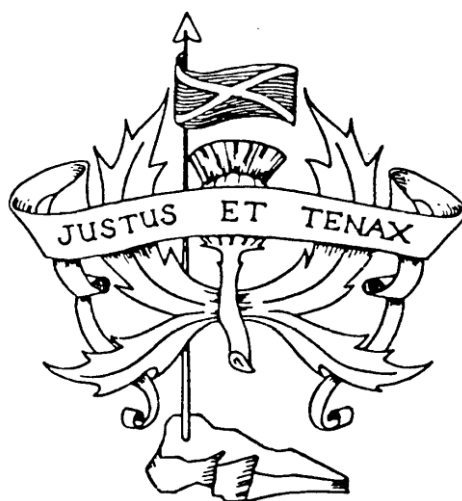


# **BOROUGHMUIR HIGH SCHOOL**



## **INFORMATION ON S5 AND S6 COURSES FOR PERSONALISATION & CHOICE IN THE SENIOR SCHOOL**

**SESSION 2019 – 2020**



Dear Parent/Pupil

S5/6 is about preparing for the next stage in your education and making you an attractive candidate for employment, training or further study. You need to remember you have a range of options and school is only one of them.

You will get the most from S5/6 if you have some idea of what you would like to achieve over the next couple of years (or next year).

If you need advice, speak to plenty of people including your parents/carers, family and friends, teachers, careers adviser etc. It is important you make informed decisions. Sometimes the information you get from one person will conflict with someone else's comments. That is okay, just look into things a little more to help make your mind up about the best path for you. Research is the key!

Remember you can use the My World of Work (MWOW) website to learn more about yourself, including where your strengths lie. You will get suggestions to help you explore your options, from school subjects through to changes in your career. You can search for courses, and get advice on UCAS and college applications. There is information on qualifications, volunteering, and funding – including SDS Individual Training Accounts. You can also use it to find job or Modern Apprenticeship vacancies. Then use the tips and tools for CVs, application forms and interviews to help you get it. Sign up for MWOW at <https://www.myworldofwork.co.uk/>

Our Careers Coach, Ms Murphy, is in school on a regular basis to provide careers information and advice. She can help students to:

- Choose subjects, considering interests and abilities
- Decide on a suitable career
- Apply for jobs or training places
- Apply to college or university courses
- Access the website *My World of Work* <http://www.myworldofwork.co.uk>

Students can request an interview through their guidance teacher to discuss their ideas and plans in detail.

The information contained in this booklet is designed to assist in the choice of an appropriate course for all pupils in S5/S6 in Boroughmuir High School. Further information will be presented on all aspects of Senior School Courses at the Parent Information Evening on 21 February 2019.

**Note 1 - Key code for levels of course**

NAT 5/NPA	Peach
Higher	Cream
Advanced Higher/College	Lemon

**Note 2** - The information contained in this booklet is accurate at the time of printing and is subject to change. Any subsequent changes will be announced to all pupils.

**Note 3** - Courses which fail to achieve a viable number of pupils are subject to cancellation. In all cases parents and pupils will be informed and alternatives discussed. Higher classes must have a minimum of 15 pupils. Advanced Higher classes must have a minimum of 10 pupils.

The City of Edinburgh Council are currently reviewing the provision of Advanced Higher courses in schools and are likely to move to consortia arrangements where different schools offer different Advanced Highers. While this may result in not all Advanced Higher courses being offered at Boroughmuir, courses may be available at other schools/centres.

**Note 4** - Pupils opting for a course provided by Edinburgh College should ensure they have selected a back-up option in school. Pupils can discuss with the Year Head where provision occurs across the city if some subjects are not offered at Boroughmuir. However, travel costs may have to be paid by the pupil as the school is not given a travel budget.

**C Paterson**  
**Depute Head Teacher S5/6**



# BOROUGHMUIR HIGH SCHOOL

## FIFTH & SIXTH YEAR COURSES SESSION 2019 – 2020

SECTION	COURSE
<b>INTRODUCTION</b>	Post School Pathways Entry into S5 Entry into S6 Personal & Social Education in S5 and S6
<b>SECTION 1 SCQF LEVEL 5 COURSES</b>	Applications of Mathematics Art & Design Biology Business Management Computing Science Digital Media Editing English Hospitality – Practical Cake Craft Hospitality – Practical Cookery Mathematics Media Studies Photography Physical Education Practical Woodworking Sport & Exercise Leadership
<b>SECTION 2 SCQF LEVEL 6 COURSES</b>	Art & Design Biology Business Management Chemistry Computing Science Design & Manufacture Drama Engineering Science English Geography Health & Food Technology History Human Biology Mathematics Media Studies Modern Languages – French/German/Mandarin/Spanish Modern Studies Music Philosophy Photography Physical Education Physics Religious, Moral and Philosophical Studies

**SECTION 3**  
**SCQF LEVEL 7 COURSES**

Art & Design  
Biology  
Chemistry  
Computing  
Database Design and Programming (Oracle)  
Drama  
English  
Mathematics  
Mathematics of Mechanics  
Modern Languages – Spanish  
Modern Studies  
Music  
Physical Education  
Physics  
Scottish Science Baccalaureate Interdisciplinary Project

