 5/Higher English and/or National 5/Higher Art and Design.

## **Progression**

Success at Higher could lead to Advanced Higher Art and Design. There are also a wide range of Art and Design, and Photography courses on offer at Dundee College at HNC and HND levels.

## **Career Paths**

Photography can lead to a wide range of courses at college and university and a variety of careers such as:

- Animation
- Costume and Theatre
- Design
- Fashion Design
- Game Design
- Graphic Design
- Illustrator
- Interior Designer
- Photographer
- Product Designer
- Teaching

## Practical Science – National Progression Award

### Why choose practical science?

Are you interested in the world of forensics? Do you want to study the human body? Do chemical reactions make you think about what is happening? Are you interested in nuclear energy? Would you like to learn about how you see? Perhaps this course is for you. It covers a wide range of scientific topics and would be a very different and interesting course to study.

#### Purpose and Aims

The purpose of the Course is to develop learners' curiosity, interest and enthusiasm for science in a range of contexts. The skills of scientific inquiry and investigation are developed throughout the Course.

The relevance of science is highlighted by the study of the applications in everyday contexts. This will enable learners to become scientifically literate citizens, able to review the science-based claims they will meet.

The main aims of this Course are for learners to:

- Develop knowledge and understanding of biology, chemistry, and physics
- Develop skills in good laboratory practice
- Develop an understanding of science health and safety
- Allow candidates to see progression and achievement timeously.
- Encourage candidates to take charge of their own learning and development.

#### Units

- Introduction to Chemistry
- Waves and Optics
- Radioactivity
- The Human Body
- Forensic Science: Applications

#### Homework

All pupils are expected to revise and study at home on a regular basis.

Homework will be varied: research, practice questions, completion of class work, producing presentations, using online materials.

#### Progression

**Success in the National Progression Award in Practical Science** could lead to, Skills for Work Courses, Employment/Training and access to College courses

<u>Assessment</u>	<i>National Progression Award in Practical Science</i>
<b>Unit Assessment</b>	Most units have a test that students must pass. In addition students must produce experimental write ups and short research reports.
<b>SQA</b>	All work is internally assessed and verified by SQA.
<b>Grading</b>	Pass / Fail

#### **Prior Qualifications Required**

All students wishing to study this qualification should have completed a National 4 Award in either biology, chemistry or physics.

#### Career Paths:

**Science** can lead to a wide range of apprenticeships, jobs and courses at college. This qualification could lead into a National Certificate at college or further training.

This qualification can provide an entry level point for people who wish to pursue a career in STEM related areas. This is seen to be of particular importance given the existing and projected shortfall in suitably qualified individuals in these areas.

# TECHNOLOGIES - GRAPHIC COMMUNICATION - NATIONAL 4/5



## Purpose and Aims

The Course provides opportunities for learners to gain skills in reading, interpreting, and creating graphic communications. Learners will initiate, develop and communicate ideas graphically. They will develop spatial awareness and visual literacy through graphic experiences.

The Course is practical, exploratory and experiential in nature. It combines elements of recognised professional standards for graphic communication partnered with graphic design creativity and visual impact.

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

The aims of the Course are to enable learners to develop skills in graphic communication techniques, including the use of equipment, materials and software extend and apply knowledge and understanding of graphic communication standards, protocols and conventions, where these apply develop an understanding of the impact of graphic communication technologies on our environment and society.

## Units

3 main units are studied: 2D Graphic Communication, 3D and Pictorial Graphic Communication

In addition pupils will complete an 'Added Value' unit. Learners will be able to extend and apply their knowledge and skills through the assignment They will draw on their range of graphic communication experiences from the Units in order to produce an effective overall response to the assignment

## Assessment

### **NATIONAL 4**

- Unit by unit assessment of 2 main units
- Completion of assignment 'added value' unit
- All units internally assessed
- No end of year exam
- Awarded on a pass/fail basis

### **NATIONAL 5**

- Assignment
- SQA end of year exam
- Final award graded A to D

## Homework

All pupils will be expected to complete homework in order to reinforce and develop learning, understanding and skills. Homework will vary and include drawing and written exercises, reading and IT based tasks.

