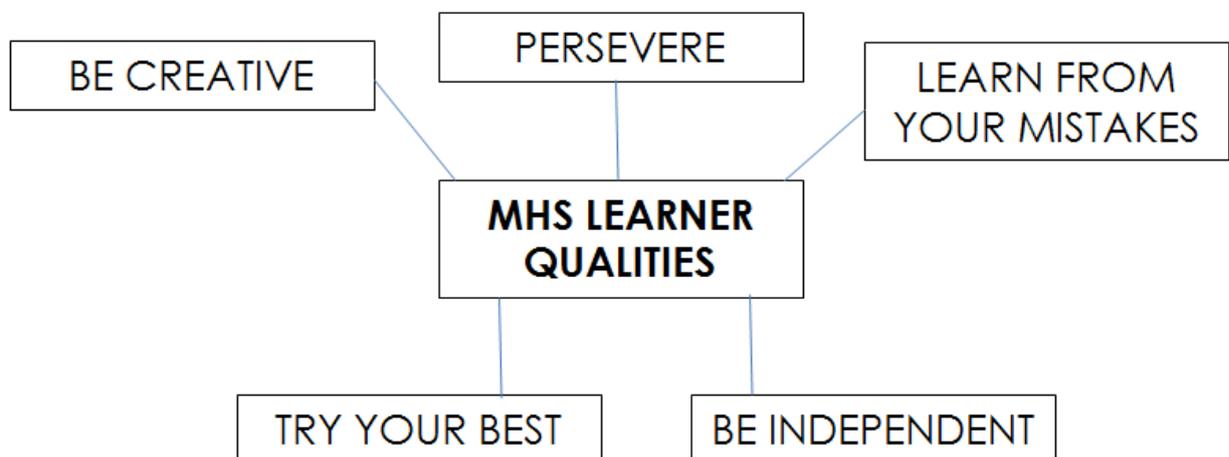


MONIFIETH HIGH SCHOOL



Senior Phase Curriculum Course Descriptors 2018-19



Administration and IT National 5

The Course aims to enable learners to:

- develop an understanding of administration theory in the workplace
- develop IT skills and use them to perform administrative tasks
- acquire organisational skills in the context of organising and supporting events

This is achieved by using 2 core units and a course assessment –

1. Theory
2. IT Applications

Administration is a growing sector which cuts across the entire economy and offers wide-ranging employment opportunities. Moreover, administrative and IT skills have extensive application not only in employment but also in other walks of life.

The key purpose of this Course is to develop learners' administrative and IT skills in using spreadsheets, databases, word-processing, desktop publishing and presentations ♦ skills in using technology for electronic communication and investigation ♦ skills in organising and supporting events ♦ problem-solving skills in administrative contexts ♦ theory of the tasks (duties) and knowledge associated with the administrative support function in an organisation and, ultimately, to enable them to contribute to the effective functioning of organisations in administrative positions.

Administration and IT
(for session 2017-2018 only)
Higher

Administration is a growing sector which cuts across the entire economy and offers wide-ranging employment opportunities. Moreover, administrative and IT skills have extensive application not only in employment but also in other walks of life. The key purpose of this Course is to develop learners' advanced administrative and IT skills and, ultimately, to enable them to contribute to the effective functioning of organisations in supervisory administrative positions.

The Course aims to enable learners to: ♦ develop knowledge and understanding of administration in the workplace and its importance ♦ develop a range of advanced IT skills for processing and managing information ♦ develop a range of skills to communicate complex information effectively, making appropriate use of IT ♦ acquire skills in managing the organisation of events. This is achieved by using 3 core units and a course assessment –

1. Administrative Theory and Practice
2. IT Solutions for Administrators
3. Communication in Administration

The units are assessed using a combined approach. The course assignment gives learners the opportunities to demonstrate:

- use of complex IT functions in word processing, spreadsheets, databases, desktop publishing, and presentation software to produce, process and manage information and solve problems in unfamiliar contexts
- skills in electronic research to source complex information
- skills in effective communication, taking account of its context, purpose and audience
- a wide range of administrative skills related to planning and organising to complete the assignment
- skills in problem solving

The assignment will have 70 marks (70% of the total mark).

ART AND DESIGN

National 4 / 5

Entry Requirements

Learners would normally be expected to have attained the skills; knowledge and understanding required by either S1-3 Broad General Education (BGE) and / or achieved a pass at National 4. Entry to this course is at the discretion of the centre. Candidates should have achieved the fourth curriculum level or the National 4 Art and Design course or equivalent qualifications and/or experience prior to starting this course.

Course Content

The course consists of 24 SCQF credit points which includes time for preparation for course assessment. The notional length of time for a candidate to complete the course is 160 hours.

The course assessment has three components.

Component Marks Component 1:	question paper 50 marks
Component 2: expressive portfolio	100 marks external assessment
Component 3: design portfolio	100 marks external assessment

The National 4/5 Art and Design Course enables learners to plan, develop, produce and present creative art and design work, and to develop an understanding of the social and cultural influences on the works of artists and designers.

The new National 4 / 5 course consists of the structure outlined below; the processes and skills are now taught with internal professional assessment, using 'unit' style assessment criteria. There is no unit work required by SQA. The skills that previous units have taught and assessed are now subsumed into the folio and written examination paper.

The course comprises two areas of study:

Expressive: This part of the course helps candidates plan, research and develop creative expressive work in response to a theme/stimulus. Candidates develop knowledge and understanding of artists' working practices and the social, cultural and other influences affecting their work and practice. They select a theme/stimulus and produce 2D/3D analytical drawings, studies and investigative research, and use this to produce a single line of development leading to a final piece. Candidates reflect on and evaluate their creative process and the visual qualities of their work.

Design: This part of the course helps candidates plan, research and develop creative design work in response to a design brief. Candidates develop knowledge and understanding of designers' working practices and the social, cultural and other influences affecting their work and practice. They select a design brief and compile a variety of 2D/3D investigative material and market research, and use this to produce a single line of development leading to a design solution. Candidates reflect on and evaluate their creative process and the aesthetic and functional qualities of their work.

Art and Design: Expressive Studies and Design Studies

Pupils will learn and write about two artists and two designers. They will look at both historical and contemporary artists and designers and compare examples of their works. They will also study the

social and cultural influences on their artist or designers work. National 4 and 5 pupils will be required to complete the written activity internally with on-going assessment and progress feedback, National 5 pupils will also have a written exam which will be externally assessed.

The purpose of the question paper is to assess candidates' knowledge and understanding of art and design practice and issues. **The question paper has 50 marks (20% of the total mark) and has two sections which are equally weighted.**

The questions are designed to test candidates' ability to:

◆ comment on art and design work and critically respond to unseen prompts and images
◆ demonstrate knowledge and understanding of the impact of social, cultural and/or other influences on artists' and designers' work and practice
◆ give justified opinions on identified aspects of art and design practice and issues

Assessment

Internal assessments will be on-going throughout the course and take various forms. Pupils will be assessed on a continuous basis within centres to provide as much opportunity for progression as possible. The folios will be externally assessed using national marking criteria to ensure assessment judgements are consistent and meet national standards.

The assessment of the Units in this Course will be as follows.

Course assessment structure: expressive portfolio Expressive portfolio 100 marks.

The purpose of this portfolio is to assess candidates' ability to integrate and apply practical art skills and their knowledge and understanding of art practice across the course. Throughout the portfolio, candidates have the opportunity to demonstrate skills, knowledge and understanding by:

- ◆ responding to their agreed theme/stimulus by producing relevant 2D/3D analytical drawings, studies and investigative research, and using this to produce a single line of development leading to a final piece
- ◆ using a selection of materials, techniques and/or technology, visual elements and expressive effects
- ◆ reflecting on and evaluating their creative process and the visual qualities of their portfolio with reference to their theme/stimulus

The expressive portfolio has 100 marks (40% of the total mark).

Course assessment structure: design portfolio Design portfolio 100 marks.

The purpose of this portfolio is to assess candidates' ability to integrate and apply practical design skills and their knowledge and understanding of design practice across the course. Throughout the portfolio, candidates have the opportunity to demonstrate skills, knowledge and understanding by:

◆ responding to their design brief, producing and compiling a variety of relevant 2D/3D investigative material and market research, and using this to produce a single line of development leading to a design solution
◆ using a selection of materials, techniques and/or technology, and demonstrating their understanding of design elements
◆ reflecting on and evaluating their creative process and the aesthetic and functional qualities of their design portfolio with reference to their design brief requirements

The design portfolio has 100 marks (40% of the total mark).

Homework

Homework is an integral component of this course and will be issued on a regular basis. Learners will be expected to show a high level of personal initiative and motivation.

Other Important Notes

The Course is practical and experiential and the key focus is creativity. The Course combines developing knowledge and understanding of artists and designers and their work, with practical learning experiences in both expressive and design contexts. Throughout the Course, learners will develop creativity, perseverance, independence and resilience.

Progression

Learners who achieve National 4 Art and Design may progress to National 5 Art and Design. Those who achieve National 5 Art and Design may progress to Higher Art and Design. Skills learned throughout the course are transferable to a variety of College and University Degree Courses as well as a number of careers. These include: Teaching, Architecture, Animation, Fashion textiles, Costume Design, Theatrical design, Graphic Design, Freelance artist, ceramics, Time Based Art.

ART AND DESIGN

Higher

Entry Requirements

This course is normally suitable for those who have achieved a pass at National 5 Art and Design.

The Content

The Higher Art and Design Course enables learners to communicate personal thoughts, feelings and ideas through the creative use of art and design materials, techniques and/or technology. Learners analyse a range of art and design practice and critically reflect on the impact of external factors on artists, designers and their work. They plan, develop, produce and present creative art and design work, develop personal creativity, and use problem solving, critical thinking and reflective practice skills.

The Higher course consists of the following two Mandatory units and the course assessment. Both units are designed to provide progression to the related Units at Advanced Higher.

Art and Design: Expressive Activity

This Unit

helps learners to develop their personal thoughts and ideas in visual form. In the Unit, learners will develop critical understanding of artists' working practices and the social and cultural influences affecting their work. They will select stimuli and produce investigative drawings and studies. They will develop and refine their expressive ideas and artwork, experimenting with and using a range of materials, techniques and/or technology in 2D and/or 3D formats in response to the stimuli.

Art and Design: Design Activity

In this Unit learners will plan, research and develop creative design work in response to a design brief. They will develop their creativity, problem solving and critical thinking skills as they consider complex design opportunities, and work to resolve design issues and constraints. In the Unit, learners will develop critical understanding of designers' working practices and the social and cultural influences affecting their work. They will develop and refine their design ideas by experimenting with and using a range of materials techniques and/or technology in 2D and/or 3D formats.

Conditions of award

To gain the award of the Course, the learner must pass all of the Units as well as the Course assessment. The required Units are shown in the Course outline section. Course assessment will provide the basis for grading attainment in the Course award.

Assessment

Internal assessments will be on-going throughout the course and take various forms. Pupils will be assessed on a pass/fail basis within centres. SQA will provide rigorous external quality assurance, including external verification, to ensure assessment judgements are consistent and meet national standards.

The assessment of the Units in this Course will be as follows.

Art and Design: Expressive Activity (Higher)

In this Unit, evidence will be required to show that the learner can produce a range of creative ideas and art work in response to stimuli. Learners will produce a range of analytical drawings, studies and expressive development work showing visual continuity and the creative development of the stimuli. Knowledge and understanding of expressive artists and art practice will also be assessed.

Art and Design: Design Activity (Higher)

In this Unit, evidence will be required to show that the learner can produce a range of creative design ideas in response to a complex design brief. Learners will produce investigative studies and market research and will use this when developing and refining a range of design ideas. Knowledge and understanding of designers and design practice will also be assessed.

Courses presently from Higher to Advanced Higher include assessment of an added value element. At Higher and Advanced Higher, the added value will be assessed in the Course assessment. The added value for the Course must address the key purposes and aims of the Course as defined in the Course Rationale. It will do this by addressing one or more of breadth, challenge or application.

In the Higher Art and Design Course, added value will focus on challenge and application. The learner will draw on, extend and apply the skills they have learned during the Course. This will be assessed through a portfolio and a question paper.

In the portfolio, learners will produce one piece of expressive art work and one design solution. The portfolio will be sufficiently open and flexible to allow for personalisation and choice and will focus on both the process and products of learning.

The question paper adds value by requiring integration and application of skills, knowledge and understanding of art and design practice from across the Units.

Homework

Homework is an integral component of this course and will be issued on a regular basis. Learners will be expected to show a high level of personal initiative and motivation.

Other Important Notes

The Course is practical and experiential and the key focus is creativity. The Course combines developing knowledge and understanding of artists and designers and their work, with practical learning experiences in both expressive and design contexts.

Throughout the Course, learners will develop creativity, perseverance, independence and resilience.

Progression

Learners who achieve a good pass at Higher Art and Design may progress to Advanced Higher Art and Design. Skills learned throughout the course are transferable to a variety of College and University Degree Courses as well as a number of careers. These include: Teaching, Architecture, Animation, Fashion textiles, Costume Design, Theatrical design, Graphic Design, Freelance artist, ceramics, Time Based Art.

ART AND DESIGN

Advanced Higher (Design)

Entry Requirements

This course is normally suitable for those who have achieved a good pass (grade A or B) at Higher Art and Design.

The Content

The Advanced Higher Art and Design (Design) Course provides opportunities for learners to develop their creativity and to apply their understanding of design practice, function and aesthetics. This involves exploring and researching challenging design contexts, issues and opportunities, and evaluating and synthesising visual stimuli and other information from a variety of sources.

The Advanced Higher course (Design) consists of the following two Mandatory units and the course assessment.

Art and Design (Design): Design Studies (Advanced Higher)

In this Unit, learners will work in a self-directed manner to investigate the working practices and design approaches of others. They will critically analyse designers' work and practice, evaluating the impact of external factors on their design considerations and creative choices. They will communicate informed and supported personal views, opinions and judgements on the designers' work.

Art and Design (Design): Design Enquiry (Advanced Higher)

This Unit helps learners to plan, develop and produce a range of related development lines of personal enquiry and creative design work in an independent and self-directed manner. Learners will use their understanding of design practice to inspire and influence their own design approach and creative choices. They will work imaginatively to resolve any design issues or challenges and will experiment with and explore how materials, techniques and/or technology can be used to realise their design ideas in 2D and/or 3D formats.

Conditions of award

To gain the award of the Course, the learner must pass all of the Units as well as the Course assessment. The required Units are shown in the Course outline section. Course assessment will provide the basis for grading attainment in the Course award.

Assessment

Internal assessments will be on-going throughout the course and take various forms. Pupils will be assessed on a pass/fail basis within centres. SQA will provide rigorous external quality assurance, including external verification, to ensure assessment judgements are consistent and meet national standards.

The assessment of the Units in this Course will be as follows:

Art and Design (Design): Design Studies (Advanced Higher)

In this Unit, evidence will be required to show that the learner can investigate, analyse and evaluate the work and practice of designers working within their selected design area. They will express substantiated personal opinions on the designers' work and practice.

Art and Design (Design): Design Enquiry (Advanced Higher)

In this Unit, evidence will be required to show that the learner can produce a variety of creative investigative work and related market research, and refine a series of development ideas for a personally challenging design enquiry. The work will show considered exploration, visual coherence and continuity throughout the development process, and in-depth understanding of the design area requirements.

Courses presently from Higher to Advanced Higher include assessment of added value. At Higher and Advanced Higher, the added value will be assessed in the Course assessment. The added value for the Course must address the key purposes and aims of the Course, as defined in the Course rationale. It will do this by addressing one or more of breadth, challenge or application. In the Advanced Higher Art and Design (Design) Course, added value will focus on challenge and application.

The learner will draw on, extend and apply the skills they have learned during the Course. They will be assessed through a portfolio of design work.

The portfolio will assess both the process and products of learning, and include evidence of supporting contextual research and evaluation.

Homework

Homework is an integral component of this course and will be issued on a regular basis. Learners will be expected to show a high level of personal initiative and motivation.

Other Important Notes

The Course is practical and experiential and the key focus is creativity. The Course combines developing knowledge and understanding of artists and designers and their work, with practical learning experiences in both expressive and design contexts.

Throughout the Course, learners will develop creativity, perseverance, independence and resilience.

Progression

Learners who achieve a good pass at Advanced Higher Art and Design and have specialised in Design may extend their applied design skills and critical understanding of design practice at College or University. Skills learned throughout the course are transferable to a variety of College and University Degree Courses as well as a number of careers. These include: Teaching, Architecture, Animation, Fashion design, Costume Design, Theatrical design, Graphic Design, Product design, Forensic Art.

ART AND DESIGN

Advanced Higher (Expressive)

Entry Requirements

This course is normally suitable for those who have achieved a good pass (grade A or B) at Higher Art and Design.

The Content

The Advanced Higher Art and Design (Expressive) Course provides opportunities for learners to develop their creativity, visual awareness and aesthetic understanding while exploring how to communicate their personal thoughts, ideas and opinions through their expressive artwork. This involves visually exploring and responding in an individual way to their stimuli, researching challenging expressive art contexts and the ways that artists respond creatively to stimuli, and evaluating and synthesizing visual and other information from a variety of sources.

The Course has an integrated, personal enquiry-based approach to learning. The Units allow learners to respond creatively and to investigate and apply their critical understanding of art and art practice when producing their expressive art work.

During this Course, learners will demonstrate their ability to develop and realise creative expressive lines of visual enquiry. They will select a context and stimuli for learning and produce a range of expressive art work which has been developed and influenced by their in-depth investigation and critical analysis of art and art practice.

The Advanced Higher course (Expressive) consists of the following two Mandatory units and the course assessment.

Art and Design (Expressive): Expressive Studies (Advanced Higher)

In this Unit, learners will work in a self-directed manner to investigate the working practices and creative approaches of others. They will analyse artists' work and practice, analysing and evaluating the impact of external factors on their creative work. They will communicate informed and supported personal views, opinions and judgements on the artists' work.

Art and Design (Expressive): Expressive Enquiry (Advanced Higher)

This Unit helps learners to work independently in a self-directed manner to plan, develop and produce a range of related development lines of creative enquiry and expressive art work. Learners' expressive art work will be inspired and influenced by their investigative research into expressive art practice. Learners will experiment with and creatively explore how materials, equipment, techniques, composition and/or technology can be used. They will use these in sophisticated and expressive ways to communicate and realise their ideas in 2D and/or 3D formats.

Conditions of award

To gain the award of the Course, the learner must pass all of the Units as well as the Course assessment. The required Units are shown in the Course outline section. Course assessment will provide the basis for grading attainment in the Course award.

Assessment

Internal assessments will be on-going throughout the course and take various forms. Pupils will be assessed on a pass/fail basis within centres. SQA will provide rigorous external quality assurance, including external verification, to ensure assessment judgements are consistent and meet national standards.

The assessment of the Units in this Course will be as follows:

Art and Design (Expressive): Expressive Studies (Advanced Higher)

In this Unit, evidence is required to show that the learner can investigate, analyse and evaluate the work and practice of artists working within their selected context for learning. They will express substantiated personal opinions on the artists' work and practice.

Art and Design (Expressive): Expressive Enquiry (Advanced Higher)

In this Unit, evidence is required to show that the learner can produce and refine creative and expressive investigative visual research and development ideas for a personally challenging creative enquiry. They will show considered exploration, visual coherence and continuity throughout the development process, and understanding of the expressive potential of composition and the visual elements in their work.