**SCQF Level 4 → National 4**

**SCQF Level 5 → National 5**

**SCQF Level 6 → Higher**

**COLOUR KEYCODE:**

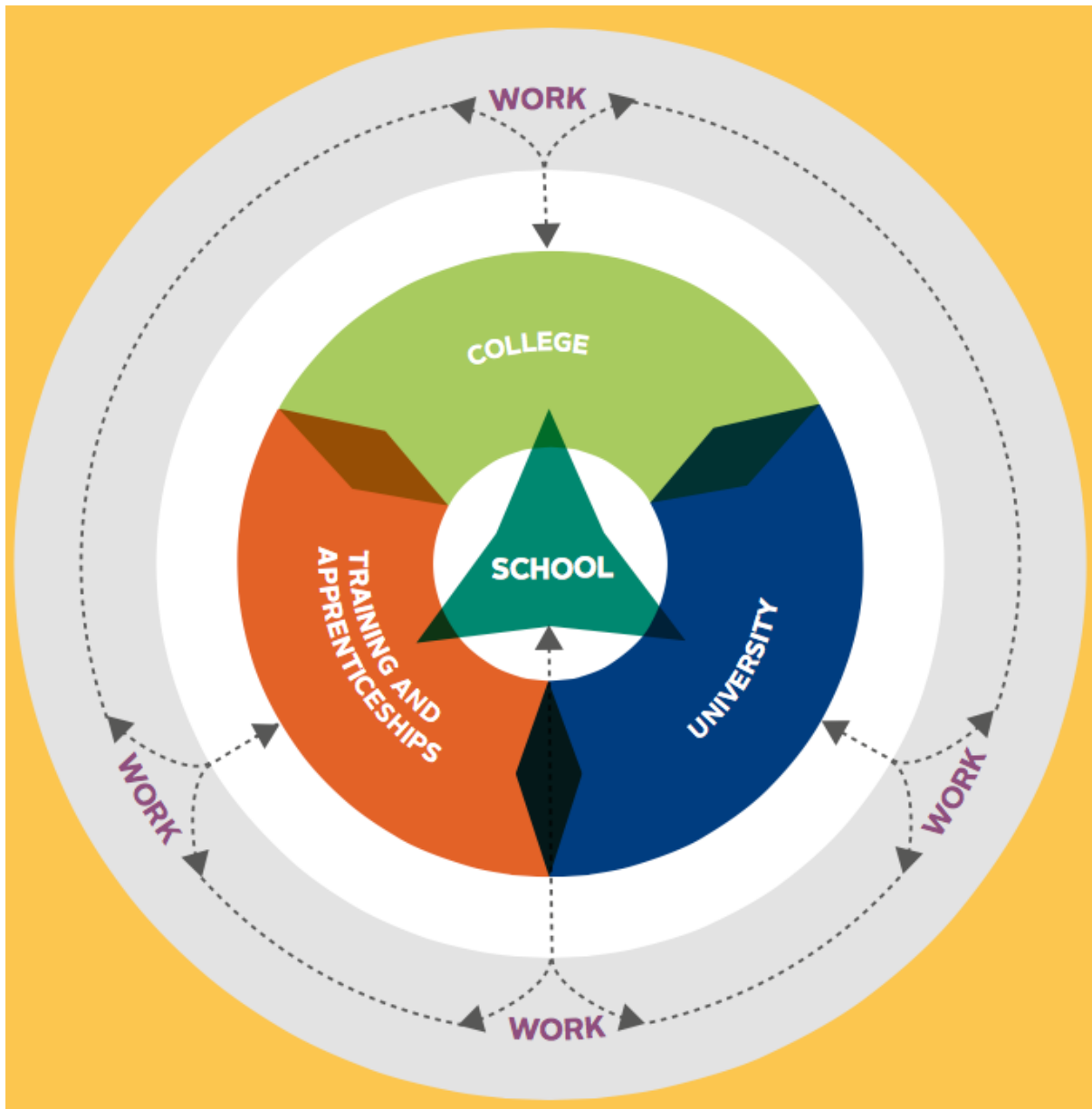
**SECTION 1                      PEACH**

**SECTION 2                      CREAM**

**SECTION 3 + 4                LEMON**

## Post School Pathways

The diagram below has been reproduced from the *National Parent Forum Scotland* (NPFS) publication called *Career Education: A World of Possibilities*. The National Parent Forum produces a wide range of documents written in pupil and parent friendly language without jargon. This diagram reminds us that the ultimate goal for our young people is for them to find fulfilment and success in the world of work and that there are many different routes open to young people post school to continue their journeys as learners. There are many ways to enter the workplace, get a good job and have a successful career.



# UNIVERSITY ENTRANCE

## Scottish Universities

Generally they issue 'unconditional offers' based on Highers achieved in one sitting. A pupil may receive a 'conditional' offer based on additional Highers to be taken in S6. Some Universities will offer a place into the second year of a degree course based on good Advanced Higher results. Some universities use the UCAS tariff system. Please see below.

## English Universities

Most appear to be issuing conditional offers based on three Advanced Higher passes at A grade.

All qualifications are part of the SCQF (Scottish Credit Qualifications Framework) as shown below.

### UCAS TARIFF SYSTEM Scottish Qualifications

Grade					
Advanced Higher	Higher	Ungraded Higher	NPA PC Passport	Core Skills	Tariff Points
A					56
B					48
C					40
	A				33
D					32
	B				27
	C				21
			Pass	Pass	21
	D				15
				Higher	6

## COLLEGE

Colleges offer a huge range of courses at a wide range of levels. They offer a range of vocational training and skills development that is not possible in a school. They have very specialised facilities that a school could never offer. The courses on offer are suitable for pupils with a small number of National 3/4 qualifications and those with good higher grades. They may offer qualifications you do not recognise, but these qualifications will be recognised and valued by employers. Colleges work closely with employers and universities to make sure their courses prepare young people well for the workplace or further study. College places can be very competitive with high calibre candidates applying for them. Edinburgh College is currently the biggest provider of students to the universities in Edinburgh.

## MODERN APPRENTICESHIPS

A Modern Apprenticeship is all about learning while you work – and earning at the same time. There are a huge range of apprenticeships available to young people. Apprenticeships do cover the traditional 'trades' but much more besides.

Anyone aged 16 and over can become a Modern Apprentice. From day one you'll:

- Have a real job, with a real employer that earns you real pay
- Gain skills and hands-on experience that employers value
- Work towards an industry-recognised qualification
- 

Across Scotland over 25,000 people every year are taking the opportunity to get the skills and experience that count. There are over 80 types of apprenticeships including creative industries, energy, hospitality and tourism, construction, ICT and digital technologies and financial and business services.

More information can be found through the links below:

<https://www.myworldofwork.co.uk/getting-job/apprenticeships>  
<https://www.npfs.org.uk/downloads/apprenticeships-in-a-nutshell/>  
<http://apprenticeship.scot/>  
<https://www.theguarantee.org/>

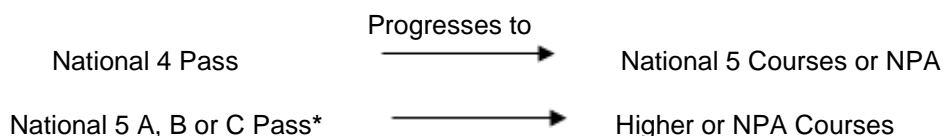
Apprenticeships can cover a huge range in terms of the demand they place on individuals. A Professional Apprenticeship at SVQ level 5 is equivalent to a Post Graduate Qualification or Masters Degree. You can see the equivalence of different qualifications overleaf:

## S5 INFORMATION

The majority of pupils returning to S5 should be committed to following a FULL timetable of 28 periods per week. In some **exceptional circumstances** a pupil will do fewer.

Pupils who will not be 16 by 30 September 2019 **must either** return to school **or** investigate college courses which run from August-December 2019. Guidance staff will help complete application forms.

### **Course Choice Guidance for S4 Pupils**



**Subject Curriculum Leaders have provided proposed levels of study for pupils who may wish to continue studying the subject in S5 or S6 based on S4 performance.**

Pupils must look carefully at the workload across their proposed 5 subjects before making their choice. The pace of learning and volume of assessment increases from their National course and many pupils find the demands of 4 or 5 Highers too great.

All pupils in general should try to avoid taking a subject at Higher level which they have not studied at National 5.

Once the SQA results are published in August re-coursing will take place with the Pupil Support Leaders and Mrs Paterson.

\*A 'C' pass at National 5 may require negotiation with the subject Curriculum Leader. This is because in some subjects your chances of passing the Higher when you have a N5 'C' are not as good.

### **School/College Partnership**

Most courses run on a Tuesday and Thursday afternoon in column E.