## Progression

Success in National 4 could lead to National 5 Graphic Communication.

Success in National 5 could lead to Higher Graphic Communication.

## Career paths

Graphic Communication can lead to a wide range of courses at college and university and a variety of careers such as:

*Surveyor*

*Armed forces*

*Cartographer*

*Engineer*

*Town planner*

*Teacher*

*Architect*

*Civil Engineer*

*Draughtsman*

*Construction*

# TECHNOLOGIES - GRAPHIC COMMUNICATION - HIGHER



## Purpose and Aims

The Course provides opportunities for learners to initiate and develop their own ideas graphically. It allows them to develop skills in reading and interpreting graphics produced by others. Learners will continue to develop graphic awareness in often complex graphic situations thus expanding their visual literacy.

The Course is practical, exploratory and experimental in nature. It combines elements of creativity and communicating for visual impact with elements of protocol and an appreciation of the importance of graphic communication standards, where these are appropriate.

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

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

- Skills in graphic communication techniques, including the use of equipment, graphics materials and software
- Creativity in the production of graphic communications to produce visual impact in meeting a specified purpose
- Skills in evaluating the effectiveness of graphics in communicating and meeting their purpose
- An understanding of graphic communication standards protocols and conventions, where these apply
- An understanding of the impact of graphic communication technologies on our environment and society

## Units

The Course includes two mandatory units. Both units are designed to provide progression to the corresponding units at Advanced Higher.

- 2D Graphic Communication
- 3D and Pictorial Graphic Communication

Across both units, learners will develop an understanding of how graphic communication as an activity, and graphic technologies by their use, impact on our environment and society.

## Assessment

- Unit by unit assessment of 2 main units
- Completion of the course assignment
- All units internally assessed
- Course exam

## Homework

All pupils will be expected to complete homework in order to reinforce and develop learning, understanding and skills. Homework will vary and include drawing and written exercises, reading and IT based tasks.

## Progression

Success in Higher could lead to Advanced Higher Graphic Communication

## Career paths

Graphic Communication can lead to a wide range of courses at college and university and a variety of careers such as:

<i>Surveyor</i>	<i>Armed forces</i>	<i>Cartographer</i>	<i>Engineer</i>	<i>Town planner</i>
<i>Teacher</i>	<i>Architect</i>	<i>Civil Engineer</i>	<i>Draughtsman</i>	<i>Construction</i>

# TECHNOLOGIES – PRACTICAL METALWORKING – NATIONAL 4/5

## Purpose and Aims

The Course is practical, exploratory and experiential in nature. It combines elements of technique and standard practice with elements of creativity.

The Course provides opportunities for learners to gain a range of practical skills and to use a variety of tools, equipment and materials. It allows them to plan activities through to the completion of a finished product in wood.

The Course also gives learners the opportunity to develop thinking, numeracy, and employability, enterprise and citizenship skills.

## Units

The Course comprises four mandatory Units including the Added Value Unit.

- Bench Skills
- Machine Processes
- Fabrication and Thermal Joining
- Making a Finished Product from Metal (Added Value unit)

## Assessment

### **NATIONAL 4**

- Unit by unit assessment of 3 main units
- Completion of assignment 'added value' unit
- All units internally assessed
- No end of year exam

### **NATIONAL 5**

- Completion of course assignment
- End of year exam

## Homework

All pupils will be expected to complete homework in order to reinforce and develop learning, understanding and skills. Homework will vary and include drawing and written exercises, and reading.

## Progression

Success in National 4 could lead to National 5 Practical Metalworking.

Other qualifications in practical technologies or related areas.

Further study, employment and/or training.