Courses presently from Higher to Advanced Higher include assessment of added value. At Higher and Advanced Higher, the added value will be assessed in the Course assessment. The added value for the Course must address the key purposes and aims of the Course, as defined in the Course rationale. It will do this by addressing one or more of breadth, challenge or application. In the Advanced Higher Art and Design (Expressive) Course, added value will focus on challenge and application.

The learner will draw on, extend and apply the skills they have learned during the Course. This will be assessed through a portfolio of art work.

The portfolio will assess both the process and products of learning, and will include evidence of supporting contextual research and evaluation.

Homework

Homework is an integral component of this course and will be issued on a regular basis. Learners will be expected to show a high level of personal initiative and motivation.

Other Important Notes

The Course is practical and experiential. The Course combines developing knowledge and understanding of artists and designers and their work, with practical learning experiences in both expressive and design contexts.

Throughout the Course, learners will develop creativity, perseverance, independence and resilience.

Progression

Learners who achieve a good pass at Advanced Higher Art and Design and have specialised in Expressive may extend their applied art skills and critical understanding of art practice at College or University. Skills learned throughout the course are transferable to a variety of College and University Degree Courses as well as a number of careers. These include: Teaching, fine art, fine art fraud and law work, sculpture, forensic art, museum conservation, self-employed gallery ownership, art gallery management for both public and commercial galleries, printmaking or environmental art.

BIOLOGY

National 4 / 5

Entry Requirements

Learner would normally be expected to have attained the skills, knowledge and understanding required by either S1-3 Broad General Education (BGE) and / or achieved a pass at National 4.

The Content

The National 4 / 5 course consists of three units:

Unit 1: Life on Earth

In this Unit, learners will develop skills of scientific inquiry, investigation and analytical thinking, along with knowledge and understanding in the context of life on Earth. Learners will research issues and communicate information related to their findings, which will develop skills of scientific literacy.

The key areas covered are: biodiversity and the distribution of life; energy in ecosystems; sampling techniques and measurement of abiotic and biotic factors; adaptation, natural selection and the evolution of species and human impact on the environment.

Unit 2: Cell Biology

In this Unit, learners will continue to develop the skills outlined in Unit 1, along with knowledge and understanding in the context of cell biology.

The key areas covered are: cell structure; transport across cell membranes; producing new cells; DNA and the production of proteins; proteins and enzymes; genetic engineering; photosynthesis and respiration.

Unit 3: Multicellular Biology

In this Unit, learners will continue to develop the skills outlined in Unit 1, along with knowledge and understanding in the context of Multicellular biology.

The key areas covered are: cells, tissues and organs; stem cells and meristems; control and communication; reproduction, variation and inheritance; the need for transport and effects of lifestyle choices on animal transport and exchange systems.

Assessment

Internal assessments will be on-going throughout the course and take various forms.

There are two components of the external course assessment:

- Component 1 — question paper 100 marks
- Component 2 — Added Value assignment* 20 marks

Total marks 120 marks

*The Added Value assignment will allow learners to identify, research, process, evaluate and reach a well-supported conclusion based on a biological issue of their choice.

Homework

Homework is an integral component of this course and will be issued on a regular basis. Learners will be expected to show a high level of personal initiative and motivation.

Other Important Notes

There will be many opportunities for practical experimental work, local fieldwork and research based topics to support case studies and the added value assignment.

Progression

• Learners who achieve National 4 Biology may progress to National 5 Biology. Those who achieve National 5 Biology may progress to Higher Biology or Higher Human Biology. Skills learned throughout the course are transferable to a variety of College and University Degree Courses as well as a number of careers. These include: Nursing, Dentistry, Medical/Health, Veterinary, Sports therapist, Physiotherapist, Marine Biologist, Laboratory technician, Gardener/Botanist, Microbiologist, Food and drink production/Biotechnologist, Pharmacist, Sport and Fitness industry, Forensic scientist, Environmental work, Working with animals, Laboratory work, Agriculture, Catering industry

BIOLOGY

Higher

Entry Requirements

This course is normally suitable for those who have achieved a pass at National 5 Biology.

The Content

The Higher course consists of three units:

Unit 1: DNA and the Genome

In this Unit, learners will develop knowledge through study of DNA and the genome. Key areas covered: structure and replication of DNA, gene expression, and the genome, the molecular basis of evolution and biodiversity, unity of life is emphasised in gene expression. This enables the development of both analytical thinking and problem solving skills in context. Understanding gene expression, at the cellular level, leads to the study of differentiation in organisms, the evolution and structure of the genome and genomics, including personal genomics.

Unit 2: Metabolism and Survival

In this Unit, learners will develop knowledge by investigating the central metabolic pathways of ATP synthesis by respiration and how control of the pathways is essential to cell survival. Key areas covered: Maintaining metabolism as essential for life, in microorganisms, investigation of cellular respiration in metabolism by examining the stages of respiration, in whole organisms, adaptations for the maintenance of metabolism for survival, the importance of the manipulation of metabolism in microorganisms, both in the laboratory and in industry, including ethical considerations.

Unit 3: Sustainability and Interdependence

In this Unit, learners will develop knowledge by investigating how humans depend on sufficient and sustainable food production from a narrow range of crop and livestock species, focusing on photosynthesis in plants. Key areas covered: the science of food production, interrelationships and dependence, and biodiversity, the importance of plant productivity and the manipulation of genetic diversity to maintain food security, interrelationships and dependence, through symbiosis and social behaviour, biodiversity to measure, catalogue, understand and address human impact, including mass extinction.

Assessment

Internal assessments will be on-going throughout the course and take various forms.

There are two components of the external course assessment:

- Component 1 — question paper 100 marks
- Component 2 — Added Value assignment* 20 marks

Total marks 120 marks

*The Added Value assignment will allow learners to identify, research, process, evaluate and reach a well-supported conclusion based on a Biological issue of their choice.

Homework

Homework is an integral component of this course and will be issued on a regular basis. Learners will be expected to show a high level of personal initiative and motivation

Other Important Notes

There will be many opportunities for practical experimental work, and research based topics to support case studies and the added value assignment.

Progression

Learners who achieve Higher Biology may progress to Advanced Higher Biology. Skills learned throughout the course are transferable to a variety of College and University Degree Courses as well as a number of careers. These include: Nursing, Dentistry, Medical/Health, Veterinary, Sports therapist, Physiotherapist, Marine Biologist, Laboratory technician, Botanist, Microbiologist, Food and drink production/Biotechnologist, Pharmacist, Sport and Fitness industry, Forensic scientist, Environmental work, Working with animals, Laboratory work, Agriculture.

BIOLOGY

Advanced Higher

Entry Requirements

This course is normally suitable for those who have achieved a good pass (grade A or B) in Higher Biology or Higher Human Biology. Pupils who have gained a C at Higher may be considered.

The Content

At Advanced Higher the course consists of three units:

Unit 1: Cells and Proteins

This Unit builds on understanding of the genome from Higher Biology and Higher Human Biology. Learners will develop knowledge and understanding of proteomics, protein structure, binding and conformational change; membrane proteins; detecting and amplifying a stimulus; communication within multicellular organism and protein control of cell division. The Unit includes important laboratory techniques for biologists.

Unit 2: Organisms and Evolution

In this unit learners will develop knowledge and understanding of evolution; variation and sexual reproduction; sex and behaviour and parasitism. It covers the role of sexual reproduction and parasitism in the evolution of organisms. Biological variation is a central concept in this Unit. This Unit covers suitable techniques for ecological field study. Methods of sampling and the classification and identification of organisms are introduced. Evolution is considered from the impact of drift and selection on variation. The study of sexual behaviour provides opportunities to use the techniques of ethology. There are many opportunities to explore wider ethical issues relating to the importance of scientific knowledge and its application in challenging social and economic circumstances.

Unit 3: Investigative Biology

Learners will develop knowledge and understanding of the principles and practice of investigative biology and its communication. The Unit covers scientific principles and processes, experimentation and critical evaluation of biological research. This through the key aspects of the scientific method, literature and communication and ethics; pilot studies, variables, experimental design, controls, sampling and ensuring reliability; evaluating background information, experimental design, data analysis and conclusions. The collection of experimental data will provide an opportunity to develop planning and organising skills.

Assessment

Internal Assessments will be on-going throughout the course.
There are two components of the external course assessment:

- Component 1 – question paper 100 marks
- Component 2 – Project 30 marks

Total Marks 130 marks

Homework

Homework is an integral component of this course. Learners will be expected to show a high level of personal initiative and that they will take considerable responsibility for their own work.

Other Important Notes

The completion of the Project will require students to work independently and show high levels of commitment.

Progression

The course is regarded as being an excellent preparation for the type of independent study expected by colleges and universities as well as a number of careers. These include: Nursing, Dentistry, Medical/Health, Veterinary, Sports therapist, Physiotherapist, Marine Biologist, Botanist, Microbiologist, Food and drink production/Biotechnologist , Pharmacist, Sport and Fitness industry, Forensic scientist, Environmental work, Laboratory work, Agriculture.

BUSINESS MANAGEMENT

National 5

The purpose of National 5 Business Management is for pupils to develop

- knowledge and understanding of the ways in which society relies on business to satisfy our needs
- an insight into the systems organisations use to ensure customers' needs are met
- enterprising skills and attributes
- financial awareness through a business context
- an insight into how organisations organise their resources for maximum efficiency and improve their overall performance
- an awareness of how external influences impact on organisations

This is delivered in 5 core units and a course assignment –

1. Understanding Business
2. Management of People
3. Management of Finance
4. Management of Marketing and
5. Management of Operations

The course will also require pupils to complete a research assignment which accounts for 25% of their final grade.

BUSINESS MANAGEMENT
(for session 2017-2018 only)
Higher

The Higher is a natural progression from the National 5 Business Management course with the same 3 units covered in session 2016-2017.

The Course gives learners an understanding of the dynamic, changing, competitive and economic environment of industry and commerce. It develops skills in communicating and presenting business-related information, in a variety of formats, to the various stakeholders of an organisation.

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

Like the National 5 course the pupils also undertake an assignment which accounts for 30% toward their final result allowing them to apply their knowledge to an actual business.

CHEMISTRY

National 4 / 5

Entry Requirements

Learner would normally be expected to have attained the skills, knowledge and understanding required by either S1-3 Broad General Education (BGE) and / or achieved a pass at National 4.

The Content

The National 4 / 5 course consists of three units:

Unit 1: Chemical Changes and Structure

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

Unit 2: Nature's Chemistry

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

Unit 3: Chemistry in Society

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

Assessment

Internal assessments will be on-going throughout the course and take various forms. There are two components of the external course assessment:

- Component 1 — question paper 100 marks
- Component 2 — Added Value assignment* 20 marks

Total marks 120 marks

*The Added Value assignment will allow learners to identify, research, process, evaluate and reach a well-supported conclusion based on a Chemical issue of their choice.

Homework

Homework is an integral component of this course and will be issued on a regular basis. Learners will be expected to show a high level of personal initiative and motivation.

Other Important Notes

There will be many opportunities for practical experimental work, and research based topics to support case studies and the added value assignment.

Progression

Learners who achieve National 4 Chemistry may progress to National 5 Chemistry. Those who achieve National 5 Chemistry may progress to Higher Chemistry. Skills learned throughout the course are transferable to a variety of College and University Degree Courses as well as a number of careers. These include: Nursing, Dentistry, Medical/Health, Veterinary, Laboratory technician, Food and drink production, chemical engineer, geologist, biochemist, Pharmacist, Forensic scientist, Environmental work.

CHEMISTRY

Higher

Entry Requirements

This course is normally suitable for those who have achieved a pass at National 5 Chemistry.

The Content

The Higher course consists of four units:

Unit 1: Chemical Changes and Structure (Half unit)

This Unit covers the knowledge and understanding of controlling reaction rates and periodic trends, collision theory and the use of catalysts in reactions, the concept of electro-negativity and intramolecular and intermolecular forces, the connection between bonding and a material's physical properties.

Unit 2: Researching Chemistry (Half unit)

This Unit covers the key skills necessary to undertake research in chemistry. The relevance of chemical theory to everyday life and explore the chemistry behind a topical issue. Plan and undertake a practical investigation related to a topical issue. Using their scientific literacy skills, learners will communicate their results and conclusions.

Unit 3: Nature's Chemistry

This Unit covers the knowledge and understanding of organic chemistry within the context of the chemistry of food and the chemistry of everyday consumer products, soaps, detergents, fragrances and skincare. The relationship between the structure of organic compounds, their physical and chemical properties and their uses are investigated. Key functional groups and types of organic reaction are covered.

Unit 4: Chemistry in Society

This Unit covers the physical chemistry which allows a chemical process to be taken from the researcher's bench through to industrial production. Calculate quantities of reagents and products, percentage yield and the atom economy of processes. Manipulate dynamic equilibria and predict enthalpy changes. Investigate the ability of substances to act as oxidising or reducing agents. Use analytical chemistry to determine the purity of reagents and products.

Assessment

Internal assessments will be on-going throughout the course and take various forms.

There are two components of the external course assessment:

- Component 1 — question paper 100 marks
- Component 2 — Added Value assignment* 20 marks

Total marks 120 marks

*The Added Value assignment will allow learners to identify, research, process, evaluate and reach a well-supported conclusion based on a chemical issue of their choice.

Homework

Homework is an integral component of this course and will be issued on a regular basis. Learners will be expected to show a high level of personal initiative and motivation.

Other Important Notes

There will be many opportunities for practical experimental work, and research based topics to support case studies and the added value assignment.

Progression

Learners who achieve Higher Chemistry may progress to Advanced Higher Chemistry. Skills learned throughout the course are transferable to a variety of College and University Degree Courses as well as a number of careers. These include: Nursing, Dentistry, Medical/Health, Veterinary, Laboratory technician, Food and drink production, chemical engineer, geologist, biochemist, Pharmacist, Forensic scientist, Environmental work

CHEMISTRY

Advanced Higher

Purpose of the course

To allow students to develop:

- knowledge and understanding of chemical facts, theories and symbols
- the ability to solve chemical problems
- the ability to carry out chemical techniques and a chemical investigation
- an awareness of the relationship between experimental evidence and chemical theory

Recommended entry

Pass in Higher Chemistry (A or B preferred)

Course content

The course comprises four units as detailed below:

- Electronic Structure and the Periodic Table
- Principles of Chemical Reactions
- Organic Chemistry
- Chemical Investigation

Practical work includes twelve 'Prescribed Practical Activities' (PPAs) carried out within the course.

Assessment

External assessment will consist of two components:

- Written examination (80% of total mark)
- Chemical Investigation (20% of total mark)

The chemical investigation will be assessed by the submission of a written report.

Progression

Pupils who achieve Advanced Higher Chemistry may progress to:

Further Education or Higher Education including Degree and HND courses in Chemistry and related subjects including Medicine, Pharmacy and Chemical Engineering. Chemistry-related employment.

It is worth noting that Advanced Higher Chemistry in combination with other suitable qualifications (Advanced Higher/Higher) can facilitate entry into the second year of certain university courses.

CLASSICAL STUDIES

National 5

Entry Requirements

Learners will arrive with literacy skills developed through the Broad General Education.

The course is appropriate for a wide range of learners, from those who wish to achieve a greater understanding of the classical world and its relevance to contemporary society, to those wishing to progress to more specialised training, further education or employment.

Course Content

The course is broken into four parts (Life in classical Greece, Life in the Roman World, Classical literature and Assignment). In each, pupils will develop the skills required to analyse primary texts, and understand historical information within specific contexts. Pupils learn to approach primary source analytically, understanding how to describe, explain, analyse, contrast, assess and draw conclusions from ancient texts.

Assessment

- Three of these four components are assessed by an external examination at the end of the year (worth 75% of the final mark).
- The final part is assessed by a pupil-led assignment conducted in school (worth 25% of the final mark).

Why Classics?

Thanks to increased media profile, new documentaries, blockbuster films and a constant flow of new books, Classical Studies is undergoing a resurgence. Our inheritance from these two ancient civilisations is significant: our medicine, law, government, entertainment, gender attitudes, morality and religious beliefs all have some basis in Athens or Rome. However, while there are many similarities, there are also fascinating differences: slavery was ubiquitous; blood-sports were unremarkable; assassination was an accepted part of political life.

Pupils on the National 5 course will gain insight into this world (some beginners' Latin will also be covered), and in doing so, will be able to look at their own in a more nuanced way.

COMPUTING SCIENCE

National 4/5

The course is split into four units Software Design and Development, Computer Systems, Database Design and Development and Web Design and Development. The aims of unit 1 are: for the learner to develop knowledge, understanding and practical problem-solving skills in software development through appropriate software development environments. Learners will develop their programming and computational thinking skills by developing, implementing and testing practical solutions and explaining how these programs work. Unit 2 - They will also develop an understanding of how data and instructions are stored in binary form, the basic architecture of a computer, and an awareness of different contemporary software development languages/environments.

The aims of unit 3 are: for the learner develop knowledge, understanding and practical problem-solving skills in database design and development, through a range of practical and investigative tasks. This allows candidates to apply computational-thinking skills to analyse, design, implement, test, and evaluate practical solutions, using a range of development tools such as SQL. Tasks involve some complex features (in both familiar and new contexts).

The aims of unit 4 are: for the learner to develop knowledge, understanding and practical problem-solving skills in web design and development, through a range of practical and investigative tasks. This allows candidates to apply computational-thinking skills to analyse, design, implement, test and evaluate practical solutions to web-based problems, using a range of development tools such as HTML, CSS and Javascript. Tasks involve some complex features (in both familiar and new contexts).

The units can be taught as standalone units or combined. The National 4 requirements and Added Value are covered within the National 5 course. Some pupils' progression is through National 4 only, others may have unit passes in National 5 but don't sit the exam or they progress through the National 5 which is the majority of pupils who undertake National 5 Computing Science.

The National 5 course also comprises of an assessment that covers both all units and accounts for 31% of the final grade. It looks at - Analysing the problem ♦ Building a solution (designing, implementing, testing) ♦ Reporting on the solution

The progression route for a National 5 pupil would be Higher Computing Science.

COMPUTING SCIENCE
(FOR SESSION 2017-2018 ONLY)
Higher

The higher course follows the same structure as the National 5 course with the same 2 units and assessment being undertaken but with more breadth, challenge and application.

The aims of the Course are to enable learners to:

- ◆ develop and apply aspects of computational thinking in a range of contemporary contexts
- ◆ extend and apply knowledge and understanding of advanced concepts and processes in computing science
- ◆ apply skills and knowledge in analysis, design, implementation and evaluation to a range of digital solutions with some complex aspects
- ◆ communicate advanced computing concepts and explain computational behaviour clearly and concisely, using appropriate terminology
- ◆ develop awareness of current trends in computing technologies and their impact in transforming and influencing our environment and society.

If an S5 pupil takes Higher Computing Science their progression route may be Advanced Higher Computing Science.

COMPUTING SCIENCE

Advanced Higher

The Advanced Higher course follows the same structure as the Higher course with the same 2 units and assessment being undertaken but with more breadth, challenge and application.

The Course consists of two mandatory Units and a Course assessment. The Course assessment will consist of a project (60%) and a question paper(40%).