- **Foundation Apprenticeships** offer 'on the job' training and are offered in a range of careers. Don't be misled by the title 'Foundation', these are great opportunities. They lead to qualifications equivalent to higher and are increasingly recognised by Universities as well as employers. Across Edinburgh, 100% of participants in last year's programme found either employment, training or a College/Uni place. A Foundation Apprenticeship can be great preparation for your next step after school, more information can be found on the Edinburgh College website.

For more details regarding the entry requirements, please see the back of the booklet.

- Other SCP (School College Partnerships courses) are available for the travel column which run on a Tuesday and Thursday afternoon. Please see the back of this booklet.



## ENTRY INTO S6

- Pupils progressing to University should think about studying an Advanced Higher subject in preparation for Year 1 degree level work if they have achieved 4 or 5 very good higher passes.
- Pupils applying to an English University will require at least 2 Advanced Highers
- S6 provision will help pupils who need to improve on their existing Higher qualifications in order to have a realistic chance of gaining entry to University/College/Employment or a Modern Apprenticeship.
- A significant number of S5 pupils will find that employment or full time college courses at Higher National level are more appropriate than returning to S6.
- Pupils returning will be given help and advice on an **appropriate** course. This will be subject to change once their Higher results are available in August.
- Course Choice Guidance for S5 Pupils

Progresses to

NAT 5 Pass at A, B or C*	→	Higher Course
Higher Pass at A or B	→	Advanced Higher Course

Pupils returning for S6 must be capable of following one of the patterns of courses below. Pupils will not do more than 3 subjects unless in exceptional circumstances.

1. 2/3 Advanced Highers if considering an English University
2. 2 Advanced Highers + combination of school based course or Higher/National 5
3. 1 Advanced Higher + combination of Higher/National 5/  
school based subjects
4. 3 courses, combination of Highers/Nat5 + school based subjects

Pupils must continue with their course of study from August through to the examination in May. Pupils will be required to sign a Senior School Agreement when they return in August.

\*A 'C' pass at National 5 may require negotiation with the Curriculum Leader.

## PERSONAL & SOCIAL EDUCATION IN S5 AND S6

All senior pupils will have a Guidance Teacher. He/she will have contact with this Guidance Teacher throughout the session. During this time Guidance staff will use the SEEMIS Tracking System to track pupil progress across all subjects and deliver a programme of Personal & Social Education covering Health and Careers issues. S6 pupils will complete appropriate post school applications for University/College or employment etc with the support of their guidance teacher, Careers Adviser and Year Head.



Course

Applications of Mathematics

Level

National 5

Entry Requirement S4 → S5	National 4 Mathematics pass <b>or</b> National 4 Applications of Mathematics pass <b>and</b> a recommendation from your S4 teacher
Entry Requirement S5 → S6	National 4 Mathematics pass <b>or</b> National 4 Applications of Mathematics pass <b>and</b> a recommendation from your S4 or S5 teacher

Progression Route	National 5 Applications of Mathematics may be sufficient for your next step. It can serve as an entry requirement to a variety of higher and further education courses. It is <b>not possible</b> to progress to <b>Higher Mathematics</b> from National 5 Applications of Mathematics
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Course Format	<b>Unit 1:</b> Managing Finance and Statistics  <b>Unit 2:</b> Geometry and Measures  <b>Unit 3:</b> Numeracy  Preparation for course assessment
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### Course Details

**Managing Finance and Statistics (Nat 5)** covers the use of mathematical ideas and valid strategies applied to managing finance and statistics in real-life contexts. This includes analysing financial positions, budgeting, organising and presenting data to justify solutions and/or draw conclusions.

**Geometry and Measures (Nat 5)** covers the use of mathematical ideas and valid strategies applied to geometry and measurement in real-life contexts. This includes analysing and using geometry and measures to determine and justify solutions.

**Numeracy (Nat 5)** develops learners' numerical and information handling skills to solve real-life problems involving number, money, time and measurement, graphical data and probability. Learners will use their solutions to make and justify decisions.

**Purpose:** The course aims to

- develop the learner's ability to select, apply, combine and adapt mathematical operational skills to new and unfamiliar situations in life and work and in a range of real-life situations
- develop the learner's ability to use mathematical reasoning skills to generalise, build arguments, draw logical conclusions, assess risk, make informed decisions
- communicate mathematical information in a variety of forms

**Assessment:** There is an external SQA exam which is graded. There are two question papers requiring candidates to demonstrate breadth, challenge and application in real-life contexts. One of the papers is non-calculator.

Homework: 1½ - 2 hours per week

**Department****ART & DESIGN****Course**

Art &amp; Design

**Level**

National 5

<b>Entry Requirement S4 → S5</b>	National 4 pass in Art & Design <b>and</b> at the discretion of Curriculum Leader
<b>Entry Requirement S5 → S6</b>	At the discretion of Curriculum Leader

<b>Progression Route</b>	An A pass at National 5 can lead to studying Higher Art & Design or Higher Photography or employment or study within the Creative Industries
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<b>Course Format</b>	<b>Unit 1:</b> Expressive Activity with Art Studies <b>Unit 2:</b> Design Activity with Design Studies
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**Course Details**

The Course has an integrated approach to learning, and includes a mix of practical learning and knowledge and understanding of art and design practice.

In the Course learners will draw upon their understanding of the main factors influencing artists' and designers' work and practice. They will experiment with, and use, a range of art and design materials, techniques and/or technology to develop their own creative art and design work. Learners will use problem solving skills and self-reflect on their creative choices and decisions when developing their creative ideas.

**Art and Design: Expressive Activity (National 5)**

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 analytical 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 to develop a folio to present to the SQA for assessment.

**Art and Design: Design Activity (National 5)**

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 design opportunities, and work to resolve design issues and constraints. In the Unit, learners will develop critical understanding of designers' working practices and the main social and cultural influences affecting their work. They will experiment with, develop and refine their design ideas, using a range of materials, techniques and/or technology in 2D and/or 3D formats to develop a folio to present to the SQA for assessment.

**Question paper:** Pupils will sit a written exam (1 Hr 30 mins) responding to questions about Expressive and Design artwork.

**Course assessment structure**

Design folio – 100 marks

Expressive folio - 100 marks

Question paper – 50 marks

**Total - 250 marks**

**Department****BIOLOGY****Course**

Biology

**Level**

National 5

<b>Entry Requirement S4 → S5</b>	National 4 pass in Biology
<b>Entry Requirement S5 → S6</b>	National 4 pass in Biology <b>or</b> National 5 pass in Physics or Chemistry

<b>Progression Route</b>	Higher Biology or Human Biology  <b>Careers:</b> Pupils may find this subject useful if going on to study medicine, veterinary medicine, dentistry, any bioscience, Sport & Exercise or PE at college or university
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<b>Course Format</b>	<p><b>Cell Biology:</b> The key areas covered are: cell structure; transport across cell membranes; DNA and the production of proteins; proteins; genetic engineering; respiration.</p> <p><b>Multicellular Organisms:</b> The key areas covered are: producing new cells; control and communication; reproduction; variation and inheritance; transport systems —plants; transport systems —animals; absorption of materials.</p> <p><b>Life on Earth:</b> The key areas covered are: ecosystems; distribution of organisms; photosynthesis; energy in ecosystems; food production; evolution of species.</p>
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**Course Details**

As well as unit assessments pupils are required to complete a number of assessments tasks through the course as well as an assignment that counts towards 20% of the final mark.