# TECHNOLOGIES - PRACTICAL WOODWORKING - NATIONAL 4/5



## Purpose and Aims

The Course is practical, exploratory and experiential in nature. It combines elements of technique and standard practice with elements of creativity.

The Course provides opportunities for learners to gain a range of practical woodworking skills and to use a variety of tools, equipment and materials. It allows them to plan activities through to the completion of a finished product in wood.

The Course also gives learners the opportunity to develop thinking, numeracy, and employability, enterprise and citizenship skills.

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

- skills in woodworking techniques
- skills in measuring and marking out timber sections and sheet materials
- safe working practices in workshop environments practical creativity and problem-solving
- skills knowledge of sustainability issues in a practical woodworking context.

## Units

The Course comprises four mandatory Units including the Added Value Unit.

The three units are Flat Frame Construction, Carcase Construction and Machining & Finishing. The added value unit is Making a Finished Product from Wood.

## Assessment

### **NATIONAL 4**

- Unit by unit assessment of 3 main units
- Completion of assignment 'added value' unit
- All units internally assessed
- No end of year exam

### **NATIONAL 5**

- Completion of course assignment
- End of year exam

## Homework

All pupils will be expected to complete homework in order to reinforce and develop learning, understanding and skills.

Homework will vary and include drawing and written exercises, and reading.

## Progression

Success in National 4 could lead to National 5 Practical Woodworking.

Success in National 5 could lead to National 5 Practical Metalwork.

## Career Paths

Practical woodworking can lead to a wide range of courses at college and university and a variety of careers such as

*Joiner*

*Plumber*

*Welder*

*Engineer*

*Mechanic*

*Apprentice*

*Electrician*

*Construction*

## YASS: OPEN UNIVERSITY MODULES



The Young Applicants in Schools Scheme (YASS) gives S6 students in Scotland the opportunity to study at higher education level. Study fits around school work and social lives, encourages independent learning and builds confidence. It is designed to bridge the gap between school and full-time university and help able and motivated students stand out from the crowd.

Modules are offered in a wide range of subject areas including science, engineering, business studies, health and social care, IT and computing, arts, mathematics and sport and fitness. Each module offered through YASS is at level 1, equivalent to SCQF Level 7, the same as Advanced Highers and the first year at a traditional university. The modules are fully funded by the Scottish Funding Council for 10, 15 and 30 credit unit modules. The credit points indicate the amount of credit you can count towards an Open University qualification. They are not part of the UCAS tariff. One credit point represents approximately ten hours of study.

The support available to you will depend on the module taken. Shorter 10 credit modules will normally be supported by a team of Study Advisers who students contact via an online forum. Students taking large modules will normally be supported by an individual tutor who can be contacted by telephone or email. All YASS students have access to the OU's team of educational advisers.

Assignments differ by module subject and length. For shorter 10 credit modules, the only piece of work you will need to submit is an End of Module Assessment (EMA). For larger modules students need to submit Tutor Marked Assessments (TMA's) or Computer Marked Assessments (iCMA's) throughout their module and an EMA. Due dates for all marked assignments will be provided at the start of modules. Modules normally run between October 2019 and April 2020.

Here is a flavour of the modules on offer. Further information may also be found at:  
<http://www.open.ac.uk/scotland/study/young-applicants-schools>

<b>BUSINESS AND MANAGEMENT</b>		
<i>Module Title</i>	<i>Credits</i>	<i>Description</i>
<b>B190</b> <i>Introduction to Bookkeeping and Accounting</i>	10	This short course caters for people who want a good grounding in double-entry bookkeeping and the production of basic financial statements as well as anyone who wants to proceed to professional qualifications as bookkeepers, accounting technicians or fully qualified accountants. It is more demanding than most Level 1 and does require you to be highly committed to your studies, as it covers both introductory bookkeeping and accounting within a relatively short time period. You'll gain practical skills in Excel spreadsheets and double-entry bookkeeping, both manual and computerised, as well as knowledge and understanding of the essential principles, concepts, ethics and limitations that underpin bookkeeping and financial accounting.