Software Design and Development

This Unit explores a range of advanced concepts and processes relating to software design and development, including the use of standard algorithms, structured data types and a range of programming constructs. Learners will develop skills in, developing well-structured, complex modular programs through practical tasks, using appropriate programming languages.

Information System Design and Development

This Unit explores a range of advanced concepts and processes relating to the design and development of complex information systems. Learners will develop skills in developing and implementing complex information systems through practical tasks using appropriate development tools. Learners will develop their independent learning skills by investigating a contemporary development, describing its purpose, features and applications, a related technical challenge or current area of development, examining its legal and/or ethical implications, and evaluating its environmental, economic and/or social impact.

DANCE

National 5

Entry Requirements

Learner would be expected to have attained the skills; knowledge and understanding required by either S1-3 Broad General Education (BGE) and preferably from S3 elective dance,

Purpose

- demonstrate and apply knowledge and understanding of dance
- develop a range of technical dance skills
- develop performance skills to enhance performance
- develop knowledge, understanding and appreciation of dance practice
- understand and apply knowledge of a range of choreographic skills to create a dance
- evaluate their own work and the work of others
- work imaginatively and demonstrate creativity
- co-operate, support and work with others
- consider how theatre arts can enhance a performance
- apply the principles of safe dance practice

Technical Skills

This is a practical unit where learners will develop their performance skills and dance fitness for one dance style. Pupils will perform a solo dance for their assessment.

Choreography

Learners will devise a dance choreography for two dancers using various choreographic devices. Learners will write a choreographic review about the process they have gone through to create the choreography and analyse their strengths and development needs.

Course assessment

The course assessment is made up of three components:

- Performance skills worth 35 marks
- Choreography review worth 35 marks
- Choreography design 30 worth
- Exam paper worth 30 marks

Homework

Homework is an integral component of this course and will be issued on a regular basis (usually once per week). Learners will be expected to show a high level of personal initiative and motivation to complete all tasks to a high standard.

Other Important Notes

Learners should be practising their dance technical skills each week outwith class time. This course requires a significant amount of independent learning. Most learners are part of a dance club out with school to be at required standard of dance.

Progression

Learners who achieve National 5 Dance may progress to Higher Dance. Skills learned throughout the course are transferable to a variety of College and University Degree Courses as well as a number of careers which include: dancer, dance teacher and theatre & performing arts.

DANCE

Higher

Entry Requirements

A pass at National 5 grade B or above.

Purpose

- demonstrate and apply knowledge and understanding of dance
- develop a range of technical dance skills
- develop performance skills to enhance performance
- develop knowledge, understanding and appreciation of dance practice
- understand and apply knowledge of a range of choreographic skills to create a dance
- evaluate their own work and the work of others
- work imaginatively and demonstrate creativity
- co-operate, support and work with others
- consider how theatre arts can enhance a performance
- apply the principles of safe dance practice

Technical Skills

This is a practical unit where learners will develop their performance skills and dance fitness for two dance style. Pupils will perform two technical solo dances for their assessment.

Choreography

Learners will devise a dance choreography for two dancers using various choreographic devices. Learners will write a choreographic review about the process they have gone through to create the choreography and analyse their strengths and development needs.

Course assessment

The course assessment is made up of three components:

- Performance skills worth 70 marks (2 dances at 35 marks each)
- Choreography review worth 35 marks
- Choreography design 35 worth

Homework

Homework is an integral component of this course and will be issued on a regular basis (usually once per week). Learners will be expected to show a high level of personal initiative and motivation to complete all tasks to a high standard.

Other Important Notes

Learners should be practising their dance technical skills each week outwith class time. This course requires a significant amount of independent learning. Most learners are part of a dance club out with school to be at required standard of dance.

Progression

Learners who achieve Higher may progress to Advanced Higher Dance. Skills learned throughout the course are transferable to a variety of College and University Degree Courses as well as a number of careers which include: dancer, dance teacher and theatre & performing arts.

DESIGN and MANUFACTURE

National 4 / 5

Entry Requirements

Learner would normally be expected to have attained the skills, knowledge and understanding required by either S1-3 Broad General Education (BGE) and / or achieved a pass at National 4.

The Content

The National 4 / 5 course takes a folio approach covering the following:

Learners will experience a broad practical introduction to design, and materials and manufacturing processes. They will develop design skills, as well as skills in making models, prototypes and products. Concepts studied also include the life cycle of a product; from idea through to the design, manufacture, and use, including its disposal or re-use. Learners will also cover how things are made and the properties of the materials used, and the conflict between factors such as a product's appearance, function, cost and the environment.

Units:

The course has two units covered in the folio approach,

Design

Materials and Manufacturing

plus an **Added Value Unit**.

Assessment

Internal assessments will be on-going throughout the course and take the form of folio work and reports.

The final course assessment takes the form of an **Added Value Unit** made up of three components:

- Component 1 — Written Exam 45%
- Component 2 — Assignment 1: Design* 30% (externally assessed)
- Component 3- Assignment 2: Manufacturing* 25% (internally assessed)

*The Assignment will allow learners to show off their design and manufacturing skills in developing a product according to a given SQA brief. This assignment will be completed in class under exam conditions.

Homework

Homework is an integral component of this course and will be issued on a regular basis. Learners will be expected to show a high level of personal initiative and motivation.

Other Important Notes

Learners are required to carry out some practical activities in the workshop. Strict Health and Safety rules must be adhered to during these activities. Learners are also expected to cultivate an interest in Design outside of school. As 60% of the final award for this course is based on folio work, an interest in drawing and sketching would be beneficial.

Progression

Learners who achieve National 4 Design and Manufacture may progress to National 5 Design and Manufacture. Those who achieve National 5 Design and Manufacture may progress to Higher Design and Manufacture. Pupils achieving National 4 or 5 Design and Manufacture also have a good background for picking up other Technologies subjects at the same level i.e. National 4/5 Graphic Communication, National 4/5 Woodworking, National 4/5 Metalworking, National 5 Engineering Science. Skills learned throughout the course are transferable to a variety of College and University Degree Courses as well as a number of careers. These include: Product Design, Industrial Design, Engineering, Toolmaking, Interior Design, Plumbing, Production Management, Architecture, Construction work, Skilled Apprenticeships, Teaching, Ergonomics, CNC machinery, Computer Aided Design, Computer Aided Manufacture, Furniture Design, Cabinet Making, Fabrication and Welding, Building Technology and Vehicle Body Repair.

DESIGN and MANUFACTURE

Higher

Entry Requirements

This course is normally suitable for those who have achieved a pass at National 5 Design and Manufacture. It may also be possible for learners who have achieved an A or B in either National 5 Graphic Communication or National 5 Art and Design to embark upon this course.

The Content

The Higher course takes a folio approach covering the following in much more depth than the National 4/5 course:

Learners will experience a broad practical introduction to design, and materials and manufacturing processes. They will develop design skills, as well as skills in making models, prototypes and products. Concepts studied also include the life cycle of a product; from idea through to the design, manufacture, and use, including its disposal or re-use. Learners will also cover how things are made and the properties of the materials used, and the conflict between factors such as a product's appearance, function, cost and the environment.

Units:

The course has two compulsory units covered in the folio approach,

Design

Materials and Manufacturing

plus an **Added Value Unit**.

Assessment

Internal assessments will be on-going throughout the course and take the form of folio work and reports.

The final course assessment takes the form of an **Added Value Unit** made up of two components:

- Component 1 — Written Exam 50% of overall course award
- Component 2 — Assignment* 50% of overall course award

The assignment will give learners an opportunity to demonstrate:

- ◆ skills in idea generation and refinement
- ◆ the ability to communicate
- ◆ practical skills as described above
- ◆ the ability to apply knowledge and understanding and practical skills

Homework

Homework is an integral component of this course and will be issued on a regular basis. Learners will be expected to show a high level of personal initiative and motivation.

Other Important Notes

Learners are required to carry out some practical activities in the workshop. Strict Health and Safety rules must be adhered to during these activities. Learners are also expected to cultivate an interest in Design outside of school. As 50% of the final award for this course is based on folio work, an interest in drawing and sketching would be beneficial.

Progression

Learners who achieve Higher Design and Manufacture can progress to Advanced Higher Product Design. Pupils achieving Higher Design and Manufacture also have a good background for picking up other Technologies subjects. Skills learned throughout the course are transferable to a variety of College and University Degree Courses as well as a number of careers. These include: Product Design, Industrial Design, Engineering, Toolmaking, Interior Design, Plumbing, Production Management, Architecture, Construction work, Skilled Apprenticeships, Teaching, Ergonomics, CNC machinery, Computer Aided Design, Computer Aided Manufacture, Furniture Design, Cabinet Making, Fabrication and Welding, Building Technology and Vehicle Body Repair.

DRAMA

National 5

Entry Requirements

This course is normally suitable for those who are currently sitting National 5 English.

The Content

National 5 Drama develops pupils 'acting and devising skills, as well as confidence and skill in using a range of production skills, such as lighting and sound. In groups, pupils will contribute to three drama performances, **with acting being mandatory in the first unit.**

Pupils will gain experience using textual extracts as stimuli for drama presentations and gain an understanding of how to analyse text and performance. Pupils also develop communication, interpersonal and leadership skills, as well as encouraging pupils to be resilient and self-aware. National 5 drama also develops pupil confidence when working with others.

The National 5 consists of the following two mandatory units and the Course assessment. All units are designed to provide progression to the related units at Higher.

Drama Skills

In this first unit, pupils respond to a range of stimuli, including text, and in groups, experiment and develop these ideas into a group scenario. Pupils are expected to demonstrate skills and techniques learnt in the BGE Drama courses, such as drama genre, structure and conventions.

The group then devise and rehearse a drama, exploring a particular theme, issue or idea that is important and relevant to them. Pupils carry out research to inform plot and character decisions, as well as to show their understanding of mood, relationships and drama conventions. Each pupil will take responsibility for devising one scene, as well as taking on a 5 minute acting role in another pupil's scene. The final drama is then presented to the class.

Production Skills

In this Unit, pupils explore a series of script extracts, and generate ideas for a range of production areas from: lighting, acting, sound, props and costume. Pupils select two production areas to specialise in, and apply these in two separate performances. Pupils are expected to maintain two folios of evidence and research the themes/ era/ characterisation of each of their two chosen extracts.

After participating in two performances, pupils complete a written evaluation of their own and others' use of production skills.

Conditions of award

To gain the award of the Course, the learner must pass all of the Units as well as the Course assessment. The required Units are shown in the Course outline section. Course assessment will provide the basis for grading attainment in the Course award.

Course Assessment

The Course Assessment will have two components: a question paper (60 marks) and a Performance (60 marks). The Practical performance is worth 60% of the overall course award, with the written exam worth 40%.

The question paper draws on what pupils have learnt in both Drama Skills and Production Skills, assessing their ability to respond to stimulus material, communicate a character, generate creative production ideas and communicate themes, issues and ideas to an audience.

The Performance is worth 50 marks and requires pupils to participate in a scripted presentation of around 25 minutes, taking on either an acting or production role. The performance is assessed by a Visiting Examiner from SQA. In addition, pupils have to write a short report, called a Preparation for Performance, (worth 10 marks) detailing their research undertaken, development of ideas and intended use of drama/production skills in the final performance.

Homework

Homework will be issued on a weekly basis. Unit assessment homework may include textual analysis, generating folio evidence or undertaking research tasks. Course assessment homework will include learning lines and completing past and specimen exam papers.

Progression

Pupils who achieve an A or B may progress to Higher Drama.

DRAMA

Higher

Entry Requirements

This course is normally suitable for those who have achieved a good pass at National 5 Drama OR achieved at least a B pass in Higher English in S5.

The Content

Higher Drama allows progression from National 5, by further developing pupils' complex acting and production skills. Directorial and textual analysis skills are developed and assessed through a workshop style approach as well as in the study of a set text.

Higher Drama promotes and develops problem solving, evaluation, interpersonal and time management skills. Higher Drama also encourages pupils to become more confident, providing the opportunity for pupils to showcase their research and critical thinking skills. These are highly sought after attributes for University life.

Drama Skills

In this first unit, pupils respond to a variety of complex stimuli, which are inspired by current local and national issues, such as politics, culture and the arts. Pupils are encouraged to choose a theme and dramatic message that is both relevant and interesting to them.

Pupils generate ideas for a devised drama presentation, where they take on both an acting role and directorial responsibility for one scene. Throughout the devising process, pupils experiment with form, genre, structure and style and gain an understanding of subtext, tension, status and motivation. The final performance is shown in class, with pupils giving feedback on their own and others' scenes.

Research is an integral part of the unit and pupils will be expected to demonstrate how research has informed their directing concept for their scene. Acting and presenting to an audience is a mandatory requirement of this unit.

Production Skills

In this Unit, pupils develop their ability to respond to a stimulus by generating production ideas for a complex script extract, one of which will be based on a Dundee Rep performance seen in terms 1 or 2.

Pupils will select two production roles from lighting, sound, costume, set design, props, directing and acting, and create and realise a production concept: how their two chosen production areas could enhance a performance of their chosen extract. Pupils will document their ideas from initial ideas to final choices through a folio, before participating in a final performance to the rest of the class.

Research is an integral part of the unit and pupils will be expected to demonstrate how research has informed their overall production concept, as well as help them to understand the extract's themes, issues, genre, plot and characterisation. Attending at least one theatre evening performance is mandatory for this unit.

Course Assessment

The Course Assessment will have two components: a question paper (40 marks) and a Performance (60 marks).

Section 1 of the exam paper (Textual Analysis) requires pupils to write an essay on their set text, demonstrating knowledge, understanding and analysis of the text and how acting/directing/design concepts could be applied in a performance of the text.

Section 2 of the exam paper (Performance Analysis) requires pupils to analyse a live theatrical performance, focusing on two production areas. Pupils are also required to show an understanding of audience impact and Directorial vision.

The course assessment takes the form of a practical exam, worth 50 marks. Pupils can specialise in acting, (Two contrasting acting performances, each around 8 minutes in length) directing (a 30 minute observed rehearsal of a scene from the set text) or design. (Pupils specialise in set design and one other production area to create and present a production concept for a selected text)

The course assessment is assessed by a Visiting Assessor from the SQA.

The final 10 marks are gained by pupils completing a Preparation for Performance report, detailing their research, ideas and application of skills during the above process. The report is marked by the Visiting Assessor on the day of the practical exam.

Homework and Theatre Trips

Homework will be issued on twice weekly basis and may include completing folio tasks, research tasks, script writing or learning lines. Course assessment homework will include detailed research, mock essays, essay plans and learning quotes.

Theatre trips are a mandatory part of the course, and pupils will be encouraged to see attend as many theatre performances as possible throughout the year.

Progression

Pupils who achieve an A or B may progress to Advanced Higher Drama.

EARLY EDUCATION AND CHILDCARE

National 4/ 5

At National 4 the pupils study three mandatory units:-

1. Child Development
2. Play and Working in Early Education
3. Childcare.

The fourth optional unit is Parenting.

At National 5 level the pupils study the same three mandatory units, with health included in the Child Development unit. The optional fourth unit at National 5 is Care and Feeding.

The aims of the courses are to:

- introduce candidates to the factors which impact on the lives of children, their parents and carers
- provide basic insight into working in early education and childcare
- introduce candidates to the interrelationship between component Units
- introduce candidates to the necessity of viewing all aspects of early education and childcare holistically
- enable candidates to draw upon the experiences gained in the Outcomes of the component Units to inform their understanding of what can be considered as effective early education and childcare provision
- introduce candidates to the scope of the early education and childcare sector
- allow candidates to develop key life skills, eg Parenting
- allow candidates to develop communication skills by working in groups and with others in a variety of contexts
- allow candidates to develop investigative skills using a variety of research methods
- allow candidates to develop presentation skills
- allow candidates to develop self-evaluation skills
- give candidates confidence to set achievable goals
- allow candidates the opportunity to develop skills required for possible employment in the early education and childcare sector, particularly personal/interpersonal, basic communication and practical caring skills
- allow candidates to develop skills required for employment in other sectors

S4 pupils who successfully complete National 4 may progress to National 5 in S5. In some cases S5 or S6 pupils may study National 5 level only. On achieving National 5 pupils may progress to Higher Care or NC Early Education and Childcare at Dundee and Angus College

ENGINEERING SCIENCE

National 5

Entry Requirements

Learner would be expected to be either; in a National 5 Mathematics class, or have achieved National 5 Mathematics previously. An interest in a career in Engineering would be useful.

The Content

The National 5 course consists of three units plus an Added Value Unit:

Unit 1: Engineering Contexts and Challenges

This Unit provides a broad context for the Course. It develops an understanding of engineering concepts by exploring a range of engineered objects, engineering problems and solutions. This Unit allows the learner to explore some existing and emerging technologies and challenges, and to consider implications relating to the environment, sustainable development, and economic and social issues.

Unit 2 Electronics and Control

This Unit explores an appropriate range of key concepts and devices used in electronic control systems, including analogue, digital and programmable systems. Skills in problem solving and evaluating are developed through simulation, practical projects and investigative tasks in a range of contexts.

Unit 3: Mechanisms and Structures

This Unit develops an understanding of mechanisms and structures. Skills in problem solving and evaluating are developed through simulation, practical projects and investigative tasks in a range of contexts.

Added Value Unit

The Engineering Science assignment adds value by requiring challenge and application. Learners will apply knowledge and skills from the Units to solve an appropriately challenging engineering problem.

Assessment

Course assessment structure

Component 1 — Question Paper	110 marks (69%)
Component 2 — Assignment	50 marks (31%)
Total marks	160 marks

You must pass the course assessment, including the 8 hour practical assignment and the written exam to be awarded the course qualification. The course assessment is graded A-D. Your grade will depend on the total mark for both components of the course assessment.

Homework

Homework is an integral component of this course and will be issued on a regular basis. Learners will be expected to show a high level of personal initiative and motivation.

Progression

Learners who achieve National 5 Engineering Science may progress to Higher Engineering Science. Skills learned throughout the course are transferable to a variety of College and University Degree Courses as well as a number of careers. These include: Industrial Design, Mechanical Engineering with: Aeronautics; Control; Material, Naval Architecture & Ocean Engineering, Electronics & Electrical Engineering, Civil & Structural Engineering, Electronics &

Computer Engineering, Automotive Engineering, Environmental Engineering, Manufacturing Engineering, or Mechatronics.

ENGINEERING SCIENCE

Higher

SCQF: level 6 (24 SCQF credit points)

Course code: C723 76

Mandatory Units

H23A 76 Engineering Contexts and Challenges (Higher)

6 SCQF credit points

Or

H6NT 76 Engineering Contexts and Challenges

with a Scottish Context (Higher)* 6 SCQF credit points

and

H23B 76 Electronics and Control (Higher) 6 SCQF credit points

and

H23D 76 Mechanisms and Structures (Higher) 6 SCQF credit points

and

Course assessment - 6 SCQF credit points

This Course includes six SCQF credit points to allow additional time for preparation for Course assessment. The Course assessment covers the added value of the Course. Further information on the Course assessment is provided in the Assessment section.

*Scottish Studies Award contributing Unit: This Course Specification should be read in conjunction with the relevant Scottish Studies Unit Specification on the Scottish Studies Award web page.

Recommended entry

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

◆ Engineering Science (National 5) Course

Progression

This Course or its Units may provide progression to:

◆ other SQA qualifications in Engineering Science or related areas

◆ further study, employment and/or training

ENGLISH
National 5

Entry Requirement

Candidates will be expected to have successfully completed Level 4 or National 4 English.