<b>Entry Requirement S4 → S5</b>	National 4 in Business
<b>Entry Requirement S5 → S6</b>	National 4 in Business or National 5 (A-C) in English, Maths and one other Social Subject

<b>Progression Route</b>	Completion of this course could lead to further study in Higher Business Management or provide the skills needed for employment in organisations and business. It could also provide entry requirements for many college courses such as Human Resource Management, Business Studies or Administration at Higher National or SVQ level
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<b>Course Format</b>	<b>Unit 1:</b> Understanding Business <b>Unit 2:</b> Management of Marketing and Operations <b>Unit 3:</b> Management of People and Finance
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**Course Details****Understanding Business**

Candidates are introduced to the business environment while developing skills, knowledge and understanding of enterprise, and the role of different types of business organisations in society.

They also learn about the internal and external environments in which organisations operate, and the role of stakeholders in business.

**Management of Marketing and Operations**

Candidates develop skills, knowledge and understanding of the importance to organisations of having effective marketing systems and how to remain competitive. They learn about the processes and procedures used to maintain quality through the effective management of suppliers, inventory, and methods of production in an ethical manner.

**Management of people and finance**

Candidates develop skills, knowledge and understanding of the issues facing organisations when managing people. They learn about the basic theories, concepts and processes relating to financial aspects of business, when preparing and interpreting information to solve financial problems facing organisations.

**Assessment**

You will be expected to pass an assessment in each topic. The course award will be assessed by an internal coursework (25%) and an external exam (75%).

**Homework**

Homework will be done on a regular basis with the completion of work from lessons.

**Course** Computing Science

**Level** National 5

<b>Entry Requirement S4 → S5</b>	National 4
<b>Entry Requirement S5 → S6</b>	National 4 in Computing Science <b>or</b> National 5 (A-C) in English, Maths and one other subject.

<b>Progression Route</b>	Completion of this course could lead to further study at Higher level in S6 or provide the skills needed for employment. It could also provide entry requirements for many computing science related college courses such as Games Development, Computing Science, Computer Security and Forensics and Interactive Media.
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<b>Course Format</b>	<b>There are 4 areas of study:</b> Software Design and Development (SDD) Web Design and Development (WDD) Database Design and Development (DBDD) Computer Systems (CS)
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### Course Details

This course will give pupils the opportunity to:

- Develop their programming and computational thinking skills by implementing practical solutions in Python and explaining how these programs work.
- 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.
- Apply computational thinking skills to analyse, design, implement, test and evaluate practical database solutions, using a range of development tools such as SQL.
- Develop an understanding of how data and instructions are stored and basic computer architecture. They also gain an awareness of the environmental impact of the energy use of computing systems and security precautions that can be taken to protect computer systems.

### Assessment

Learners will sit an external question paper that counts for 69% of the final grade. The remaining 31% is assessed by an assignment carried out in class under exam conditions where they will be able to apply the skills they have learned in a practical challenge.

### Homework

Initially, once a fortnight increasing to once per week in preparation for tests and exams.

### Additional Information

This course is designed to equip pupils with the skills they will need to thrive in today's technological society. Having the knowledge and understanding of the underlying principles of computer systems to be able to develop their own digital solutions will give them the depth of understanding to develop proficiency in the skills needed for work and for life in the 21st century.

This course may also suit S6 pupils who wish to refresh and improve their computing skills in preparation for further study at college or university. This course may also suit S6 pupils who wish to refresh and improve their computing skills in preparation for further study at college or university.

<b>Entry Requirement S4 → S5</b>	An interest in Media, Digital Art or a desire to develop practical Computing skills
<b>Entry Requirement S5 → S6</b>	An interest in Media, Digital Art or a desire to develop practical Computing skills

<b>Progression Route</b>	Pupils can use this qualification for entry to the National Certificate in Digital Media Computing currently offered at several colleges in Scotland. It may also provide entry to other courses such as Website Enterprise, Digital Media Animation and Computers and Digital Photography. This progression award can also provide pupils with skills valued by any employer or training provider.
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<b>Course Format</b>	<b>Unit 1:</b> Still Images Editing <b>Unit 2:</b> Audio Editing <b>Unit 3:</b> Video Editing
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**Course Details**

This National Progression Award in Digital Media Editing is aimed at pupils who want to develop their skills in working with graphics, sound, video & websites, acquiring and editing media to meet a specification.

The recent rapid uptake of courses in multimedia, web design, digital media, creative arts and related disciplines in colleges indicates a need for pupils to have a working knowledge of these skills to enter employment.

This is a very practical course with a large emphasis on pupils gaining valuable skills in creating Digital Media Applications. It will also give them the opportunity to gain knowledge and understanding of different methods of editing and integrating digital media elements.

The activities will be mainly hands-on, improving existing knowledge and acquiring a new range of skills working with web design software as well as sound, video and still editing applications in practical project work. This will involve pupils learning how to plan a media project from initial ideas to finished product using techniques such as storyboarding and will give them experience in working to project deadlines.

**Assessment**

Two of the three units are assessed by a multiple choice test and each unit has a practical assignment. This will involve using a range of skills to capture and edit media elements to meet a specification. This will be done in class over a number of weeks. It will involve some planning and an evaluation of progress against success criteria. Credit will be given for each unit successfully completed, and the overall award credited when a pass in all three units has been achieved.

**Homework**

Homework will be used to prepare pupils for the written tests. They may also be required to prepare for work in class by collecting media elements.



Entry Requirement S4 → S5	National 5 Grade C, D or lower (resit) <b>or</b> National 4
Entry Requirement S5 → S6	National 5 resit

Progression Route	Successful completion of National 5 English in S5 at A or B grade can progress to Higher in S6. Those with a C pass <b>may</b> progress after discussion with Curriculum Leader and Depute Head Teacher.
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Course Format	<p><i>The unit structure of the course, below, is now for use in exceptional circumstances only. For most pupils secure at National 5, units will not be entered.</i></p> <p><b>Unit 1:</b> Analysis &amp; Evaluation  <b>Unit 2:</b> Creation &amp; Production  <b>Course component:</b> Spoken Language – performance (solo and group discussion, asking and answering questions)  <b>The new ‘Spoken Language – performance’ course assessment must be met before a course award for National 5 English can be awarded</b>            Additional time to consolidate learning</p>
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### Course Details

National 5 English focuses on Analysis and Evaluation of detailed texts through listening and reading, and Creation and Production of detailed texts through talking and writing. It recognises the increasing complexities of language and its literary uses and develops pupils' skills of showing understanding, analysis and evaluation through essay writing, close reading comprehension and textual analysis, as well as creating a two-piece portfolio of writing which makes up 30% of the final mark. Solo talk presentations and group discussion also form a core aspect of the course to meet the new 'Spoken Language' award requirements.