<b>HEALTH AND SOCIAL CARE</b>		
<i>Module Title</i>	<i>Credits</i>	<i>Description</i>

<b>SK124</b> <i>Understanding the Autism Spectrum</i>	15	This 20-week course provides an accessible introduction to the autistic spectrum, principles and problems of diagnosis, and biological and psychological approaches to explaining underlying causes. Approaches to care, education and therapy, and issues concerning social support, legal rights and wellbeing of individuals on the autism spectrum are explored. The course is especially relevant to educators, learning support workers and healthcare professionals; parents, siblings, care-givers and able people on the autism spectrum; and all those with an interest in the psychological and health sciences.
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<b>LAW</b>		
<b>Module Title</b>	<b>Credits</b>	<b>Description</b>
<b>W150</b> <i>An Introduction to Law in Contemporary Scotland</i>	15	This course looks at law making in contemporary Scotland. It considers the role of both the Scottish Parliament and Courts in law making, looking at the structure of the court system and the role of the judiciary. It explores the relationship between the law making power of the Scottish and Westminster Parliaments. It introduces you to some specific areas of Scots law, including the law relating to human rights and children. This course will be of particular interest to anyone needing an overview of the Scottish legal system, and will provide an excellent beginning for students who want to understand how modern Scotland works.

<b>SCIENCE</b>		
<b>Module Title</b>	<b>Credits</b>	<b>Description</b>
<b>S151</b> <i>Maths for Science</i>	10	Do you want to further your study of science but worry that you lack confidence in mathematics? Then this course could be for you. Mathematical techniques are explained, and worked examples are included throughout the course, but the main emphasis is on providing examples for you to try yourself. Many of the examples have a scientific flavour and detailed answers are also provided.
<b>S175</b> <i>The Frozen Planet</i>	10	This course explores the wonder of the polar world and explains how ice has shaped and controls our planet. It is about the physical controls on the shape and character of our planet over millions of years through to the climate we experience today. You will investigate the different environmental where wildlife flourishes, and the strategies some species have developed to exploit them. You will discover the influence of humans on the environment and the discoveries of the early polar explorers.
<b>S176</b> <i>Living without oil: chemistry for a sustainable future</i>	10	This course explores oil's vital role in the modern world and assesses some of the exciting scientific developments that could lead to sustainable alternatives to oil. You will explore the properties of crude oil that make it so useful and then use this knowledge to examine some potential sustainable alternatives. You'll study the development of biofuels; battery electric vehicles; hydrogen as fuel; and the production of biologically derived materials to replace plastics. Throughout the course you'll focus on assessing the environmental impacts of these potential alternatives to oil products.
<b>S177</b> <i>Galaxies, Stars and Planets</i>	10	<i>Galaxies, Stars and Planets</i> is one of a series of short, five month 10-credit courses introducing fascinating topics in science. It covers the exploration of our Solar System; the discovery of planets orbiting other stars; the birth, life and violent death of stars; and the creation of the Universe itself.

<b>S186</b> <i>Volcanoes, Earthquakes and Tsunamis</i>	10	<i>Volcanoes, Earthquakes and Tsunamis</i> is one of a series of short, five month 10-credit courses introducing the fascinating topics in science. If you've ever been intrigued or affected by volcanoes eruptions, earthquakes or tsunamis and want to find out more about why they happen and what they do, then this is the course for you.
<b>SK185</b> <i>Molecules, Medicines and Drugs: A Chemical Story</i>	10	<i>Molecules, Medicines and Drugs: A Chemical Story</i> is a highly interactive online course that focuses on the chemistry that underlines medicines. After a brief introduction (which discusses the development and testing of drugs within a social and economic setting), you'll move on to explore the discovery and development of a range of drugs and medicines that relieve pain, effect cures and alleviate the symptoms of ill-health. You'll find out how drugs interact with and affect their target areas in the human body.