Course Content

The course is designed to further language skills both in understanding how writers produce texts and how they manipulate language to create effects. Learners will also produce their own texts in both written and spoken form.

Throughout this course skills will be developed in listening, talking, reading and writing which will better prepare learners for the world of further education or work.

Assessment

Component 1: The Exam

30% - a one hour paper which will test skills in reading for understanding, analysis and evaluation by answering questions on an unseen non-fiction paper.

The second ninety minute paper has two parts:

20% - answering questions on a Scottish text or series of texts by an author (selected by the teacher from the set text list)

20% - writing a critical essay answering an unseen question on a text studied in class.

Component 2: The Folio (30% of your overall grade)

This will consist of two pieces of writing: one broadly creative and the other broadly discursive. These will be submitted to SQA for external marking. Up to 15 marks will be awarded to each essay. As candidates have an opportunity to draft and redraft these essays, there is a very high expectation that they will be submitted free from technical errors.

In order to be entered for the exam candidates need to complete and pass one mandatory unit:

Performance – Spoken Language. This is marked on an achieved or not achieved basis.

Homework

Homework is an integral component of this course and will be issued on a regular basis. Learners will be expected to show a high level of personal initiative and motivation.

ENGLISH
Higher

Entry Requirements

Candidates will be expected to have successfully passed National 5 English at grade A, B or C.

Course Content

The Higher English Course provides learners with the opportunity to develop the skills of listening, talking, reading and writing in order to understand and use language. Building on literacy skills, learners develop understanding of the complexities of language, including through the study of a wide range of texts, and develop high levels of analytical thinking and understanding of the impact of language.

Assessment

Component 1: The Exam

Paper One: 90 minutes.

'**Reading for Understanding, Analysis, and Evaluation**', will have 30 marks. These 30 marks will be awarded for addressing the challenge of applying reading skills, understanding, analysis and evaluation to two non-fiction texts. Assessment tasks will involve learners answering questions to show their understanding, analysis and evaluation of non-fiction texts, and summarising information for a purpose.

Paper Two: 90 minutes

'**Critical Reading**', will have 40 marks. This Section has two Parts, each worth up to 20% of the final grade. These 40 marks will be awarded for applying critical reading, knowledge and understanding.

Part 1: Learners will apply their understanding, analysis and evaluation skills based on previously studied Scottish texts by answering unseen questions on one Scottish text chosen from a list of specified texts covering the genres of drama, prose and poetry. These texts will be both contemporary and pre- 20th century and the list will be refreshed as required.

Part 2: Learners will apply their understanding, analysis and evaluation skills to previously studied texts from the following contexts: drama, prose, poetry, or film and TV drama, by writing one critical essay.

In each part, learners must cover a different genre and cannot use the same text twice. Twenty marks will be awarded for each of the two tasks addressed.

Component 2: The Folio (30% of the overall grade)

The purpose of this portfolio is to provide evidence of the learner's writing for two different purposes. This portfolio will give learners an opportunity to demonstrate the following skills, knowledge and understanding:

- develop skills in writing in different genres
- develop skills in writing for a range of purposes and audiences

The portfolio will have 30 marks (30% of the total mark).

The portfolio will comprise two written texts that address the main language purposes, namely creative and discursive writing. The folio is submitted to SQA for assessment. Fifteen marks will be awarded for each writing piece chosen for the portfolio.

In order to be entered for the exam learners will need to complete and pass one mandatory unit:

Performance – Spoken Language. This is marked on an achieved or not achieved basis.

(This element may be subject to change.)

Homework

Homework is an integral component of this course and will be issued on a regular basis. Learners will be expected to show a high level of personal initiative and motivation.

ENGLISH

Advanced Higher

Entry Requirements

Candidates will be expected to have successfully achieved Higher English at A or B.

Course Content

The main purpose of the course is to provide learners with the opportunity to apply analytical and evaluative skills to a wide range of literary texts. Learners interpret complex literary forms, produce sophisticated language and develop the skills outlined in the Units. The course is made up of two mandatory units:

Analysis and Evaluation of Literary Texts

The purpose of this unit is to provide learners with opportunities to develop skills in the analysis and evaluation of a wide range of complex and sophisticated literary texts, as appropriate to purpose and audience.

Creation and Production

The purpose of this unit is to provide learners with opportunities to create a range of complex and sophisticated texts, as appropriate to different purposes and audiences.

Assessment

This is divided into four main elements:

1. Literary Study

Study of literature – poetry, prose, drama and non-fiction.

Learners will study the work of particular writers, and take part in class and group discussion. They will be expected to give presentations to the class on a regular basis.

Literary Study exam – 1 hour 30 minutes (worth 20 marks)

Learners will write one literary essay from a choice of 7 questions. *The texts chosen for the final exam must not be the same as those used in the dissertation.*

2. Textual Analysis

Study of literature – poetry, prose, drama and non-fiction

Learners will develop skills in annotation and analysis, as well as critical essay writing.

Textual Analysis exam – 1 hour 30 minutes (worth 20 marks)

Learners are given a choice of poetry, prose, drama and non-fiction: all are unseen texts. *The exam takes the form of one paper, and there is a short break between the two elements.*

3. Folio: Writing (30% of final mark)

Learners will develop pieces of writing throughout the year. Two pieces will be submitted to the SQA for marking.

Learners may choose from a variety of genres: prose, poetry, drama, film script, persuasive, argumentative, personal, informative...

There is no word limit and candidates must submit from two different genres.

Each essay will be awarded up to 15 marks.

Learners are required to keep a record of their progress in writing: their ideas, reasons for edits and targets. This could take the form of a diary, or annotated essays.

4. Folio: Dissertation (30% of final mark)

This is a 2500-3000 critical essay project (with a 10% allowance).

Learners choose either 2 or 3 novels/plays, or 5-7 poems for research and analysis. They could be by the same author, or from a variety. Texts are chosen through discussion with the teacher and should be of sufficient literary merit. Learners must use primary and secondary sources. Dissertations should focus on analysis of literary techniques and be a comparison of the chosen texts.

The texts/authors must not be the same as those from the Literary Study.

The dissertation is submitted to the SQA and will be awarded up to 30 marks.

Advanced Higher English provides learners with the opportunity to:

- develop complex language skills which are essential for learning, life and work
- develop their ability to interpret complex literary forms
- produce sophisticated language
- foster an in-depth appreciation, of complex and sophisticated language, and of a wide range of literature and texts in different genres
- access their own cultural heritage and history, as well as the culture and history of others.

Homework

Individual study is an integral component of this course and learners are expected to show a high level of personal initiative and motivation in all components of the course.

FASHION & TEXTILES TECHNOLOGY

National 5

Entry Requirements:

Learners would normally be expected to have attained the skills; knowledge and understanding required by either S1-3 Broad General Education, S3 Fashion elective and achieved a pass at National 4.

The Content:

There are three core units:

- Textile Technologies
- Fashion & Textile choices and trends
- Fashion item Development

The National 5 Fashion and Textile Technology Course enables learners to develop an understanding of textile properties, characteristics and technologies, item development, fashion/textile trends and factors that affect fashion choice. The Course particularly emphasizes the development of practical skills and textile construction techniques to make detailed fashion/textile items, to an appropriate standard of quality.

Assessment

- There is a final practical course assignment worth 70%.
- Written examination worth 30% of the overall grade.

Homework:

As this subject is predominately using creative and practical skills pupils will often be required to research suitable resources and complete creative plans at home. Pupils are encouraged to attend study support to make use of the technological equipment.

Other Important Notes:

Pupils are required to pay £25 at the beginning of the session which contributes towards the cost of textile resources used in the classroom.

We would strongly encourage pupils to use their own creative flair when designing and making their fashion items, therefore additional fabrics and embellishments will also need to be obtained throughout the year.

Progression:

Pupils who achieve national 4/5 Fashion & Textiles might progress to:

- Higher Fashion and Textile Technology
- Further Education at National Certificate or SVQ in Textile and Clothing design.
- Employment in textile related area

FASHION & TEXTILE TECHNOLOGY

Higher

Entry Requirements

1. National 4/5 Fashion & Textiles
2. National 5 in a related subject area (new starts)
3. National 5 English

The Content

There are three core units:

- Textile Technologies
- Fashion & Textile choices and trends
- Fashion item Development

With a final practical assessment to complete the course.

The Higher Fashion and Textile Technology Course enables learners to develop an understanding of how the fashion industry operates, and influences on, consumer fashion/textile choices. This Course provides learners with opportunities to develop and communicate their own ideas for fashion/textile items, explore the technological process of developing fashion/textile items, and consider a range of design and construction techniques.

Assessment

Internal assessment will be on-going throughout the course and takes the form of a workbook and practical assessment. There is one component of external course assessment.

- There is a final practical course assignment worth 70%.
- Written examination worth 30% of the overall grade.

Homework

As this subject is predominately using creative and practical skills pupils will often be required to research suitable resources and complete creative plans at home. Pupils are encouraged to attend study support to make use of the technological equipment.

Other Important Notes

Pupils are required to pay £25 at the beginning of the session which contributes towards the cost of textile resources used in the classroom.

We would strongly encourage pupils to use their own creative flair when designing and making their fashion items, therefore additional fabrics and embellishments will also need to be obtained throughout the year.

Progression

Pupils who achieve Higher Fashion & Textiles may progress to:

Further Education or Higher Education including HNC, HND or Degree courses in Clothing Design and Manufacture, Textiles and Fashion Design Management

Employment in retail clothing, textile manufacturing.

F1 IN SCHOOLS

Purpose of the Course:

- to compete in the world renowned F1 In Schools competition (www.f1inschools.com)
- to work collaboratively to design, develop and manufacture a miniature race car
- to further develop skills and learning qualities highly sought after in further education and industry

Course Details

F1 in Schools gives students a unique opportunity to develop key skills such as; communication, presenting and team work whilst having fun by taking part in the world's biggest and most exciting STEM (Science, Technology, Engineering and Maths) challenge. This exciting education initiative provides the opportunity to run a real-life competition following the same processes real Formula One teams follow, from their initial business plan through to their car design. They will be using Computer Aided Design (CAD) software, data analysis using Computational Fluid Dynamics (CFD) and drag calculation software, Computerised Numerical Control (CNC) machinery to manufacture their car, and wind and smoke tunnels for testing. Finally they will race their car on a 20m F1 in Schools race track to see who has designed and manufactured the fastest car.

Pupils involved in the competition will also get a Silver Crest Award for taking part, and the course closely follows the MHS Learning Qualities. This is an excellent opportunity to experience working in a real life scenario. Feedback from Universities and employers say this competition is highly effective at building transferable skills and it is something they look for on CV's and Personal Statements.

Other benefits, such as scholarships and company sponsorship through further training and employment all depend on how well the team perform on the competition. A number of pupils worldwide each year who take part receive the Ranstadt-Williams scholarship which involves training and working around the world on the F1 Circuit.

Recommended Entry

There are a range of skills required in the team, from Project Management to Design Engineering, Manufacturing to Business and Marketing, Web Design to Accounting and a host of others in between.

Pupils should be in S6, and generally have passed a number of Higher exams in S5. It is preferable for one of these to be in a Technical Subject (Engineering Science, Design and Manufacture or Graphic Communication), but not essential as long as we have a range of skill sets within the team.

Anyone with any queries should discuss with Mrs Barclay or a current F1 In Schools team member.

GEOGRAPHY

National 4 / 5

Entry Requirements

Learner would normally be expected to have attained the skills, knowledge and understanding required by either S1-3 Broad General Education (BGE) and / or achieved a pass at National 4.

The Content

The National 4 / 5 course consists of three units:

Unit 1: Physical Environments

In this Unit, learners will develop geographical skills and a detailed knowledge and understanding of the processes and interactions at work within physical environments. The location of landscape type; formation of key landscape features; land use management and sustainability of two landscape types will be studied:

limestone (Yorkshire Dales) and **rivers (River Tay)**. Within the **weather** component, the factors affecting British climate will be studied with an understanding of the weather associated with depressions and anticyclones.

Unit 2: Human Environments

In this Unit, learners will develop geographical skills and a detailed knowledge and understanding of the processes and interactions at work within human environments. Within the **population** component they will study and compare developed (**Japan**) and developing countries (**The Gambia**) drawn from a global context. Key topics include: contrasts in development and world population distribution and change. Within the **urban** component there are two case studies. **Glasgow** focuses on changes in the city centre and around the River Clyde, problems and solutions to traffic management and the changes in housing with a focus on the Gorbals. **Mumbai** focuses on the shanty towns, exploring the problems found in these areas and what is being done to improve these areas. The documentary Slumming It with Kevin McCloud is a key part of this case study. Within the **rural** component the changes in the rural landscape related to modern technology, diversification, biofuels, genetic modification and organic farming will be explored with a focus on two locations – **American West** and **India**.

Unit 3: Global Issues

In this Unit, learners will develop numerical and graphical skills and a detailed knowledge and understanding of significant global geographical issues. The two topics studied are: Environmental Hazards and Health. Within the **Environmental Hazards** component there will be the exploration of the causes, impacts on the people and the environment and management of three natural disasters – **Mt St Helen's** Volcanic eruption, the **Japan earthquake and tsunami** in 2011 and **Hurricane Katrina**. Within the **Health** component there will be the exploration of the causes, effects and strategies to manage three diseases – **AIDS, Malaria and Heart Disease**.

Assessment

Internal assessments will be on-going throughout the course and take various forms. There are two components of the external course assessment:

- Component 1 — question paper 80 marks
- Component 2 — Added Value assignment* 20 marks

Total marks 100 marks

*The Added Value assignment will allow learners to identify, research, process, evaluate and reach a well-supported conclusion based on a geographical issue of their choice.

Homework

Homework is an integral component of this course and will be issued on a regular basis. Learners will be expected to show a high level of personal initiative and motivation.

Other Important Notes

There is the opportunity to take part in the **Dundee fieldtrip** where learners are taken to different areas of Dundee to collect data to allow them to explore the reasons for the differences in land use, environment and traffic.

Progression

Learners who achieve National 4 Geography may progress to National 5 Geography. Those who achieve National 5 Geography may progress to Higher Geography. Skills learned throughout the course are transferable to a variety of College and University Degree Courses as well as a number of careers. These include: cartography, armed forces, landscape architecture, climatology, leisure and recreation, demography, meteorology, ecology, nature conservation, environmental management, rural development, environmental education, surveying, estate agency work, teaching, geographical information systems, town and country planning, geology, transport and distribution, geophysics, travel and tourism, hydromorphology.

GEOGRAPHY

Higher

Entry Requirements

This course is normally suitable for those who have achieved an A-C pass at National 5 Geography.

The Content

The Higher course consists of three units:

Unit 1: Physical Environments

In this Unit, learners will develop mapping skills in geographical contexts. They will develop and apply knowledge and understanding of the complex processes and interactions within physical environments on a local, regional and global scale. Key topics include: **atmosphere, hydrosphere, lithosphere and biosphere.**

Unit 2: Human Environments

In this Unit, learners will develop research skills in geographical contexts. They will develop and apply knowledge and understanding of the complex processes and interactions within urban and rural environments. Additionally learners will study the management of urban and rural land use change in developed and developing countries. Key topics include: **population** and **urban** (with a focus on **Glasgow** and **Sao Paulo**) and **rural** land use change and management.

Unit 3: Global Issues

In this Unit, learners will develop skills of numerical and graphical analysis in geographical contexts. They will develop and apply knowledge and understanding of complex global geographical issues which demonstrate the interaction of physical and human environments and the strategies adopted in the management of these issues. The two key topics are: **climate change** and **development and health.**

Assessment

Internal assessments will be on-going throughout the course and take various forms.

There are two components of the external course assessment:

- Component 1 — question paper 60 marks
- Component 2 — Added Value assignment* 30 marks
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Total marks 90 marks

*The Added Value assignment will allow learners to identify, research, process, evaluate and reach a well-supported conclusion based on a geographical issue of their choice.

Homework

Homework is an integral component of this course and will be issued on a regular basis. Learners will be expected to show a high level of personal initiative and motivation.

Other Important Notes

There will be opportunities to take part in the **Glasgow Fieldtrip** to support case studies and the added value assignment.

There are changes to the structure of the exam paper but as of yet, the changes have not been confirmed by the SQA.

Progression

Learners who achieve Higher Geography may progress to Advanced Higher Geography. Skills learned throughout the course are transferable to a variety of College and University Degree Courses as well as a number of careers. These include: cartography, armed forces, landscape

architecture, climatology, leisure and recreation, demography, meteorology, ecology, nature conservation, environmental management, rural development, environmental education, surveying, estate agency work, teaching, geographical information systems, town and country planning, geology, transport and distribution, geophysics, travel and tourism, hydromorphology.

GEOGRAPHY

Advanced Higher

Entry Requirements

This course is normally suitable for those who have achieved a good pass (grade A or B) in Higher Geography. Pupils who have gained a C at Higher may be considered.

The Content

At Advanced Higher the course consists of two units:

Unit 1: The Geographical Study

Candidates are required to

- Draw and interpret a variety of graphical and map based diagrams
- Analyse data using statistical analysis
- Explore a variety of physical and human gathering techniques.
- Plan and research a local geographical study of their choice
 - Select and use appropriate techniques to analyse and evaluate the information which they have gathered
 - Present the geographical study

Unit 2: Geographical Issues

Candidates are required to

- Identify different viewpoints in a key geographical issue of their choice
- Produce analytical summaries of the viewpoints taken from different sources
- Present a critical evaluation of viewpoints on key geographical issues

Assessment

Internal Assessments will be on-going throughout the course. There are two components of the external course assessment:

- Component 1 – question paper 50 marks
- Component 2 – Folio of work (Geographical study and Issues essay) 100 marks

TOTAL MARKS: 150

Homework

Homework is an integral component of this course. It is an expectation that the Geographical Study and Issues essays require additional work at home and in study periods. Learners will be expected to show a high level of personal initiative. They will be guided throughout the course by members of the department with an expectation that they will take considerable responsibility for their own work e.g. in the completion of fieldwork and university library research.

Other Important Notes

There will be opportunities for local and global fieldwork to support development of skills.

Progression

The course is regarded as being an excellent preparation for the type of independent study expected by colleges and universities as well as a number of careers through the research and analytical skills developed in the course. The careers include: cartography, armed forces, landscape architecture, climatology, leisure and recreation, demography, meteorology, ecology, nature conservation, environmental management, rural development, environmental education, surveying, estate agency work, teaching, geographical information systems, town and country planning, geology, transport and distribution, geophysics, travel and tourism, hydromorphology.

GRAPHIC COMMUNICATION

National 4 / 5

Entry Requirements

Learner would normally be expected to have attained the skills, knowledge and understanding required by either S1-3 Broad General Education (BGE) and / or achieved a pass at National 4.

The Content

The National 4 / 5 course consists of two units:

Unit 1: 2D Graphic Communication

This Unit helps learners develop their creativity and skills within a 2D graphic communication context. It will allow learners to initiate, develop and communicate ideas using graphic techniques in straightforward and familiar contexts. In addition, the Unit allows learners to develop their skills in some less familiar or new contexts. Learners will develop 2D graphic spatial awareness.