**Assessment:** All internal assessment standards for 'Spoken Language – performance' must be met before the final exam can be taken. The final exam consists of two papers worth a total of 70%, and a Portfolio of writing worth 30%. The two exam papers are: Reading for Understanding, Analysis and Evaluation, worth 30 marks, and paper two which is one unseen textual analysis on a set Scottish text, and one critical essay, both in an hour and a half, worth 20 marks each.

**Homework:** Homework is a vital element of the course and pupils should expect weekly tasks, as well as personal reading and research, to take up two hours per week, including the weekly Broadsheet Review. All pupils are issued with a course calendar giving key dates.

Course Hospitality: Practical Cake Craft

Level National 5

Entry Requirement S4 → S5	National 5 Health & Food Technology National 5 expressive subject Interview with Curriculum Leader
Entry Requirement S5 → S6	National 5 Health & Food Technology National 5 in Hospitality: Practical Cookery National 5 Expressive subject Interview with Curriculum Leader

Progression Route	Hospitality: Practical Cookery, Higher Health and Food Technology  <b>Careers:</b> The diversity and challenge offered by this qualification offers a wide and interesting career choice within Food Product Development, hospitality, manufacturing, enterprise, business and creative industries.
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Course Format	<b>Unit 1:</b> Cake Baking  <b>Unit 2:</b> Cake Finishing
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### Course Details

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

#### Cake Baking

The candidates develop knowledge of methods of cake production and functional properties of ingredients used in the production of a range of cakes and other baked items. The candidates acquire skills in baking a range of cakes and other baked items, demonstrating specialist skills, techniques and processes safely and hygienically. To promote personalisation and choice, this unit provides opportunities to investigate baking trends and allows learners to apply this knowledge in a range of practical contexts.

#### Cake Finishing

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

#### Assessment

The coursework assessment is set by the SQA and consists of three components, a practical activity that is internally assessed (53%), an assignment (planning activity, 22%) and a 45 minute question paper (30 marks – worth 25%) these are both externally assessed, the course is graded A – D.

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

Course Hospitality: Practical Cookery

Level National 5

Entry Requirement S4 → S5	Interview with Curriculum Leader
Entry Requirement S5 → S6	Interview with Curriculum Leader

Progression Route	<p>National 5 Practical Cake Craft, Higher Health &amp; Food Technology</p> <p><b>Careers:</b> Hospitality industry, event management, food technologist, advertising, retail, environmental health, trading standards, food product testing, food science, teaching and lecturing.</p>
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Course Format	<p><b>Unit 1:</b> Cookery Skills, Techniques &amp; Processes</p> <p><b>Unit 2:</b> Understanding &amp; Using Ingredients</p> <p><b>Unit 3:</b> Organisational Skills for Cooking</p>
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### Course Details

This is an exciting but demanding practical course that enables learners to develop precise practical skills and knowledge whilst supporting personal and social development that prepares learners for further training and employment in a wide range of careers.

The course contains a significant amount of practical cookery supported by pertinent and related theory that builds essential knowledge and understanding.

#### Cookery Skills, Techniques and Processes

This unit aims to enhance learner's practical cookery skills, food preparation techniques and their ability to follow cookery processes in a practical setting. Learners must also develop an understanding of importance of safety and hygiene and the ability to follow safe and hygienic practices at all times.

#### Understanding and Using Ingredients

This unit aims to enhance learner's knowledge and understanding and the characteristics of ingredients from a variety of sources. It also addresses the importance of sustainability, responsible sourcing of ingredients and of current dietary advice. Pupils will develop the ability to select and use a range of appropriate ingredients in the preparation of dishes in a safe and hygienic manner.

#### Organisational Skills for Cooking

This unit aims to extend learners planning, organisational and time management skills, they will develop the ability to follow recipes; to create detailed and logical time plans, produce and cost dishes and meals and to work safely and hygienically. Learners will also extend their ability to carry out evaluations of a product.

#### Assessment

The learner will be assessed by a practical activity drawing on the knowledge, understanding and skills developed across the Course. The coursework assessment consists of a practical activity (100 marks – worth 75%) where learners will plan, prepare and cook a three-course meal for a given number of people within 2 hours 30 minutes and present it appropriately. There is also a 1 hour question paper (30 marks – worth 25%); the course is graded A – D.

<b>Entry Requirement S4 → S5</b>	National 4 Mathematics <b>and</b> a recommendation from your S4 teacher
<b>Entry Requirement S5 → S6</b>	National 4 Mathematics <b>and</b> a recommendation from your S4 or S5 teacher

<b>Progression Route</b>	<p>Pupils may progress to</p> <ul style="list-style-type: none"> <li>Higher Mathematics</li> <li>National 5 Applications of Mathematics</li> </ul> <p>National 5 Mathematics may be may be sufficient for your next step as it is a general or specific entry requirement for a variety of HNC, HND and other higher/further education courses.</p>
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<b>Course Format</b>	<p><b>Unit 1:</b> Expressions &amp; Formulae</p> <p><b>Unit 2:</b> Relationships</p> <p><b>Unit 3:</b> Applications</p> <p>Preparation for course assessment</p>
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### Course Details

The course aims to motivate and challenge learners by enabling them to select and apply mathematical techniques in a variety of mathematical and real-life situations.

**Unit 1 – Expressions and Formulae (Nat 5)** Applying numerical skills to simplify surds/expressions using the laws of indices; applying algebraic skills to manipulate expressions; applying algebraic skills to algebraic fractions; applying geometric skills linked to the use of formulae.

**Unit 2 - Relationships (Nat 5)** Applying algebraic skills to linear equations; applying algebraic skills to graphs of quadratic relationships; applying algebraic skills to quadratic equations; applying geometric skills to lengths, angles and similarity; applying trigonometric skills to graphs and identities.

**Unit 3 - Applications (Nat 5)** Applying trigonometric skills to triangles which do not have a right angle; applying geometric skills to vectors; applying numerical skills to fractions and percentages; applying statistical skills to analysing data.

**Course assessment** This is graded and assesses

- operational skills and reasoning beyond the minimum competence required for the Units
- the integration of operational skills across the Units
- the application of skills without the aid of a calculator.

To achieve success in the exam, learners must show that they can apply knowledge and skills acquired across the course to unfamiliar contexts.

Homework: 1½ - 2 hours per week

Entry Requirement S4 → S5	National 4 Media pass Pupils crashing by negotiation with subject teacher and Curriculum Leader
Entry Requirement S5 → S6	National 4 Media pass Pupils crashing by negotiation with subject teacher and Curriculum Leader

Progression Route	Higher Media and Film and Television degree courses in Higher Education. Media production courses in Further/Higher Education  <b>Careers:</b> Creative industries; PR; journalism; advertising etc.
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Course Format	<b>Unit 1:</b> Analysing Media Content  <b>Unit 2:</b> Media Assignment
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### Course Details

Nat 5 can be a good 'next step' for those who achieved success in Nat 4 Media in S4, providing staff recommend them to continue with the subject. It is an effective introduction to Media for those new to the subject, such as those hoping to gain Higher Media in S6.