Unit 2: 3D and Pictorial Graphic Communication

This Unit helps learners develop their creativity and skills within a 3D and pictorial graphic communication context. Again, it will allow learners to initiate, develop and communicate ideas using graphic techniques in straightforward and familiar contexts. In addition, the Unit allows learners to develop their skills in some less familiar or new contexts. Learners will develop 3D graphic spatial awareness.

Assessment

Internal assessments will be on-going throughout the course and take various forms.

There are two components of the external course assessment:

- Component 1 — question paper 40 marks (33%)
- Component 2 — Added Value assignment* 80 marks (67%)

Total marks

120 marks

*The Added Value assignment will allow learners to draw on, extend and apply the skills and knowledge developed and acquired during both units of the Course. Evidence will be produced through the learner's response to an appropriately challenging graphics brief. This piece of work is externally assessed and must be completed in an 8 hour timeframe.

Homework

Homework is an integral component of this course and will be issued on a regular basis. Learners will be expected to show a high level of personal initiative and motivation.

Progression

Learners who achieve National 4 Graphic Communication may progress to National 5 Graphic Communication. Those who achieve National 5 Graphic Communication may progress to Higher Graphic Communication. Skills learned throughout the course are transferable to a variety of College and University Degree Courses as well as a number of careers. These include: Computing and ICT, Construction, Graphic Design, Architecture, Town Planning, Industrial Design, Product Design, Surveying, Civil Engineering, Mechanical Engineering, Electronic Engineering, Environmental Engineering, CAD Draughting, Advertising, Naval Architecture, Automotive Design, Model Making and many more.

GRAPHIC COMMUNICATION

Higher

Entry Requirements

This course is normally suitable for those who have achieved a pass at National 5 Graphic Communication.

The Content

The Higher course consists of two units:

Unit 1: 2D Graphic Communication

This Unit helps learners to develop their creativity and presentation skills within a 2D graphic communication context. It will allow learners to initiate, plan, develop and communicate ideas graphically, using two-dimensional graphic techniques. Learners will develop a number of skills and attributes within a 2D graphic communication context, including spatial awareness, visual literacy, and the ability to interpret given drawings, diagrams and other graphics. Learners will evaluate the effectiveness of their own and given graphic communications to meet their purpose.

Unit 2: 3D and Pictorial Graphic Communication

This Unit helps learners to develop their creativity and presentation skills within a 3D and pictorial graphic communication context. It will allow learners to initiate, plan, develop and communicate ideas graphically, using three-dimensional graphic techniques. Learners will develop a number of skills and attributes within a 3D graphic communication context, including spatial awareness, visual literacy, and the ability to interpret given drawings, diagrams and other graphics. Learners will evaluate the effectiveness of their own and given graphic communications to meet their purpose.

Assessment

Internal assessments will be on-going throughout the course and take various forms.

There are two components of the external course assessment:

- Component 1 — question paper 70 marks
- Component 2 — Added Value assignment* 70 marks

Total marks

140 marks

*The Added Value assignment will allow learners to draw on, extend and apply the skills and knowledge developed and acquired during both units of the Course. Evidence will be produced through the learner's response to an appropriately challenging graphics brief.

Homework

Homework is an integral component of this course and will be issued on a regular basis. Learners will be expected to show a high level of personal initiative and motivation

Progression

Learners who achieve Higher Graphic Communication may progress to Advanced Higher Graphic Communication. Skills learned throughout the course are transferable to a variety of College and University Degree Courses as well as a number of careers. These include: Computing and ICT, Construction, Graphic Design, Architecture, Town Planning, Industrial Design, Product Design, Surveying, Civil Engineering, Mechanical Engineering, Electronic Engineering,

Environmental Engineering, CAD Draughting, Advertising, Naval Architecture, Automotive Design, Model Making and many more.

Progression

The course is regarded as being an excellent preparation for the type of independent study expected by colleges and universities as well as a number of careers. These include: Computing and ICT, Construction, Graphic Design, Architecture, Town Planning, Industrial Design, Product Design, Surveying, Civil Engineering, Mechanical Engineering, Electronic Engineering, Environmental Engineering, CAD Draughting, Advertising, Naval Architecture, Automotive Design, Model Making and many more.

HEALTH AND FOOD TECHNOLOGY

National 5

Entry Requirements

Learners would normally be expected to have attained the skills; knowledge and understanding required by either S1-3 Broad General Education (BGE) and / or achieved a pass at National 4.

The Content

The National 4 / 5 course consists of four units:

Unit 1: Food for Health

Unit 2: Food Product Development

Unit 3: Contemporary Food Issues

Assessment

Internal assessment will be on-going throughout the course and takes the form of a variety of practical exercises.

There is one component of external course assessment which is a Course assignment:

- Course assignment 60 marks
- Written Assessment 60 marks

Total marks 120 marks

*The Added Value Unit at National 4 level provides candidates with evidence of added value in the National 4 course.

Homework

Homework is an integral component of this course and will be issued on a regular basis (usually once or twice per week). Learners will be expected to show a high level of personal initiative and should be regularly practicing and honing their practical skills at home.

Progression

Learners who achieve National 4 Health and Food Technology may progress to National 5. Those who achieve National 5 Health and Food Technology may progress to Higher. Skills learned throughout the course are transferable to a variety of College and University Degree Courses as well as a number of careers such as: Nursing, Dietetics, Home Economics teacher, Employment in Hotel and food, nutrition and health.

HEALTH AND FOOD TECHNOLOGY

Higher

Entry Requirements

This course is normally suitable for those who have achieved a pass at National 5 Health and Food Technology and National 5 English.

The Content

The Higher course consists of three units:

Unit 1: Food Product Development

Unit 2: Food for Health

Unit 3: Contemporary Food Issues

Assessment

Internal assessment will be on-going throughout the course and takes the form of a variety of practical and written exercises.

There is one component of external course assessment which is a Course assignment:

- Course assignment 50 marks
- Written assessment 50 marks

Total marks 100 marks

Homework

Homework is an integral component of this course and will be issued on a regular basis (usually once or twice per week). Learners will be expected to show a high level of personal initiative and motivation in order to complete all tasks to a high standard.

Progression

Pupils who achieve Higher Health and Food Technology may progress to:

Further Education or Higher Education including HNC, HND or Degree courses in Dietetics, Food Product Development, Health Service, Environmental Health Officers, Food, Nutrition and Health, Catering and Hospitality Operations, Employment in Hotel, Catering and Hospitality Operations. Various careers e.g. nursing, social work, food technologist, education, primary teaching and teaching.

HISTORY

National 5

Entry Requirements

Pupils would normally be expected to have attained the skills, knowledge and understanding required by S1-S3 Broad General Education, or have passed National 4 History.

The Content

The National 4/5 course consists of three units.

Unit 1 Content: The Era of the Great War 1900-1928

In this unit pupils will study the Great War from a Scottish perspective. They will learn why so many Scots volunteered for the army at the outbreak of war and the part they played in key battles such as the Battle of Loos and the Somme. Pupils will study trench conditions in addition to the new technology used in the conflict such as tanks and poison gas. They will learn about how the war affected civilians on the Home Front in Scotland including; rationing, women's' war work and the treatment of conscientious objectors. Finally the legacy of the Great War will be investigated focusing on the decline of heavy industry in Scotland and political change caused by the war, votes for women.

Unit 2 Content: Changing Britain 1760 - 1914

In this unit, pupils will study the impact of industrialisation in Britain. They will learn about the impact of technology and legislation on textile factories and coal mines including the effects of the Factory Acts and Mines Act on working conditions. The impact of canals and their decline. The building of railways, the development of the railway network and the huge impact railways had on society in addition to looking at the Tay Bridge disaster. Pupils will also study the changes in health and housing as well as the political changes in Britain between 1760-1914.

Unit 3 Content: Hitler and Nazi Germany 1919-1939

Pupils will learn about the impact the Treaty of Versailles had on Germany and the economic problems such as hyperinflation which the Weimar Republic had to contend with. In addition pupils will study attempts to overthrow the Weimar Republic such as the Spartacist Uprising and the Beer Hall Putsch. We then look at Hitler's rise to power and the Nazi road to dictatorship. Pupils will also learn about life in Nazi Germany, including their use of terror, the persecution of the Jewish population, education and the Hitler Youth and opposition to the Nazis.

Assessment

Internal assessments will be on-going throughout the course and take various forms.

There are two components of the external SQA course assessment:

- Component 1 — question paper 80 marks (2 hours 20 minutes SQA examination)
- Component 2 — Assignment* 20 marks (1 hour)

Total 100 marks

*The Assignment allows pupils to select a question based on what they have studied then write a structured essay based on their research. This is written up by the pupils in March under exam conditions then marked externally by the SQA.

Homework

Homework is an integral component of this course and pupils are given a comprehensive homework booklet at the beginning of the course. Pupils will be expected to show a high level of personal initiative and motivation.

Other Important Notes

There will be opportunities for pupils to participate in fieldwork. Pupils will visit the Monifieth war memorial to take part in a remembrance service and to undertake a study involving soldiers from the surrounding area. They will visit the new Black Watch Museum in Perth to further their research of Scottish battalions who fought in the war. Pupils will also have an opportunity to visit the battlefields of the First World War in Belgium and France on a residential excursion.

Progression

Pupils who achieve National 4 History may progress to National 5 History. Those who achieve National 5 History may progress to Higher History. Skills learned throughout the course are transferable to a variety of College and University Degree Courses as well as a number of careers. These include: law, library work, politics, tourism, archive work, teaching, publishing, administration, sociology, genealogy, cultural heritage, civil service, journalism, restoration work, anthropology, archaeology, diplomatic services, and museum work

HISTORY

Higher

Entry Requirements

This course is normally suitable for those who have achieved an A-C pass at National 5 History.

The Content

The Higher course consists of three units:

Section 1: Historical Study- Scottish Migration and Empire 1830-1939

In this section, pupils will learn about the various reasons for the migration of the Scots including the Highland Clearances. They will also study the impact that immigrants had on Scotland, concentrating on Irish, Italian, Jewish and Lithuanian immigrants. Pupils will learn about the impact the Scots had on the British Empire, especially in Canada, Australia, New Zealand and India. The final area to be studied is the effects which the British Empire had on Scotland. In the Scottish migration section pupils will develop the source handling skills they acquired at National 5 level by answering different types of questions on sources.

Section 2: Historical Study –British The Making of Modern Britain 1851-1951

In this section, pupils will develop their knowledge of modern British history through the study of the growth of democracy, including the struggle for votes for women. They will also learn about the development of the Welfare State by investigating the Liberal Reforms and the post war Labour reforms, including the establishment of the NHS and the attempt to eradicate poverty. In this section pupils will develop key literacy skills. The focus for this section is essay writing skills which will enable pupils to evaluate, analyse and present an argument in a structured form.

Section 3: Historical Study- European and World USA 1918-1968

In this section, pupils will develop their knowledge of modern American history through the study of changing attitudes towards immigrants in the 1920s. Pupils will learn about The Wall Street Crash, the subsequent Great Depression era and Roosevelt's New Deal. Pupils will also learn about the struggle for Civil Rights to the 1960s, including the segregation laws of the southern states, the activities of the KKK, Civil Rights leaders Martin Luther King and Malcolm X and the Civil Rights legislation of the 1960s. In this section pupils will develop key literacy skills. As in the previous section, the focus for this topic is essay writing skills which will enable pupils to evaluate, analyse and present an argument in a structured form.

Assessment

Internal assessments will be on-going throughout the course and take various forms.

There are two components of the external course assessment:

- Component 1 — question paper 60 marks
- Component 2 — Added Value assignment* 30 marks

Total marks 90 marks

*In keeping with National 5, The Added Value assignment will allow pupils to identify a question, then write an essay based on their research which evaluates the factors and reaches a well-supported conclusion.

Homework

Homework is an integral component of this course and will be issued on a regular basis. Pupils will be expected to show a high level of personal initiative and motivation. Formal homework will comprise of a number of essays and source questions.

Other Important Notes

As in previous years pupils may have the opportunity to participate in a residential excursion to New York which complements the USA section of the Higher course.

Progression

Pupils who pass Higher History, grade C or better, may progress to Advanced Higher History. Skills learned throughout the Higher History course are transferable to a variety of College and University Degree Courses as well as a number of careers. These include: history, law, library work, politics, tourism, archive work, teaching, publishing, administration, sociology, genealogy, cultural heritage, civil service, journalism, restoration work, anthropology, archaeology, diplomatic services, museum work.

HISTORY

Advanced Higher

Entry Requirements

This course is suitable for pupils who have passed higher history with a grade C or better.

The Content

Pupils will study Option 11, 'Britain at War and Peace 1938-1951.'

Pupils will study the following topics; Britain in the 1930's, Britain's preparations for war, reasons for the resignation of Prime Minister Neville Chamberlain in 1940 and an assessment of Winston Churchill's wartime leadership. In addition some of the military aspects of the conflict is covered through the Battle of the Atlantic, the effectiveness of the British Army and the allied bombing of Germany. Pupils also study the Home Front including Civil Defence and the changing role of women. The immediate post-War is covered through the reasons for Labour's election victory in 1945, the development of the Welfare State and the decline of the British Empire.

Assessment

The course is assessed by a three hour exam paper during which the candidate will answer two 25 mark essays and a source based section comprising three questions marked out of 40. A dissertation is written for external assessment by the SQA on a topic chosen by the candidate. The dissertation allows pupils the opportunity to identify an area of the course which they enjoy, thoroughly research it and then write a 4000 word dissertation which demonstrates progression in their essay writing and research skills. The dissertation is out of 50.

Homework

Homework is an integral component of this course and will be issued on a regular basis. Pupils will be expected to show a high level of personal initiative and motivation. Formal homework will comprise of a number of essays and source questions.

Other Important Notes

Pupils are expected to do a considerable amount of personal reading especially for their dissertation. The History Department and school library are well resourced with books relevant to the various topics. The course is regarded as being an excellent preparation for the type of independent study expected by colleges and universities as well as a number of careers. These include: history, law, library work, politics, tourism, archive work, teaching, publishing, sociology, genealogy, cultural heritage, civil service, journalism, restoration work, anthropology, archaeology, diplomatic services, museum work.

HOSPITALITY

National 5

Entry Requirements

The learner would normally be expected to have attained the skills, knowledge and understanding required by either S1-3 Broad General Education (BGE) and / or achieved a pass at National 4.

The Content

Unit 1: Cookery Skills Techniques and Processes: The aim of this Unit is to enhance learners' cookery skills, food preparation techniques and their ability to follow cookery processes in the context of producing dishes. Learners will also develop an understanding of the importance of safety and hygiene and the ability to follow safe and hygienic practices at all times.

Unit 2: Understanding and Using Ingredients: The aim of this Unit is to enhance learners' knowledge and understanding of ingredients from a variety of different sources and of their characteristics. It also addresses the importance of sustainability, the responsible sourcing of ingredients and of current dietary advice. Learners will further develop the ability to select and use a range of appropriate ingredients in the preparation of dishes and to do so safely and hygienically.

Unit 3: Organisational Skills for Cooking: The general aim of this Unit is to extend learners' planning, organisational and time management skills. Learners will develop the ability to follow recipes; to plan, produce and cost dishes and meals; and to work safely and hygienically. They will also extend their ability to carry out an evaluation of the product.

Assessment

A final assessment takes place in the school in the form of a practical assignment and written exam. This will be devised by the SQA each year and will involve the following:

- The preparation of a two (Nat. 4) / three (Nat. 5) course meal within a timed period.
- Use of a range of equipment, techniques, cookery processes and food items will be assessed.
- Assessor will use a check list to record attainment throughout the assessment.
- A time plan, equipment and service plan are assessed externally.
- 1 hour written exam about skills, nutrition, health and hygiene

Homework

Homework is an integral component of this course and will be issued on a regular basis (usually once per week). Learners will be expected to practice practical skills at home on a regular basis. On the run up to exams pupils are expected to practice exam recipes regularly at home.

Progression

Learners who achieve National 4 Practical cookery may progress to National 5 Practical cookery. After National 5 practical cookery has been achieved there is no route for progression in school but Higher Hospitality may be offer at Dundee and Angus College. Skills learned throughout the course are transferable to a variety of College and University Degree Courses as well as a number of careers. These include: Chef, Banquet Manager, Cafe Manager, Catering Manager, Cook, Food and Beverage Manager, Events planner.

HOSPITALITY - PRACTICAL CAKE

National 5

Entry Requirements

The learner would normally be expected to have attained the skills, knowledge and understanding required by either S1-3 HE course or preferably creative cakes in S3.

Purpose

The course aims to enable learners to:

- acquire knowledge and understanding of methods of cake production
- develop knowledge and understanding of functional properties of ingredients used in cake production
- develop technical skills in cake baking
- develop technical and creative skills in cake finishing
- follow safe and hygienic working practices
- develop their knowledge and understanding of cake design and follow trends in cake production
- acquire and use organisational skills in the context of managing time and resources

The course is practical and relevant to the world of work. It enables candidates to develop a range of artistic techniques and to consolidate them through practical activities. Drawing on all aspects of design, such as shape, colour, texture, balance and precision, learners are given the opportunity to produce a variety of individualised cakes and other baked items, and to creatively interpret a design brief.

Assessment

There are two parts to the assessment component 1 takes the form of an exam. Components 2 and 3 are internally assessed during the practical cake exam.

- Component 1 is worth 25 marks
- Components 2 is the writing up about the practical exam worth 30 marks
- Component 3 is the marking of the practical cake making worth 70 marks

Homework

Homework is an integral component of this course and will be issued on a regular basis (usually once per week). Learners will be expected to practice practical skills at home on a regular basis. On the lead up to exams, pupils are expected to practice exam recipes regularly at home.

Progression

Learners who achieve National 5 Creative Cakes may progress to Higher level college courses at Dundee and Angus College hospitality finishing school. Skills learned throughout the course are

transferable to a variety of College and University Degree Courses as well as several careers. These include: Chef, Baker, Banquet Manager, Cafe Manager, Catering Manager, Cook, Food and Beverage Manager, Events planner.

Any other information

Pupils will be required pay £65 for the course to contribute to the ingredients and decoration of the cakes.

HUMAN BIOLOGY

Higher

Entry Requirements

This course is normally suitable for those who have achieved a pass at National 5 Biology.

The Content

The Higher course consists of four units:

Unit 1: Human Cells

In this Unit, learners will develop knowledge and understanding through studying key areas: division and differentiation in human cells, structure and function of DNA, gene expression and the genome. Investigation of DNA, the expression of the genotype, protein production, mutations and genetic disorders, DNA technology including sequencing and medical and forensic applications, metabolic pathways and their control, through enzymes, with emphasis on cellular respiration and the role of ATP.

Unit 2: Physiology and Health

In this Unit, learners will develop knowledge and understanding by focusing on the key areas of reproduction and the cardiovascular system. Reproduction covers hormonal control and the biology of controlling fertility, including fertile periods, treatments for infertility, contraception, antenatal care and post-natal screening, tissues and circulation and the pathology of cardiovascular disease, including the impact on society and personal lifestyle.

Unit 3: Neurobiology and Communication (Half unit)

In this Unit, learners will develop knowledge and understanding through the key areas of the nervous system and communication and social behaviour, neural communication and the links between neurotransmitters and behaviour, while considering personal and social citizenship.

Unit 4: Immunology and Public Health (Half unit)

In this Unit, learners will develop knowledge and understanding through the key areas of the immune system and infectious diseases and immunity. Key areas: immune system's role through allergic and defence responses, control of infectious diseases and the principles of active immunisation and vaccination.