Nat 5 is taught in bi-level classes with Higher candidates; classes are pitched at a level that will allow Higher pupils to work towards an A grade. It should be noted that this level may not suit all of those candidates wishing to take Nat 5.

**Analysing Media Content** looks at film and advertising techniques, narrative, messages conveyed and audience responses. It also demands understanding of social and economic factors in media production. Pupils work in groups to make a film trailer for the Assignment.

The **Assignment** allows well-motivated pupils to gain up to 50% of their final mark in a task that encompasses research, planning and making a media product. Nat 5 candidates must have a genuine interest in film plus an awareness of current affairs and media issues. They should have achieved success in an analytical subject such as English, History or Modern Studies.

<b>Entry Requirement S4 → S5</b>	This is primarily an S6 course but interested S5 pupils can be considered by arrangement. Strong ability in English required for the Higher Course.
<b>Entry Requirement S5 → S6</b>	National 4/5 Art & Design, Higher Art & Design and/or a keen interest in photography and the visual arts. Strong ability in English required for the Higher Course.

<b>Progression Route</b>	<p><b>NPA Level 5</b> Photography can lead to Higher Photography.</p> <p><b>Higher</b> Photography skills and knowledge can lead to study of Advanced Higher Art &amp; Design (Photography) in S6. It can also lead to Photography at college or University and employment or study in the Creative Industries. Photography skills will benefit visual presentation tasks and report illustration in all aspects of study and employment.</p>
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<b>Course Format</b>	<p><b>Higher:</b> Project based course with exam paper. Course builds on skills and knowledge from NPA course elements</p> <p><b>NPA level 5:</b> 4 units – Photographing People, Photographing Places, Working with Photographs, Understanding Photography – completed in school and assessed on a pass/fail basis. 24 SCQF credit points</p>
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### Course Details

The Course has an integrated approach to learning. It includes experiential learning activities which are underpinned by knowledge and understanding of photography.

All pupils will follow the same initial course developing technical and creative photographic skills and the final level of presentation will be decided in December where the class will split into two groups – Higher and NPA Level 5.

Candidates will be presented at the appropriate level – Higher or NPA Level 5 – after discussion with teachers and their performance in assessment tasks.

On the Course, learners will use photographic media to produce creative and technically proficient images. Learners will develop and apply practical photography skills, techniques and processes, and use these in creative ways when developing their ideas for photography. Learners will develop their creative problem solving skills as they resolve visual, technical and/or functional problems.

The **Higher Course** has a written exam and a final project that requires a high level of proficiency and strong analysis and written work reflecting on their own practice and that of established photographers.

The **NPA Level 5** course is a more practical course comprising of 4 separate units.

**Department****PHYSICAL EDUCATION**

**Course** Physical Education

**Level** National 5

<b>Entry Requirement S4 → S5</b>	Nat 4 Physical Education <b>or</b> Nat 5 C pass
<b>Entry Requirement S5 → S6</b>	Nat 4 Physical Education <b>or</b> Nat 5 C pass Keen interest in Sport & Physical Activity

<b>Progression Route</b>	Higher Physical Education  <b>Careers:</b> Sports Administration, Sports Medicine, Sports Science, Sports Coaching, Sports Development and Physical Education Teaching.
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<b>Course Format</b>	<b>Unit 1:</b> Performance Skills  <b>Unit 2:</b> Factors Impacting Performance
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**Course Details**

The National 4/5 Physical Education Course allows learners to develop and demonstrate a comprehensive range of movement and performance skills in physical activities. Learners also develop an increased understanding of the important link between fitness and good Physical and mental health.

**Unit 1:** The general aim of this Unit is to develop learners' ability to perform in physical activities by enabling them to acquire a comprehensive range of movement and performance skills. They will learn how to select, use, demonstrate and adapt these skills. Learners will develop consistency in their control and fluency during movement to enable them to meet the physical demands of performance in a safe and effective way. The Unit offers opportunities for personalisation and choice in the selection of physical activities.

**Unit 2:** The general aim of this Unit is to develop learners' knowledge and understanding of the factors that impact on performance in physical activities. Learners will consider the effects of mental, emotional, social and physical factors on performance, and will develop an understanding of how to plan for, monitor, record and evaluate the process of personal performance.

**Assessment 1: Performance**

Assessment of the pupil's ability to plan, prepare for, perform and evaluate their own personal performance in **one** physical activity.

The performance consists of three stages: Planning and preparation, Single performance and Evaluation.

**Assessment 2: Portfolio (National 5)**

Assessment of the pupil's ability to integrate and apply knowledge and understanding from across the Units.

**Course**

Practical Woodworking

**Level**

National 5

<b>Entry Requirement S4 → S5</b>	National 4 in Design & Manufacture or genuine interest in Woodwork
<b>Entry Requirement S5 → S6</b>	National 4 in Design & Manufacture or genuine interest in Woodwork

<b>Progression Route</b>	National Certificate Group Awards (NCGAs) A range of other practical technological courses at National 5 Skills for Work and sector-specific SQA qualifications
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<b>Course Format</b>	Bench Skills 1 – Flat Frame Construction  Bench Skills 2 – Carcase Construction  Machining and Finishing
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**Course Details**

The course aims to enable learners to develop:

- Skills in woodworking techniques.
- Skills in measuring and marking out timber sections and sheet materials.
- Safe working practices in workshop environments.
- Practical creativity and problem-solving skills.
- An understanding of sustainability issues in a practical woodworking context.

The course will also give learners the opportunity to develop thinking skills and skills in numeracy, employability, enterprise and citizenship.



<b>Entry Requirement S4 → S5</b>	An active interest in Sport, Fitness & Leadership. Have an interest in working with and leading groups. Must be willing to <b>volunteer</b> in the local community (i.e. school or community).
<b>Entry Requirement S5 → S6</b>	An active interest in Sport, Fitness & Leadership. Have an interest in working with and leading groups. Must be willing to <b>volunteer</b> in the local community (i.e. school or community).

<b>Progression Route</b>	Enhanced leadership and employability skills for a range of careers. Paid employment in the Sports and Leisure Industry. Volunteering opportunities. Invaluable experience gained would enhance applications for entry into further/Higher Level Sports qualifications or further training.
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<b>Course Format</b>	The SCQF Level 5& 6 Award in Sport & Exercise Leadership will give pupils the opportunity to develop key transferrable skills to prepare them for further/higher education, employment or further training. There will be a practical element to this course as well as developing key skills of communication, interpersonal skills, teamwork and self-management. Pupils will develop these skills both in practical settings and also self-reflecting in classroom/theory lessons.
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**Course Details**

This course combines both theory and practical elements, which will enable pupils to develop their leadership knowledge, skills and abilities. Pupils will also develop their knowledge of improving fitness and exercise. This course is designed to teach leadership skills through different physical activities and pupils will be given the chance to develop their organisation, and planning skills and increase their ability to communicate in a number of different contexts. Pupils will also meet and work with new people in a volunteering role and will develop their confidence by challenging them in a range of leadership tasks.