Assessment

Internal assessments will be on-going throughout the course and take various forms.

There are two components of the external course assessment:

- Component 1 — question paper 100 marks
- Component 2 — Added Value assignment* 20 marks

Total marks 130 marks

*The Added Value assignment will allow learners to identify, research, process, evaluate and reach a well-supported conclusion based on a Biological issue of their choice.

Homework

Homework is an integral component of this course and will be issued on a regular basis. Learners will be expected to show a high level of personal initiative and motivation

Other Important Notes

There will be many opportunities for practical experimental work, and research based topics to support case studies and the added value assignment.

Progression

Learners who achieve Higher Human Biology may progress to Advanced Higher Biology. Skills learned throughout the course are transferable to a variety of College and University Degree Courses as well as a number of careers. These include: Nursing, Dentistry, Medical/Health, Sports therapist, Physiotherapist, Laboratory technician, Microbiologist, Food and drink production/Biotechnologist , Pharmacist, Sport and Fitness industry, Forensic scientist.

LABORATORY SCIENCE (Skills for Work Level 5)

The Laboratory Science course provides a broad experiential introduction to laboratory science which explores a variety of industries and services, and career opportunities, in science laboratories locally, nationally, and globally.

Pupils will study four units:

- Careers using laboratory science,
- Working in a Laboratory,
- Practical Skills,
- Practical Investigation.

Careers using Laboratory Science — (National 5)

This unit introduces pupils to the wide range of industries and services, which use scientific knowledge and laboratory skills. Pupils will learn about the variety of ways in which science and laboratory skills are used in different industries and services and about the job roles, which use these skills. A range of career opportunities within industries and services are investigated, which use laboratory science and investigate the skills, qualifications and experience required for a job role of personal interest within the field of laboratory science. Pupils will prepare for employment, further education or training through producing their own Curriculum Vitae for a specific job role in a laboratory science setting and will have the opportunity to reflect on and evaluate their own employability skills and attributes.

Laboratory Science: Working in a Laboratory (National 5)

This unit provides pupils with the opportunity to gain practical experience in measuring and weighing quantities, basic laboratory skills such as handling chemicals, preparing solutions, and in calculating and presenting results of practical work. Safety and security procedures are addressed to enable pupils to maintain health and safety while working in a laboratory environment and a risk assessment is carried out. Opportunities arise for the development of numeracy and communication skills when recording and reporting practical work.

Laboratory Science: Practical Skills (National 5)

Pupils are given the opportunity to learn and develop the skills most commonly used in laboratories. The health and safety issues of working in a laboratory are integral to the unit. Pupils will learn how to work safely with potentially hazardous materials such as microorganisms and will measure radioactivity, as well as developing competence in the use of various types of instrumentation found in laboratories. Skills in performing a titration are also developed.

Laboratory Science: Practical Investigation (National 5)

In this unit, pupils will work with others to produce a plan to investigate a scientific topic using practical procedures. Working as part of a group, they will identify a hypothesis to investigate.

Methods for testing the hypothesis using practical procedures are devised and tasks are allocated to each member of the group. Pupils will be assessed on their ability to carry out an allocated task competently and in a safe manner. They will present their findings to members of the group and will produce a scientific report with their individual analysis and evaluation of the information gathered. Pupils will then review and evaluate their own and group contribution to the investigation.

MATHEMATICS

National 4/National 5

Course Content

The basic aim of a mathematical education is to help you to learn how to describe, tackle and eventually solve problems which require the use of mathematical knowledge, techniques and technology. This includes the use of mental skills, written methods and those which require the sensible use of calculators and other technology.

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. 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 Course allows learners to acquire and develop the attributes and capabilities of the four capacities. For example: success in mathematical learning and activity leads to increased confidence as an individual; being able to think logically helps towards being a responsible citizen; and being able to understand, use and communicate mathematical ideas will help in becoming an effective contributor.

Consequently much of what you will do involves learning how to deal with a wide variety of different problems.

Assessment

N4 - The National 4 Mathematics Course enables learners to select and apply mathematical techniques in a variety of mathematical and real-life situations. Learners interpret, communicate and manage information in mathematical form. We offer three N4 Units: N4 Numeracy, N4 Expressions & Formulae and N4 Relationships.

N5 - The National 5 Mathematics Course enables learners to select and apply mathematical techniques in a variety of mathematical and real-life situations. Learners interpret, communicate and manage information in mathematical form. We offer three N5 Units provided N4 Numeracy and N4 Added Value have been achieved: N5 Expressions & Formulae, N5 Relationships and N5 Applications. Full details of the coverage of the courses can be found on the SQA website at Mathematics. The final exam includes a non-calculator paper and paper in which a calculator may be used.

Homework

One of the important ways to remember Mathematical methods is to practise skills. Sometimes you will be given work to finish off at home, sometimes new work to do. Sometimes you will have to hand it in. Sometimes you will have online homework tasks to complete. Whichever it is, it is your chance to check on your learning – take it willingly! Teachers will be available in the Maths Department during most lunchtimes for extra help with revision throughout the year.

Other Important Notes

In Mathematics there is often more than one right way to go about things. It is also essential to keep an open mind both to accepting help and to giving it. If you adopt the right attitude to your learning of Mathematics, you may join the many who find Maths both useful and enjoyable.

MATHEMATICS

Higher

Purpose of the course:

- to build upon and extend learning in algebra, geometry and trigonometry
- to introduce elementary calculus
- to help develop problem solving skills

Recommended Entry 1.

N5 Course award Grade A or B Preferable [N5 Course award grade C is the MINIMUM acceptable and will be considered, depending on progress throughout S4, including Prelim grades.]

Course Details

We aim to motivate and challenge learners by enabling them to select and apply mathematical techniques in a variety of mathematical and real-life situations. This course aims to equip learners with the skills needed to interpret and analyse information, simplify and solve problems, and make informed decisions

There are three mandatory units and a final exam; Expressions and Functions, Relationships and Calculus, Applications

Final exam; Paper 1 (non-calculator) paper will give learners an opportunity to apply numerical, algebraic, geometric, trigonometric, calculus and reasoning skills. 70 minute exam.

Paper 2 will give learners an opportunity to apply numerical, algebraic, geometric, trigonometric, calculus and reasoning skills (which may be completed with the use of a calculator), allowing more opportunity for application and reasoning. 90 minute exam

Progression

Pupils who achieve Higher Mathematics may progress to: Advanced Higher Mathematics, Further Education or Higher Education including HNC, HND and Degree courses in mathematical subjects or as a general entry requirement to other courses Employment

MATHEMATICS

Advanced Higher

Purpose of the Course:

- to allow pursuit of mathematical interests to a level substantially beyond Higher
- to help develop problem solving approaches to 'everyday' situations
- to allow preparation for Higher Education

Recommended Entry

Higher Mathematics, preferably at grade A or B

Course Details

In Advanced Higher Maths there are 3 compulsory units.

Progression

Pupils who achieve Advanced Higher Mathematics may progress to: Degree courses in Higher Education; entry, in some cases, to second year may be possible. Employment

MATHEMATICS - Mathematics of Mechanics

Advanced Higher

This course would be of particular interest to pupils who are studying Advanced Higher Maths and Physics and looking for a third Advanced Higher and those pupils considering studying Engineering, Maths or Physics at university.

The Advanced Higher Mathematics of Mechanics Course offers learners an enhanced awareness of the range and power of mathematics and the importance of mathematical applications to society in general. Learners use and extend mathematical skills needed to solve problems in mechanics, analyse the physical factors impacting bodies, and consider the state of equilibrium or the movement of a body and interpret the underlying factors using known mathematical methods.

MODERN LANGUAGES

National 4/5

Entry requirements

Learners would normally be expected to have attained the skills, knowledge and understanding required by S1 – 3 Broad General Education (BGE) and/or achieved a pass at National 4

The Course Work at National 4 and National 5 covers four skills - Reading, Listening, Talking and Writing and four contexts - Society, Education, Employability and Culture. Over the year pupils will study a variety of topics from these contexts, as well as studying how the language works (grammar).

In particular the course enables pupils to:

- read, listen, talk and write in a modern language
- understand and use a modern language
- apply knowledge and understanding of a modern language

Assessment

At National 4 and National 5 all pupils will have to sit internal unit assessments in all four skills at the appropriate level. These are:

Unit 1 – Understanding Language

Learners who complete this Unit will be able to:

1 - Read and understand texts in the foreign language.

Outcome 1 - Read a text in the foreign language and answer questions in English.

2 – Listen and understand spoken passages in the foreign language.

Outcome 2 – Listen to a spoken passage and answer questions in English.

Unit 2 – Using Language

Learners who complete this Unit will be able to:

1 – Talk in the foreign language on familiar topics.

Outcome 1 – Hold a conversation or give a presentation in the foreign language on a familiar topic.

2 - Write in the foreign language on familiar topics.

Outcome 2 – Write a short text on a familiar topic in the foreign language. In addition to these internal unit assessments the following requirements must be met to achieve the award at National 4 or National 5.

National 4

National 4 has no external exam; however passes have to be obtained in all internal assessments in order to achieve a pass at National 4. An Added Value Unit must also be completed.

Added Value Unit

This is an assignment which requires pupils to do research on a familiar topic and to make a presentation in the foreign language. The skills involved are Reading, Talking and Listening.

Progression

Those who have completed National 4 in a foreign language may progress to National 5. Learning a foreign language may be a valuable asset later in life.

National 5

Passes must be obtained in all internal unit assessments listed above. These will be done during the year when pupils are deemed ready for them. National 5 also has an external exam. This consists of two papers and a Speaking assessment.

Paper 1 – Reading and Writing	Reading	30 marks
	Writing	20 marks
Paper 2 – Listening Speaking		20 marks
		30 marks
	Writing	20 marks (<i>marked externally by SQA</i>)
Total		120 marks

Progression

Those who have completed National 5 in a foreign language may progress to Higher in the foreign language studied. It may also be possible to complete National 5 in another foreign language. Learning a foreign language may be a valuable asset later in life.

Homework (N4 & 5)

Homework is an essential part of the course and will be set regularly. Pupils will **always** have learning vocabulary and grammar to do, even if they do not have a written assignment to hand in.

Speaking in the foreign language is an important part of the course. Pupils should prepare and learn talks thoroughly if they are to make good progress. Pupils doing National 5 should be aware that Speaking counts for 30% of their final mark and may make a significant contribution to the overall grade achieved in the final exam. Pupils are expected to be highly motivated, responsible learners who are able to use their initiative.

MODERN LANGUAGES

Higher

Entry requirements

This course is usually suitable for pupils who have achieved a pass in the foreign language at National 5.

Course Content

Work at Higher level covers four skills - Reading, Listening, Talking and Writing and four contexts - Society, Education, Employability and Culture. Over the year pupils will study a variety of topics from these contexts, as well as studying how the language works (grammar).

In particular, the Course aims to enable learners to develop the ability to:

- read, listen, talk and write in a modern language
- understand and use a modern language
- develop the language skills of translation
- apply knowledge and understanding of a modern language

Assessment

Pupils studying at Higher level have to pass internal assessments in Reading, Listening, Talking and Writing as well as sitting an external exam at the end of the year.

The external exam consists of:-

Paper 1	Reading 20 marks	Translation 10 marks	Writing 10 marks
Paper 2	Listening 20 marks	Writing 10 marks	
Talking	30 marks		
Total	100 marks		

Homework

Homework is an essential part of the course and pupils will be expected to carry out homework tasks regularly. As well as written assignments pupils will always have vocabulary and grammar to learn. It should be remembered that Talking counts for 30% of the final mark and may make a significant contribution to the final grade achieved.

Pupils are expected to be highly motivated, responsible learners who are able to use their initiative.

Progression

Pupils who achieve an award at Higher level may be able to progress to Advanced Higher or to National 5/Higher in another foreign language. This qualification would also enable pupils who achieve a good grade to study the language at university or at college. Having a Higher award in a foreign language may be a valuable asset later in life.

MODERN LANGUAGES

Advanced Higher

Entry requirements

This course is usually suitable for pupils who have achieved a pass at A or B in the foreign language at Higher level.

Course content

The course comprises two units as detailed below: - Language (80 hours) to cover the following areas: Topical Issues Personal and Social Issues Environmental Issues

- Extended Reading/Viewing or Language in Work (40 hours)

Purpose of the course

To offer progressive development of competence in the four skill areas of: - reading - listening - speaking - writing The course also encourages independent working in a supportive and stimulating environment. Pupils are encouraged to take an interest in current affairs and issues which affect the specific country whose language is being studied.

Assessment

Pupils will sit NAB assessments in Reading, Listening and Speaking for the Language unit and a Writing assessment for Extended Reading and Viewing. These will be carried out throughout the course of the year when appropriate. Pupils must pass all of these internal assessments in order to gain the full award at Advanced Higher level.

The external exam comprises two papers and a Speaking exam carried out by an external examiner. A folio with essays on a background topic and on the book studied also has to be completed by March.

Paper 1 Reading and translation	Reading 30 marks	Translation 20 marks
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Paper 2 Listening and discursive essay	Listening 30 marks	Essay 40 marks
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External Speaking	50 marks
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Folio	30 marks
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Total	200 marks
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Homework

Homework is an essential part of the course and pupils will be expected to carry out homework tasks regularly. As well as written assignments pupils will always have vocabulary and grammar to learn. It should be remembered that Speaking counts for 25% of the final mark and may make a significant contribution to the final grade achieved.

Pupils are expected to be highly motivated, responsible learners who are able to use their initiative.

Progression

Pupils who achieve this award will be well placed to study the language at university level.

MUSIC

National 4 / 5

Entry Requirements

Learner would normally be expected to have attained the skills, knowledge and understanding required by either S1-3 Broad General Education (BGE) and / or achieved a pass at National 4.

The Content

The National 4/5 Music Course is practical and experiential in nature and includes flexibility in the contexts for learning. It helps learners to develop and extend their interest in music, and to develop performing skills on their two selected instruments or on one instrument and voice. The Course also provides opportunities for learners to develop composing skills and broaden their understanding of music concepts and styles.

The Course enables learners to develop their skills and creative cap The National 4 / 5 course consists of the following Mandatory units including the Added Value Unit:

Music: Performing Skills

Learners will develop performing skills on two selected instruments, or on one selected instrument and voice. They will perform level-specific music with sufficient accuracy and will maintain the musical flow. Learners will, through regular practice and self-reflection, develop technical, musical and performing skills.

Music: Composing Skills

Learners will experiment with, and use a range of compositional methods and music concepts in creative ways to realise their intentions when creating original music. Learners will self-reflect on their creative choices and decisions and will develop their understanding of how musicians develop their ideas and create their music and the things that influence their work.

Understanding Music

Through listening, learners will develop knowledge and understanding of a variety of level-specific music concepts, and music literacy. They will identify and recognise specific music styles and concepts, and music signs and symbols used in music notation.

Assessment

Internal assessments will be on-going throughout the course and take various forms.

There are three components which are assessed externally.

Performing Skills (performance of 8 minutes to SQA visiting examiner): 50 marks

Composing Skills (composition created in class and assessed by SQA): 15 marks

Understanding Music (written paper where learners will identify and recognise specific music styles, concepts, music signs and symbols used in music notation): 35 marks

Total: 100 marks

Progression

Learners who achieve National 4 Music may progress to National 5 Music. Those who achieve National 5 Music may progress to Higher Music. Skills learned throughout the course are transferable to a variety of College and University Degree Courses as well as a number of careers. These include: Teaching, Performing, Music Therapy, Session Musician, Songwriter or Composer.

MUSIC

Higher

Entry Requirements

This course is normally suitable for those who have achieved a pass at National 5 Music.

The Content

The Higher Music Course provides progression from National 5 Music. It develops candidates' practical performing and composing skills and their understanding of music styles, concepts and music literacy. Candidates will develop their creativity while composing and performing, and their evaluative skills. They will use self-reflection to improve and refine their performing skills and create music.

The Higher course consists of the following three Mandatory units and the Course assessment. All units are designed to provide progression to the related units at Advanced Higher.

Music: Performing

In this Unit, learners will develop performing skills on two selected instruments, or on one selected instrument and voice. They will perform challenging level-specific music with sufficient accuracy and will maintain the musical flow realising the composers' intentions. Learners will, through regular practice and critical reflection and evaluation, develop their technical and musical performing skills.

Music: Understanding Music

In this Unit, learners will experiment with, and creatively use complex compositional methods and music concepts to realise their intentions when creating original music. Learners will critically reflect on and evaluate the impact and effectiveness of their creative and musical choices and decisions. They will analyse how musicians and composers create music in different ways and how music styles are shaped by social and cultural influences.

Music: Composing Skills

In this Unit, through listening, learners will develop detailed knowledge and understanding of a range of complex music concepts and music literacy. They will identify and distinguish the key features of specific music styles and recognise level-specific music concepts in excerpts of music, and music signs and symbols in notated music.

Conditions of award

To gain the award of the Course, the learner must pass all of the Units as well as the Course assessment. The required Units are shown in the Course outline section. Course assessment will provide the basis for grading attainment in the Course award.

Unit Assessments

Internal assessments will be on-going throughout the course and take various forms. Pupils will be assessed on a pass/fail basis within centres. SQA will provide rigorous external quality assurance, including external verification, to ensure assessment judgements are consistent and meet national standards.

The Course Assessment

Courses from National 4 to Advanced Higher include assessment of added value. At National 5, Higher and Advanced Higher, the added value will be assessed in the Course assessment.

The purpose of the course assessment is to assess added value of the Course as well as confirming attainment in the Course and providing a grade. The added value for the Course will address the key purposes and aims of the Course as defined in the Course Rationale.

The added value for the Course must address the key purposes and aims of the Course as defined in the Course Rationale. It will do this by addressing one or more of breadth, challenge or application.

In the Higher Music Course, added value will focus on challenge and application. The learner will draw on, extend and apply the skills they have learned during the Course.

The Course Assessment will have two components: a question paper (40 marks) and a Performance (60 marks).

The question paper will assess the candidates' depth of knowledge and understanding of music, music concepts, and music literacy. All questions in the paper are mandatory.

The performance will assess the candidate's ability to prepare and perform a programme of music on two selected instruments, or one instrument and voice.

Homework and Practise

Homework and instrumental practise is an integral component of this course and will be issued on a regular basis. Learners will be expected to show a high level of personal initiative and motivation.

Progression

Learners who achieve a good pass at Higher Music may progress to Advanced Higher Music. Skills learned throughout the course are transferable to a variety of College and University Degree Courses as well as a number of careers. These include: Teaching, Performing, Music Therapy, Session Musician, Songwriter or Composer.

MUSIC TECHNOLOGY

National 4/5

Entry Requirements

Learners would normally be expected to have attained the skills, knowledge and understanding required by either S1-3 Broad General Education (BGE) and / or achieved a pass at National 4.

The Content

The course aims to: develop skills in the use of music technology hardware and software to capture and manipulate audio; use music technology creatively in sound production in a range of contexts; develop skills in musical analysis in the context of a range of 20th and 21st century musical styles and genres; develop a broad understanding of the music industry, including a basic awareness of implications of intellectual property rights; critically reflect on own work and that of others.