Pupils should select this course because they are:

- Passionate about sport & fitness.
- Keen to develop their interpersonal & organisational skills.
- Keen to develop practical performance and their knowledge of fitness and exercise.
- Interested in volunteering in sport.

**Assessment:**

All assessments will be completed internally and is ongoing through the duration of the course. Pupils will be presented at the level that is appropriate to them. Assessment will be a combination of teacher observation and work/log book. Pupils will be assessed in different leadership situations including leading younger pupils within the school.



Course Art & Design

Level Higher

Entry Requirement S4 → S5	National 5 A pass in Art & Design <b>or</b> at the discretion of Curriculum Leader
Entry Requirement S5 → S6	National 5 A pass in Art & Design <b>or</b> at the discretion of Curriculum Leader

Progression Route	<p>A Higher pass could lead to Advanced Higher in S6</p> <p><b>Careers:</b> Higher Art &amp; Design is a valuable qualification for a variety of employment options in the creative industries and is valuable for Architecture and Landscape Architecture courses.</p>
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Course Format	<p><b>Unit 1:</b> Expressive Activity</p> <p><b>Unit 2:</b> Design Activity</p>
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### Course Details

The Course has an integrated approach to learning, and includes a mix of practical learning and knowledge and understanding of art and design practice.

In the Course learners will draw upon their understanding of the main factors influencing artists' and designers' work and practice. They will experiment with and use a range of art and design materials, techniques and/or technology to develop their own creative art and design work. Learners will use problem solving skills and self-reflect on their creative choices and decisions when developing their creative ideas.

#### Art and Design: Expressive Activity (Higher)

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 analytical 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 when responding to stimuli.

#### Art and Design: Design Activity (Higher)

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 design opportunities, and work to resolve design issues and constraints. In the Unit, learners will develop critical understanding of designers' working practices and the main social and cultural influences affecting their work. They will experiment with, develop and refine their design ideas, using a range of materials, techniques and/or technology in 2D and/or 3D formats.

**Question Paper:** Pupils will sit a written exam (2 hours) responding to questions about Expressive and Design artwork.

#### Course assessment structure

Component 1 — portfolio 200 marks

Component 2 — question paper 60 marks

**Total marks 260 marks**

**Department****BIOLOGY**

Course

Biology

Level

Higher

<b>Entry Requirement S4 → S5</b>	National 5 pass in Biology at Grade A to C
<b>Entry Requirement S5 → S6</b>	National 5 pass in Biology at Grade A to C

<b>Progression Route</b>	Pupils achieving a grade A or B may progress to Advanced Higher Biology in S6. Pupils may find this subject useful if going on to study medicine, veterinary medicine, dentistry, any bioscience, Sport & Exercise or PE at college or university.
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<b>Course Format</b>	<p><b>DNA and the genome:</b> The key areas covered are: Structure of DNA, replication of DNA, gene expression, cellular differentiation, the structure of the genome, mutations, evolution and genomic sequencing</p> <p><b>Metabolism and survival:</b> The key areas covered are: Metabolic pathways, cellular respiration, metabolic rate, metabolism in conformers and regulators, metabolism and adverse conditions, environmental control of metabolism and genetic control of metabolism.</p> <p><b>Sustainability and interdependence:</b> The key areas covered are: Food supply, plant growth and productivity, plant and animal breeding, crop protection, animal welfare, symbiosis, social behaviour, components of biodiversity and threats to biodiversity.</p>
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**Course Details**

Higher Biology continues to develop skills of: Knowledge and Understanding, Problem Solving, Experimental Skills and Processing Data.

In Higher Biology the following areas are studied with reference to all living organisms:

Through the study of DNA and the genome, the molecular basis of evolution and biodiversity shall be explored. The metabolic pathway of respiration shall be covered in detail. This shall link in to how the control of the metabolic pathways is essential for cell survival. Adaptations for the maintenance of metabolism for survival shall be considered. Photosynthesis shall be covered with emphasis on its importance in food production. The idea of food production shall link in to the fact that all species are dependent upon the existence of others. This leads us to looking at the vast biodiversity that exists on Earth and how different species interact with one another.

**Homework: Homework is required most nights to consolidate class work, to complete class work and prepare for assignments. This should be 3 to 4 hours per week, depending on the time of year and the effectiveness of the pupil's study skills.**

**Course** Business Management

**Level** Higher

<b>Entry Requirement S4 → S5</b>	National 5 with an A – C pass
<b>Entry Requirement S5 → S6</b>	National 5 with an A - C pass S6 pupils with no previous qualification in Business will be required to have at least 3 Higher passes at level A-C including English and one other Social Subject

<b>Progression Route</b>	Further study in Advanced Higher Business Management or in Higher National programmes. This qualification will greatly improve the chance of entry to business management/finance courses in higher education or job training.
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<b>Course Format</b>	<b>Unit 1:</b> Understanding Business <b>Unit 2:</b> Management of Marketing and Operations <b>Unit 3:</b> Management of People and Finance
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### **Course Details**

The course highlights the different ways in which large organisations operate. Candidates learn to understand and make use of business information to interpret and report on overall business performance, in a range of contexts. Using current business theory and practice, the course reflects the integrated nature of large organisations, their functions and decision-making processes.

Candidates develop understanding of:

- the ways in which society relies on organisations and how external influences can affect them
- a range of methods that businesses and other organisations use to meet customer needs
- enterprising skills and attributes
- how to analyse and interpret business information and communicate it in a clear and concise way

### **Assessment**

Regular tests are used to inform pupils of their progress. Grades are determined by the final examination (90 marks, 75%) and an assignment carried out in class (30 marks, 25%).

### **Homework**

Homework will be done on a regular basis with the completion of work from lessons. Students will also be expected to complete formal questions in preparation for tests and exams every two weeks.