Music Technology Skills

The candidate will use hardware and software, with guidance, to capture audio, by: using appropriate audio input devices and sources; applying appropriate microphone placement; constructing, with guidance, the signal path; and setting, with guidance, appropriate input gain and monitoring levels.

The candidate will also use hardware and software, with guidance, to manipulate audio, by: applying equalisation; applying time domain effects; applying volume and panning; and editing tracks.

Music Technology in Context

The candidate will produce audio masters, with guidance, in straightforward contexts by: applying basic skills in audio capture; using basic skills to manipulate and sequence data; and mixing down to an audio master in appropriate file format(s).

Understanding 20th and 21st Century Music

The candidate will describe, in simple terms, technological developments and 20th and 21st century music by: describing, in simple terms, significant genres and styles; and describing, in simple terms, significant technologies related to 20th and 21st century music.

The candidate will also use listening skills in the context of 20th and 21st century music by: identifying straightforward examples of significant genres and their main features; and identifying straightforward examples of significant relevant musical concepts.

Assessment

Internal assessment may take place at any point throughout the course unit.

Marks are awarded for the following stages of the assignments

Stage 1: **Planning the production – 10 marks**

Stage 2: **Implementing the production – 30 marks**

Stage 3: **Evaluating the production – 10 marks**

There are two assignments to be completed totalling 100 marks which contributes to **70%** of the overall total.

Question Paper **30 marks**

The assignments will be sent away to be assessed by SQA during March, and the listening exam will be held within the examination diet in May.

Important Notes

The Music technology course requires learners to have a good understanding of computer skills and pupils who have good organisation skills are well suited to this course due to the amount of independent working. Learners should be motivated to complete their own assignments using the skills they have built during the technology skills component.

Progression

Learners who achieve National 4 Music may progress to National 5 Music. Those who achieve National 5 Music may progress to Higher Music. Skills learned throughout the course are transferable to a variety of College and University Degree Courses as well as a number of careers. These include: Teaching, Recording engineer, Sound technician, Assistant technician, Studio Owner/Manager, Live Sound Engineer and Rerecording mixer (film and video).

Music Technology

Higher

Entry Requirements

Learners would normally be expected to have attained the skills, knowledge and understanding required by a pass at National 5.

The Content

The course aims to: develop skills in the use of music technology hardware and software to capture and manipulate audio; use music technology creatively in sound production in a range of contexts; develop skills in musical analysis in the context of a range of 20th and 21st century musical styles and genres; develop a broad understanding of the music industry, including a basic awareness of implications of intellectual property rights; critically reflect on own work and that of others.

There are three Units to the Higher Music Technology course:

Music Technology Skills

Music Technology in Context

Understanding 20th and 21st Century Music

Music Technology Skills

The candidate will use hardware and software, with guidance, to capture audio, by: using appropriate audio input devices and sources; applying appropriate microphone placement; constructing, with guidance, the signal path; and setting, with guidance, appropriate input gain and monitoring levels.

The candidate will also use hardware and software, with guidance, to manipulate audio, by: applying equalisation; applying time domain effects; applying volume and panning; and editing tracks.

Music Technology in Context

The candidate will produce audio masters, with guidance, in straightforward contexts by: applying basic skills in audio capture; using basic skills to manipulate and sequence data; and mixing down to an audio master in appropriate file format(s).

Understanding 20th and 21st Century Music

The candidate will describe, in simple terms, technological developments and 20th and 21st century music by: describing, in simple terms, significant genres and styles; and describing, in simple terms, significant technologies related to 20th and 21st century music.

The candidate will also use listening skills in the context of 20th and 21st century music by: identifying straightforward examples of significant genres and their main features; and identifying straightforward examples of significant relevant musical concepts.

Assessment

Internal assessment may take place at any point throughout the course unit. To gain the award of the Course, the learner must pass all of the Units as well as the Course assessment. Course assessment will provide the basis for grading attainment in the Course award. The Added Value components take place in the form of an assignment (practical) 70% and a question paper 30%.

The assignment will be sent away to be assessed by SQA during March, and the listening exam will be held within the examination diet in May.

PHOTOGRAPHY

National Progression Award - SCQF level 5

Each award equates to 4 SQA credits of learning (24 SCQF points).

The NPA award provide opportunities to develop both creative and technical skills in photography. Candidates are encouraged to develop their skills in a number of key areas: understanding basic photography, basic camera techniques, working with photographic images, developing creative skills and understanding technology applications, presentation, developing professional folios of work and exhibition work.

What the award will foster:

To further develop understanding of photography in everyday use " To further develop understanding of the creative processes involved within photography/creative media " To further develop knowledge and understanding of practical skills when working with photographs " To further develop understanding of how to create good images when photographing people and places " To further develop critical thinking skills and encourage seeking peer/tutor feedback to inform practices " To provide increased understanding of current developments within photography " To prepare candidates for progression to the NC in Photography at SCQF level 6 " To prepare candidates for progression to further studies and/or employment opportunities in photography and related areas

Progression routes

Candidates will have the opportunity to become involved in practical photography which will encourage the development of self-confidence and self-esteem through a range of practical activities and team working. Exposure to a range of photographic contexts, the development of a quality portfolio and participation in exhibition work will provide a good basis to consider further learning and/or employment opportunities, Progression from the Photography to the NPA in Photography at SCQF level 5, lateral progression to a range of creative industries programmes, advanced study in Higher National Certificate/Higher National Diploma programmes, employment as a trainee or assistant photographer and self-employment, including freelance work as well as studying Higher photography in S5 or 6.

PHOTOGRAPHY

Higher

Entry Requirements

This course is normally suitable for all learners with an interest in photography and those who have attained the skills, knowledge and understanding required by the National 5 Art and Design Course or relevant component Units. Pupils must also have a general interest in Photography and an eye for detail.

The Content

The Course is practical and experiential, with an integrated approach to learning. Learners will develop practical skills in photography, drawing on their knowledge and understanding of photographic media, camera techniques and processes when developing their creative practice. They will produce investigative research before planning, developing and realising their ideas for photography.

In the Course, learners will demonstrate technical photography skills and show imaginative and personal creative responses when photographing a variety of subjects. They will also evaluate their photographic work and practice.

This Course encourages learners to be creative, reflective practitioners, who are critically self-aware and who can express themselves and use photography in visually imaginative ways. Learning in the Course will include: active involvement in creative photographic tasks and activities; and understanding how contemporary culture and social factors influence photographers and their work. The Course will also provide opportunities for learners to: explore and creatively use photographic media, camera techniques and processes; critically reflect on learning; develop personal autonomy and critical thinking skills when negotiating the context and the content of their photographic work.

The Higher Photography course consists of the following two Mandatory units and the course assessment.

Photography: Image Making (Higher)

In this Unit, learners will develop knowledge and understanding of camera techniques and controls and will investigate and analyse the factors which influence photographers and their work. They will apply their knowledge of light and image formation when creating photographic images. They will use exposure times, composition and framing creatively for photographic effect, organise their files and output their photographic images.

Photography: Contextual Imagery (Higher)

In this Unit, learners will explore and experiment with using a variety of photographic techniques, technology and processes. They will use their understanding of the social and cultural interplay between photographers and society when developing their own personal, creative approaches to photography. They will plan, produce and present photographic images in different styles and genres.

Conditions of award

To gain the award of the Course, the learner must pass all of the Units as well as the Course assessment. The required Units are shown in the Course outline section. Course assessment will provide the basis for grading attainment in the Course award.

Assessment

Internal assessments will be on-going throughout the course and take various forms. Pupils will be assessed on a pass/fail basis within centres. SQA will provide rigorous external quality assurance, including external verification, to ensure assessment judgements are consistent and meet national standards.

The assessment of the Units in this Course will be as follows.

Photography: Image Making (Higher)

In this Unit, evidence will be required to show that the learner can analyse the factors influencing photographers and their work. Learners will also be required to evidence use of a range of camera skills and photographic processes for specific effect and their ability to produce effectively composed photographs, manage files and output images.

Photography: Contextual Imagery (Higher)

In this Unit, evidence will be required to show that the learner has knowledge and understanding of the range of social and cultural factors that have influenced photographers and their work. Learners will develop their applied use of a range of photographic processes. They will plan for and compose images before producing and presenting a range of creative photographic work for specific purposes.

Courses from National 4 to Advanced Higher include assessment of added value. At National 5, Higher and Advanced Higher, the added value will be assessed in the Course assessment. The added value for the Course must address the key purposes and aims of the Course as defined in the Course Rationale. It will do this by addressing one or more of breadth, challenge or application.

In the Higher Photography Course, added value will focus on challenge and application.

The learner will develop and extend the skills and knowledge developed in the Course. They will be assessed through a project.

The project will include opportunities for learners' personalisation and choice. It will include researching and producing photographs. Learners will also evaluate their photographic work.

Homework

Homework is an integral component of this course and will be issued on a regular basis. Learners will be expected to show a high level of personal initiative and motivation.

Other Important Notes

The Course is practical and experiential and the key focus is creativity. The Course combines developing knowledge and understanding of photographers and their work, with practical learning experiences. Throughout the Course, learners will develop creativity, perseverance, independence and resilience.

Progression

Learners who achieve a good pass at Higher Photography may progress to other qualifications in Photography, Art and Design or related areas.

PHYSICAL EDUCATION

National 4 / 5

Entry Requirements

Learner would be expected to have attained the skills; knowledge and understanding required by either S1-3 Broad General Education (BGE) and / or achieved a pass at National 4.

The Content

The National 4 / 5 course consists of two units which are normally delivered through the activities of badminton, basketball, hockey, football, netball and swimming.

Unit 1: Performance Skills

In this Unit, learners will develop their ability to perform in physical activities by enabling them to acquire a comprehensive range of movement and performance skills. They will learn how to select, use, demonstrate and adapt these skills. Learners will develop consistency in their control and fluency during movement to enable them to meet the physical demands of performance in a safe and effective way. The unit offers opportunities for personalisation and choice in the selection of physical activities.

Pupils will be assessed in four practical activities and will be marked on a pass or fail basis.

Unit 2: Factors Impacting on Performance

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

Internal assessment will be on-going throughout the course and takes the form of a work booklets and questions about the factors.

Course assessment

The course assessment is made up of two components:

- Portfolio worth 40 marks. This is completed under exam conditions and is assessing the knowledge and application about the factors impacting on performance.
- One off Performance worth 60 marks. Pupils pick two activities of their choice which will be assessed by their teacher and worth 30 marks each.
- Total marks 100 marks

*The Added Value Unit at National 4 level provides candidates with evidence of added value in the National 4 course. Learners will prepare and carry out a performance which will allow them to demonstrate challenge and application. Added Value at National 5 is included in the course assessment.

Homework

Homework is an integral component of this course and will be issued on a regular basis (usually once or twice per week). Learners will be expected to show a high level of personal initiative and

motivation in order to complete all tasks to a high standard. Homework is often practical based i.e. carrying out aspects of a training programme.

Other Important Notes

Before opting for this course pupils must carefully check the activities offered in the Performance Skills unit as all activities are compulsory. This is particularly important in regards to the swimming component of the course.

Progression

Learners who achieve National 4 Physical Education may progress to National 5 Physical Education. Those who achieve National 5 Physical Education may progress to Higher Physical Education. Skills learned throughout the course are transferable to a variety of College and University Degree Courses as well as a number of careers which include: sports coach, armed forces, physical education teacher, physiotherapy, leisure and recreation, life guard, sports lecturer, physiologist, sports medicine, sports dietitian, biomechanist, sports journalist, conditioning coach, sports marketing, leisure management, sports photography, primary teaching.

PHYSICAL EDUCATION

Higher

Entry Requirements

This course is normally suitable for those who have achieved a B pass at National 5 Physical Education and a pass at National 5 English.

The Content

The Higher course consists of two units usually within three activities; badminton, hockey and Basketball.

Unit 1: Performance Skills

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

Pupils will be assessed in three practical activities and must pass two of these to achieve the units.

Unit 2: Factors Impacting on Performance

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

Internal assessment will be on-going throughout the course and takes the form of a learning outcome.

Course assessment

The course assessment is made up of two components:

- Exam worth 40 marks. This is assessing the knowledge and application about the factors impacting on performance.
- One off Performance worth 40 marks. Pupils pick one activity of their choice which will be assessed.
- Planning and preparation worth 20 marks. Pupils analyse their ability to plan and prepare for their one-off performance
- Total marks 100 marks.

Homework

Homework is an integral component of this course and will be issued on a regular basis (usually once or twice per week). Learners will be expected to show a high level of personal initiative and motivation in order to complete all tasks to a high standard. Learners are required to write up their training diary each week detailing the practical sessions.

Other Important Notes

Before opting for this course pupils must carefully check the activities offered in the Performance Skills unit as all activities are compulsory. Pupils must be training and competing at their chosen sport to meet the requirements of the one-off performance.

Progression

Learners who achieve National 4 Physical Education may progress to National 5 Physical Education. Those who achieve National 5 Physical Education may progress to Higher Physical Education. Skills learned throughout the course are transferable to a variety of College and University Degree Courses as well as a number of careers which include: sports coach, armed forces, physical education teacher, physiotherapy, leisure and recreation, life guard, sports lecturer, physiologist, sports medicine, sports dietitian, biomechanist, sports journalist, conditioning coach, sports marketing, leisure management, sports photography, primary teaching.

PHYSICAL EDUCATION

Advanced Higher

Purpose of the Course:

- To improve learners research and enquiry skills in preparation for further education.
- To improve learners knowledge of the factors which impact on their own performance and develop these.
- To improve learners performance in one chosen activity.

Recommended Entry

- Higher Grade PE with an 'A' pass. This MUST include a Performance pass of 35 out of 40
- National 5 English grade B or above.
- Pupils must be training and competing at their chosen sport to meet the requirements of the performance element.

Course Details

There are two mandatory component units:

1. Performance skills
2. Factors which impact on performance

Course assessment

The course assessment is made up of two components:

- One off Performance worth 30 marks. Pupils pick one activity of their choice which will be assessed.
- 7000 word written project about the analysis of the research undertaken
- Total marks 100 marks.

Progression

Pupils who achieve Advanced Higher level Physical Education may progress to: Further Education or Higher Education including HNC, HND or Degree in Physical Education or associated subject areas Employment in Fitness, Health, Leisure and Recreation Industries
Any candidate undertaking this course is expected to be self-motivated and dedicated in their pursuit of a serious performance goal. A great deal of the necessary training and associated study requires to be completed independently.

PHYSICAL EDUCATION - LEADERSHIP THROUGH SPORT

Entry Requirements

This course is suitable for pupils who have an interest in sporting activities, teaching others, working with primary pupils and childcare.

The Content

This course consists of three units of work ranging from anatomy and physiology to working with primary pupils. Learners will also experience other coaching certificates and first aid qualification. There will be a combination of practical activities and classroom work.

Unit 1: Contemporary fitness

In this Unit, learners will develop their knowledge and understanding of the human anatomy and biomechanics. This will be explored through designing and leading training programmes.

Unit 2: Sport and recreation

In this unit, learners will develop knowledge and understanding of safe practice within a sporting environment. This includes health and safety procedures, child protection, following protocols.

Unit 3: Team work through sport and recreation activities

Unit 4: Playwork and childcare

Both of these units involve developing learner's knowledge, ability and confidence to deliver PE lessons to primary pupils and reflect on this experience.

Course assessment

The unit assessments are internally assessed throughout the course and take the form of logbooks and practical activities.

Progression

Learners who achieve this course may progress to a variety of College and University Degree Courses as well as a number of careers which include: sports coach, armed forces, physical education teacher, physiotherapy, leisure and recreation, life guard, sports lecturer, physiologist, sports medicine, sports dietician, biomechanist, sports journalist, conditioning coach, sports marketing, leisure management, sports photography, primary teaching.

PHYSICS

National 4 / 5

Entry Requirements

Learner would normally be expected to have attained the skills, knowledge and understanding required by either S1-3 Broad General Education (BGE) and / or achieved a pass at National 4.

The Content

The National 4 / 5 course consists of three units:

Unit 1: Electricity and Energy

The general aim of this Unit is to develop skills of scientific inquiry, investigation and analytical thinking, along with knowledge and understanding of electricity and energy. Learners will apply these skills when considering the applications of electricity and energy on our lives, as well as the implications on society/the environment. Key areas covered: energy transfer, heat and the gas laws.

Unit 2: Physics: Waves and Radiation

The general aim of this Unit is to develop skills of scientific inquiry, investigation and analytical thinking, along with knowledge and understanding of waves and radiation. Learners will apply these skills when considering the applications of waves and radiation on our lives, as well as the implications on society/the environment. Key areas covered: waves and nuclear radiation.

Unit 3: Dynamics and Space

The general aim of this Unit is to develop skills of scientific inquiry, investigation and analytical thinking, along with knowledge and understanding of dynamics and space. Learners will apply these skills when considering the applications of dynamics and space on our lives, as well as the implications on society/the environment. Key areas covered: kinematics, forces and space.

Assessment

Internal assessments will be on-going throughout the course and take various forms.

There are two components of the external course assessment:

- Component 1 — question paper 100 marks
- Component 2 — Added Value assignment* 20 marks
- Total marks 120 marks

*The Added Value assignment will allow learners to identify, research, process, evaluate and reach a well-supported conclusion based on a geographical issue of their choice.

Homework

Homework is an integral component of this course and will be issued on a regular basis. Learners will be expected to show a high level of personal initiative and motivation.

Other Important Notes

There will be many opportunities for practical experimental work, and research based topics to support case studies and the added value assignment.

Progression

Learners who achieve National 4 Physics may progress to National 5 Physics. Those who achieve National 5 Physics may progress to Higher Physics. Skills learned throughout the course are transferable to a variety of College and University Degree Courses as well as a number of careers. These include: Dentistry, engineering, astrophysics, telecommunications, electronics, radiography, medicine, astronomy, physiotherapy, finance, gas and oil engineering, civil aviation.

PHYSICS

Higher

Entry Requirements

This course is normally suitable for those who have achieved a pass at National 5 Physics.

The Content

The Higher course consists of four units:

Unit 1: Our Dynamic Universe

The general aim of this Unit is to develop skills of scientific inquiry, investigation and analytical thinking, along with knowledge and understanding of our dynamic universe. Learners will apply these skills when considering the applications of our dynamic universe on our lives, as well as the implications on society/the environment. Key areas: kinematics, dynamics and space-time.

Unit 2: Particles and Waves The general aim of this Unit is to develop skills of scientific inquiry, investigation and analytical thinking, along with knowledge and understanding of particles and waves. Learners will apply these skills when considering the applications of particles and waves on our lives, as well as the implications on society/the environment. Key areas: particles and waves.

Unit 3: Electricity (Half unit)

The general aim of this Unit is to develop skills of scientific inquiry, investigation and analytical thinking, along with knowledge and understanding of electricity. Learners will apply these skills when considering the applications of electricity on our lives, as well as the implications on society/the environment. Key areas: electricity, and electrical storage and transfer.

Unit 4: Researching Physics (Half unit)

The aim of this Unit is to develop skills relevant to undertaking research in Physics. Learners will collect and synthesize information from different sources, plan and undertake a practical investigation, analyse results and communicate information related to their findings. They will also consider any applications of the physics involved and implications for society/ the environment.

Assessment

Internal assessments will be on-going throughout the course and take various forms.

There are two components of the external course assessment:

- Component 1 — question paper 100 marks
- Component 2 — Added Value assignment* 20 marks
- Total marks 120 marks

*The Added Value assignment will allow learners to identify, research, process, evaluate and reach a well-supported conclusion based on a geographical issue of their choice.

Homework

Homework is an integral component of this course and will be issued on a regular basis. Learners will be expected to show a high level of personal initiative and motivation

Other Important Notes

There will be many opportunities for practical experimental work, and research based topics to support case studies and the added value assignment.

Progression

Learners who achieve Higher Physics may progress to Advanced Higher Physics. Skills learned throughout the course are transferable to a variety of College and University Degree Courses as well as a number of careers. These include: Dentistry, engineering, astrophysics, telecommunications, electronics, radiography, medicine, astronomy, physiotherapy, finance, gas and oil engineering, civil aviation.

PHYSICS

Advanced Higher

Entry Requirements

This course is suitable for those pupils who have achieved Higher Physics at grades A or B.

Course Content

The course aims to build on the concepts, skills and attitudes developed at Higher Level. It aims to provide a challenging experience for those of you who wish to study the subject to a greater depth and to assist you towards an understanding of the use of mathematical models and techniques for describing the behaviour of nature. It also aims to provide opportunity for you to engage in extended independent research and practical work. Through the course you will develop an understanding of applications and developments at the frontiers of physics.

The course consists of:

- 2 units and 2 half-units: Mechanics; Electrical Phenomena, Wave Phenomena and Physics Investigation

Assessment

Each unit will be assessed by a Unit Assessment, comprising a written assessment and practical assessment which must be passed to attain the Course award. The course exam will sample across all units.

Other Important Notes

Home study and revision are essential. Perseverance and self-motivation are particularly important during the investigation unit.

PRACTICAL METALWORKING

National 4 / 5

Entry Requirements

The Learner would normally be expected to have attained the skills, knowledge and understanding required by either S1-3 Broad General Education. The major emphasis of the course will be on accuracy, hand skills and health and safety.

The Content

The National 4 / 5 course consists of three units:

Unit 1: Bench Skills

This unit of work introduces the student to the commonly used hand tools, measuring tools and marking out procedures. They are also taught to identify the most common types of metals and their uses, how to maintain hand tools and the health and safety procedures when using the equipment. The practical project undertaken within this unit must be completed to specified tolerances stated in the course assessment documents.

Unit 2: Machine Processes

As the name suggests students will be taught to use the two most common machines found in metal working workshops, the Lathe and the Pedestal or Pillar Drill. In this unit the emphasis will be on safe working practices and the limitations of working with the above tools. In order to achieve a unit pass the pupils will complete a practical project and keep a log book of their progress throughout.

Unit 3: Fabrication and Thermal Joining

Joining of components using soldering, brazing, welding and spot welding techniques is the focus of this unit. Success in this unit will be assessed through the completion of a series of tasks within the specified tolerances in the SQA documents.

Assessment

There are no formal exams at the end of the year in order to gain an overall award for the course pupils must pass each of the above units and pass the Value Added Unit. This unit comprises elements from the three previous units in the one artefact.

National 5 the pupils can receive an award graded A, B, C or D. A pass or Fail award is given with National 4. The course work and final project work is subject to external verification from the SQA who oversee the course.

Homework

There is no formal homework but students may be required to complete a work log at home, especially if they have been absent at any point.

Progression

Pupils who achieve a National 5 Practical Metal working qualification will be classed as having 'reached their potential' as there is no higher ranking metal work course on offer. Consideration will be given to those wishing to undertake another technological course based on their previous performance and suitability.

Other important notes

Pupils embarking on the course must adhere to the strict health and safety rules that apply in any workshop environment. As can be appreciated there is a significant amount of resources used by the class, therefore they may be asked to make a contribution towards the cost of the materials used.

PRACTICAL WOODWORKING

National 4/5

Entry Requirements

N4/5 Woodworking skills is a practical skills course, and focusses on developing a high level of practical ability and accuracy. If a pupil has found practical work challenging in S1-3, they will not be suited to the demands of this course. The major emphasis of the course (70%) will be based on the quality of practical work produced.

The Content

The National 4 / 5 course consists of three units:

Unit 1: Flat Frame: In this unit the pupils learn and practice making the most common joints used in making frames and artefact that use solid timber. There are 9 joints which the pupils must construct to within recognised tolerances to pass. Also, they learn how to sharpen and take care of carpentry tools. The unit culminates in the construction of a project using the techniques learned. The unit is assessed on a pass and or fail basis within the criteria given in the course arrangements documents.

Unit 2: Carcase:

Using solid timber and manufactured boards the pupils learn the techniques and methods of constructing carcase projects (box type structures). They learn to identify types of solid and sheet materials and their uses. Assessment strategies are similar to the above unit.

Unit 3: Machining:

In keeping with the format of the above units Machining has the pupils constructing an artefact using hand skills and the more common machines tools found in woodworking workshops i.e. Lathes, Pillar drills, Mortise machines and Hand Sanders. How to apply paint, wax and varnish finishes are taught.

Assessment

The assessment for National 5 Woodworking is as follows:

- Question Paper: 60 marks (30%)
- Assignment: 70 marks (70%)

Pupils can receive an award graded A, B, C or D.

National 4 is assessed by Assignment only, and is a pass or fail course. The course work and final project work is subject to external verification from the SQA who oversee the course.

Homework

There is no formal homework but students may be required to complete a work log at home, especially if they have been absent at any point.

Progression

Pupils who achieve a National 5 Practical Woodworking qualification will be classed as having 'reached their potential' as there is no higher ranking course on offer. Consideration will be given to those wishing to undertake another technological course based on their previous performance and suitability.

Other important notes

Pupils embarking on the course must adhere to the strict health and safety rules that apply in any workshop environment. As can be appreciated there is a significant amount of resources used by the class, therefore they may be asked to make a contribution towards the cost of the materials used.

PSYCHOLOGY Higher

The Higher Psychology consists of three units.

Psychology of the individual: covers psychological processes experienced by individuals. Topics studied include Memory and Stress.

Investigating Behaviour: covers a range of research methods and also includes a practical Research Investigation. The Research Investigation report is submitted to SQA and contributes to the student's final grade.

The Individual in the Social Context: covers some of the psychological processes individuals experience in social situations. It also considers psychology of individual differences. Topics include Conformity and Obedience and Atypical Behaviour.

The new Higher Psychology encourages students to develop knowledge and understanding of topics in Psychology and also develop skills of analysis and evaluation.

Students also undertake practical research and develop useful skills in that area.

The assessments for **Investigating Behaviour** consist of a half-hour Closed Book Assessment and a Log Book/Portfolio based on the research investigation.

The other two units are assessed by a half hour Closed Book assessment for each unit.

The final exam will be two and a half hours long.

All assessments will sample the subject matter and include short responses as well as extended responses.

Students will need a copy of "Higher Psychology" by Williamson, Cardwell and Flanigan (cost approx £20.00)

RMPS
National 4/5

Entry Requirements

Many learners will benefit from having completed this Course at the level below. Others will draw on comparable learning or experience. Learners will require appropriate literacy skills in order to overtake the requirements of this Course.

The Content

The National 5 Course consists of three units. In the *Morality in the Modern World* Unit candidates investigate viewpoints on contemporary moral issues which are guided by religious belief and also those which are secular. The focus will be on *Medicine and the Human Body*.

Unit 1: Morality and Belief

In the Morality and Belief Unit candidates investigate viewpoints on contemporary moral issues which are guided by religious belief and also those which are secular. The focus will be on:

- Implications of the right to life
- Types of palliative care
- Active and passive euthanasia
- Embryos and medical research

Unit 2: World Religion

The *World Religion* Unit which will focus on Hinduism involves a detailed study of how the human condition, the goals of existence and the means of achieving these goals are understood in one religious tradition.

- What is the nature of human beings?
- How are the laws of karma linked to rebirth and samsara?
- What are the goals during life?
- What is the final aim of existence?
- How are the goals achieved?
- Which practices help to achieving the goal?

Unit 3: Religious and philosophical questions

The Religious and philosophical questions unit involves the study of beliefs about the omnipotence of God/God's will, in the content of looking at the question of evil, suffering and free will. The impact of the belief in terms of people's responsibility for their actions

- Moral evil
- Natural evil

- The nature of God
- Free will
- Responses to suffering

N4 Assessment

Internal assessments will be on-going throughout the course and take various forms. Pupils will then undertake an Added Value project of their choice that will be marked internally and moderated by the SQA.

N5 Assessment

Internal assessments will be on-going throughout the course and take various forms.

There are two components of the external course assessment:

Component 1 — question paper 80 marks

Component 2 — Added Value Assignment* 20 marks

Total marks

100 marks

*The assignment will allow pupils to identify a question relating to a moral, religious or philosophical issue and then write an extended response based on their research which evaluates the factors and reaches a well-supported conclusion. Some examples could be capital punishment, abortion or animal rights.

Homework

Homework is an integral component of this course and will be issued on a regular basis. Learners will be expected to show a high level of personal initiative and motivation

Progression

Progression from S4 to S5 Pupils who are successful at National 5 RMPS will have the opportunity to progress to Higher RMPS the following session. Pupils who achieve a National 4 RMPS may wish to progress to National 5 RMPS.

It is also an opportunity for pupils to explore their own beliefs and values, and to develop an appreciation of the beliefs and values of others. Whilst also developing the skills of analysis and evaluation which are skills relevant and transferable to a wide variety of other subject areas.

RMPS

Higher

Entry Requirements

This course is not dependant on prior knowledge, meaning it is possible to 'crash' this without having a National 4/5 qualification. However a National 4/5 in another social subject would be beneficial. It would also be beneficial for pupils to have Higher English or sitting Higher English in the same year.

The Content

The Higher Course consists of three units. In the *Morality and Belief Unit* candidates investigate viewpoints on contemporary moral issues which are guided by religious belief and also those which are secular. The focus will be on *Crime and Punishment*

Unit 1: MORALITY AND BELIEF

In the *Morality in the Modern World Unit* candidates investigate viewpoints on contemporary moral issues which are guided by religious belief and also those which are secular. The focus will be on:

- The Causes of Crime
- Purpose of Punishment
- Capital Punishment
- Case studies of infamous criminals

Unit 2: World Religion

The *World Religion Unit* which will focus on Buddhism involves a detailed study of how the human condition, the goals of existence and the means of achieving these goals are understood in one religious tradition.

- What is the human condition?
- What is the cause of the human condition?
- What are the goals during life?
- What is the final aim of existence?
- How are the goals achieved?
- Which practices help to achieving the goal?

Unit 3: Religious and Philosophical Questions

The Religious and philosophical questions unit involves the study of a variety of contemporary relationships between Christian belief and scientific theory.

- The big bang theory
- Teleological argument

- Evolution
- Genesis 1/2

Assessment

Internal assessments will be on-going throughout the course and take various forms.

There are two components of the external course assessment:

- Component 1 — question paper 60 marks
- Component 2 — Added Value assignment* 30 marks

Total marks

90 marks

*The Added Value assignment will allow learners to identify, research, process, evaluate and reach a well-supported conclusion surrounding an issue of belief or morality some examples could be, the question of evil and suffering, abortion or animal rights.

There are possible changes to the structure of the exam but as of yet, the changes have not been confirmed by the SQA.

Homework

Homework is an integral component of this course and will be issued on a regular basis. Learners will be expected to show a high level of personal initiative and motivation

Progression

Skills learned throughout the course are transferable to a variety of College and University Degree Courses. It is also the perfect platform for a range of careers including, a career in Law, Medicine, police force, social work, journalist, teacher and many more.

It is also an opportunity for pupils to explore their own beliefs and values, and to develop an appreciation of the beliefs and values of others. Whilst also developing the skills of analysis and evaluation which are skills relevant and transferable to a wide variety of other subject areas.

RMPS Advanced Higher

Entry Requirements

This course is normally suitable for those who have achieved a good pass (grade A or B) in Higher RMPS. Pupils who have gained a C at Higher may be considered.

The Content

Unit 1: Researching Religious, Moral and Philosophical Issues

Candidates are required to:

- Develop independent research skills in the context of complex religious, moral or philosophical issues
- Choose and justify an appropriate, religious, moral or philosophical issue for research Plan a programme of research
- Identify relevant sources for the programme of research
- Research, collect and record information

Unit 2: Philosophy of Religion

Candidates are required to:

- Provide an in-depth account of one claim about the existence of God Analyse the basis of the claim about the existence of God
- Evaluate, in depth, one criticism of the claim about the existence of God and a counter argument against the criticism
- Develop a well-reasoned conclusion on the claim about the existence of God

Unit 3: Medical Ethics

Candidates are required to:

- Critically evaluate complex issues involving medical ethics
- Providing an in-depth account of the sanctity of life in relation to medical ethics
- Analyse the impact of the sanctity of life on one issue in medical ethics
- Evaluate one religious and non-religious response to the issue arising from the sanctity of life in medical ethics
- Develop a well-reasoned conclusion on the significance of the sanctity of life in medical ethics

Assessment

Internal Assessments will be on-going throughout the course. There are two components of the external course assessment:

- Component 1 – question paper 60 marks

· Component 2 – Dissertation 40 marks

TOTAL MARKS: 100

Homework

Homework is an integral component of this course. It is an expectation that the dissertation require additional work at home and in study periods. Learners will be expected to show a high level of personal initiative. They will be guided throughout the course by members of the department with an expectation that they will take considerable responsibility for their own work.

Progression

The course is regarded as being an excellent preparation for the type of independent study expected by colleges and universities as well as a number of careers through the research and analytical skills developed in the course. The thinking skills that are developed through RMPS are useful and relevant to a wide range of areas of higher education and careers. These include: Social sciences, Philosophy, Theology & Religious Studies, Law, Medicine, Public Relations, Teaching, Media...

HOME ECONOMICS - SURVIVAL COOKERY (S6 only)

Entry Requirements

This course is suitable for pupils who have an interest in cooking, nutrition and perhaps are going on to further education and may be living away from home.

The Content

This course is a practical course which will show you how to create and enjoy health food options that are nutritious and affordable. You will develop your practical cookery skills, knowledge of nutrition and diet, safe and hygienic practice in the kitchen. It will also develop learner numeracy skills and how to cook on a budget and make sensible choices. Pupils will work towards the Elementary food and hygiene certificate

Course assessment

There are no assessments for this course.

Other information

There will be a small annual cost for the course to help subsidise the cost of the ingredients provided by the school. Pupils will also be expected to bring in items such as meat and chicken when cooking certain dishes.

TRAVEL & TOURISM

National 4 / 5

Entry Requirements

Learner would normally be expected to have studied and gained the skills and knowledge from Geography or any other Social Subject.

The Content

The National 4 / 5 course consists of four units:

Unit 1: Customer Service

The general aim of this Unit is to allow learners to develop the skills and knowledge to enable them to meet the needs of customers. Learners will be able to develop communication skills and learn about promoting products and services and how to deal with customer issues.

Unit 2: Employability

The general aim of this Unit is to enable learners to develop the skills to become effective job seekers and employees in the travel and tourism industry. Learners will be introduced to the different functions of travel and tourism organisations and employment opportunities across the industry. Learners will research different types of employment in the travel and tourism industry and gain an understanding of skills and qualities identified by employers as being most important.

Unit 3: Scotland

The general aim of this Unit is to enable learners to develop their knowledge of travel and tourism in Scotland, and of the skills required to meet the needs of customers.

Unit 4: UK and Worldwide

The general aim of this Unit is to enable learners to develop their knowledge, in relation to travel and tourism in the United Kingdom (out with Scotland) and the rest of the world, and the skills required to meet the needs of customers.

Assessment

The course is graded pass/fail. There are internal assessments for each of the four units. These will take various forms, comprising of written work and practical role play.

There is no external exam.

Homework

Homework is an integral component of this course and will be issued on a regular basis. Learners will be expected to show a high level of personal initiative and motivation.

Other Important Notes

There will be opportunities for pupils to engage with professionals from a travel and tourism based background.

Progression

There is no Higher Travel and Tourism course. Pupils could progress onto National 5 Geography or another Social Subject.

Senior Phase — College Options 2018/19

National Qualifications

Programme	Arbroath Campus Friday 9am – 1pm	Gardyne Campus Mon & Wed 2pm – 4pm	Kingsway Campus Mon & Wed 2pm – 4pm
Skills for Work: Automotive Skills National 4			✓
Skills for Work: Rural Skills National 4	✓		✓
Skills for Work: Engineering Skills National 4	✓		✓
Skills for Work: Engineering Skills National 5	✓		✓
Skills for Work Practical Experience: Construction & Engineering National 3	✓		
Skills for Work: Construction Crafts National 4	✓		✓
Skills for Work: Construction Crafts National 5	✓		✓
VTCT: Extended Award in Hair and Beauty Skills (Level 1) (equivalent to SCQF Level 4)	✓		✓
VTCT: Extended Award in Hair and Beauty Skills (Level 2) (equivalent to SCQF Level 5)	✓		✓
Skills for Work: Early Education and Childcare National 4	✓	✓	
Skills for Work: Early Education and Childcare National 5	✓	✓	
Psychology National 5	✓		
Sociology National 5	✓		
Skills for Work: Health Sector National 5	✓	✓	
Skills for Work: Hospitality National 4	✓		✓
Skills for Work: Hospitality National 5	✓		✓
Skills for Work: Website/Graphic Design and Development National 5	✓	✓	
Skills for Work: Sport and Recreation National 5	✓		
Higher Dance			✓
Higher Psychology	✓		
Higher Sociology	✓		
Higher Accounting	✓	✓	

National Progression Awards (NPA)

Programme	Arbroath Campus Friday 9am – 1pm	Gardyne Campus Mon & Wed 2pm – 4pm	Kingsway Campus Mon & Wed 2pm – 4pm
NPA Practical Science at SCQF Level 5			✓
NPA Business and Marketing at SCQF Level 5		✓	

Higher National Certificate (HNC) – S5 over 2 years

Programme	Arbroath Campus Wed 2-5pm Friday 9am – 1pm	Gardyne Campus Mon & Wed 2pm – 5pm	Kingsway Campus Mon & Wed 2pm – 5pm
HNC Computer Networking and Ethical Hacking	✓	✓	

Foundation Apprenticeships (FAs) – S5 over 2 years

Programme	Arbroath Campus Wed 2-5pm Friday 9am – 1pm	Gardyne Campus Mon & Wed 2pm – 5pm	Kingsway Campus Mon & Wed 2pm – 5pm
Software Development SCQF Level 6	✓	✓	
Hardware and System Support SCQF Level 6	✓	✓	
Creative and Digital Media SCQF Level 6	✓	✓	
Social Services (Children and Young people) SCQF Level 6	✓	✓	
Social Services and Health Care SCQF Level 6	✓	✓	
Engineering Technician SCQF Level 6	✓		✓
Scientific Technologies SCQF Level 6			✓
Accountancy Skills SCQF Level 6	✓	✓	
Business Skills SCQF Level 6	✓	✓	
Civil Engineering SCQF Level 6 (stream delivered @ Brechin High School)			✓

Enrichment Options – S6

Programme
Cyber Security
Games Design and Development
Digital Marketing
Digital Image Manipulation
Business Intelligence
Criminology and CSI
Urban Arts – Graffiti and Body Art

The above options are available to 6th year pupils to enhance their knowledge and skill sets. There will be SQA units/awards included as part of the chosen course.