**Course** Chemistry

**Level** Higher

<b>Entry Requirement S4 → S5</b>	National 5 Chemistry with Grades A, B or C <b>or</b> <i>If wanting to take Chemistry for the first time:</i> Grade A or B in National 5 Physics, Biology or Maths <i>Must see Mr Hembury for any other entry requirements</i>
<b>Entry Requirement S5 → S6</b>	National 5 Chemistry with Grades A, B or C <b>or</b> Higher Chemistry Grade C or D <i>If wanting to take Chemistry for the first time:</i> Grade A or B in Higher Physics, Higher Biology/Human Biology or Higher Maths <b>or</b> Grades A or B in National 5 Physics, Biology or Maths <i>Must see Mr Hembury for any other entry requirements</i>

<b>Progression Route</b>	<p>This Course or its Units may provide progression to: Advanced Higher Chemistry, Higher Physics, Higher Biology/Human Biology</p> <p><b>Careers:</b></p> <table border="0"> <tr> <td>Pharmacologist</td><td>Analytical Chemist</td></tr> <tr> <td>Chemical engineer</td><td>Forensic scientist</td></tr> <tr> <td>Finance (accountancy)</td><td>Healthcare scientist, clinical biochemistry</td></tr> <tr> <td>Toxicologist</td><td>Research scientist (physical sciences)</td></tr> </table>	Pharmacologist	Analytical Chemist	Chemical engineer	Forensic scientist	Finance (accountancy)	Healthcare scientist, clinical biochemistry	Toxicologist	Research scientist (physical sciences)
Pharmacologist	Analytical Chemist								
Chemical engineer	Forensic scientist								
Finance (accountancy)	Healthcare scientist, clinical biochemistry								
Toxicologist	Research scientist (physical sciences)								

<b>Course Format</b>	<p><b>Unit 1:</b> Chemical Changes and Structure</p> <p><b>Unit 2:</b> Nature's Chemistry</p> <p><b>Unit 3:</b> Chemistry in Society</p> <p><b>Unit 4:</b> Researching Chemistry (literature research &amp; practical investigation)</p>
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### Course Details

Coursework builds directly on the knowledge & concepts covered at National 5 Chemistry. Additional topics include studies into the chemistry of foods and cooking, fragrances, skin care, chemical energy and reversible reactions. It also continues to develop Problem Solving and Practical Skills. Further course information can be found on the school, SQA and Chemweb websites.

Chemistry **home study** should involve a **MINIMUM** of 2 hours per week. This covers completing all current work, review and revision of previous topics.

#### Assessment

Learners will sit an external question paper that counts for 69% of the final grade. The remaining 31% is assessed by an assignment carried out in class under exam conditions where they will be able to apply the skills they have learned in a practical challenge.

#### Homework

On average, pupils will be set homework tasks that may take up to one hour per week to complete. The frequency of homework will vary from an extended, weekly exercise comprising of several questions to several exercises in the week made up of one/two questions. In addition, pupils will be asked to read course notes/text books in preparation for a lesson. Pupils will be given access to on-line resources provided by Scholar at Heriot Watt University that can be used for revision and to help with homework assignments.

Course Computing Science

Level Higher

Entry Requirement S4 → S5	National 5 in Computing Science at grade A-C
Entry Requirement S5 → S6	National 5 in Computing Science at grade A-C S6 pupils with no previous qualification in Computing need to have at least 3 Highers at level A-C and a qualification in Mathematics at National 5 (A-C) or equivalent

Progression Route	Gaining an award at Higher in Computing could lead to further study at Advanced Higher level. This qualification could enhance the chance of entry to education courses in Computer Science, Business Computing, Information Technology or Multimedia, or job training. If going on to study a Computing Science related degree, some universities now require a pass in Computing Science at Higher level.
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Course Format	<b>There are 4 areas of study:</b> Software Design and Development (SDD) Web Design and Development (WDD) Database Design and Development (DBDD) Computer Systems (CS)
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### Course Details

An understanding of computing and information systems has become necessary in everyday life and in the modern workplace. In this course pupils will develop the problem solving skills used by Computer Scientists to design, operate and use modern computer systems.

#### Software Design and Development

In this unit pupils will develop their skills in problem solving through a range of practical tasks using appropriate development environments and in different contexts. They will work through practical examples of design and development of digital solutions to complex problems using contemporary programming environments. They will also develop an understanding of computer architecture and the concepts that underpin how programs work.

#### Web Design and Development

Pupils will extend their practical coding skills using a range of development languages such as HTML, CSS and Javascript. They will apply computational thinking skills to analyse, design, implement, test and evaluate practical solutions to complex web-based problems.

#### Database Design and Development

In this topic, pupils will apply computational thinking skills to analyse, design, implement, test and evaluate practical database solutions, using a range of development tools such as SQL. They must design and implement queries to manipulate data using multiple linked tables.

#### Computer Systems

Pupils will extend their understanding of how data and instructions are stored including more complex concepts, such as negative and real numbers. They also gain an awareness of security precautions and the environmental impact of computer systems.

#### Assessment

Learners will sit an external question paper that counts for 69% of the final grade. The remaining 31% is assessed by an assignment carried out in class under exam conditions where they will be able to apply the skills they have learned in a practical challenge.

#### Homework

On average, pupils will be set homework tasks that may take up to one hour per week to complete. The frequency of homework will vary from an extended, weekly exercise comprising of several questions to several exercises in the week made up of one/two questions. In addition, pupils will be asked to read course notes/text books in preparation for a lesson. Pupils will be given access to on-line resources provided by Scholar at Heriot Watt University that can be used for revision and to help with homework assignments.

<b>Entry Requirement S4 → S5</b>	National 5 A/B pass in Design and Manufacture/Art and Design or Graphic Communication
<b>Entry Requirement S5 → S6</b>	National 5 A/B pass in Design and Manufacture/Art and Design or Graphic Communication

<b>Progression Route</b>	<p>Other SQA qualifications in Design and Manufacture or related areas further study, employment and/or training</p> <p><b>Careers:</b> Product Design theatre/ T.V. / Films, Graphic Design, Materials Engineer Product Manager, Purchasing Manager, Interior Design, Furniture Design</p>
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<b>Course Format</b>	<p><b>Unit 1:</b> Design</p> <p><b>Unit 2:</b> Materials and Manufacture</p>
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**Course Details**

This course provides learners with opportunities to develop:

- research skills
- idea generation techniques
- the ability to read drawings and diagrams
- the ability to communicate design ideas and practical details
- the ability to evaluate and apply both tangible and subjective feedback
- the ability to devise, plan and develop practical solutions to design opportunities

The course will also give learners the opportunity to develop thinking skills and skills in numeracy, employability, enterprise and citizenship.

**Design**

This Unit covers the processes of product design from brief to resolved design proposals and specification. It helps learners develop skills in initiating, developing, articulating and communicating design proposals for products. It allows them to gain skills and experience in evaluating design proposals in order to refine, improve and resolve them. It allows them to develop an appreciation of design concepts and the various factors that influence the design and manufacture of products.

**Materials and Manufacture**

This Unit covers the processes of product design from design proposals to prototype. It allows learners to gain skills in planning and making models and prototypes. It helps learners to 'close the design loop' by manufacturing a set of design ideas. It allows them to develop an appreciation of manufacturing practicalities. It allows them to strengthen an appreciation of the various factors that influence the design and manufacture of products. It allows learners to consider the manufacturing techniques and processes.



**Department****DRAMA****Course**

Drama

**Level**

Higher

<b>Entry Requirement S4 → S5</b>	National 5 Drama pass <b>A/B</b> Pupils crashing by individual consultation and agreement with subject teacher and Curriculum Leader in relation to the performance element of the course. Pupils need to pass Section 2 of the written National 5 Drama paper at the end of June. Evidence of experience in chosen Performance area is preferable.
<b>Entry Requirement S5 → S6</b>	National 5 Drama pass <b>A/B</b> Pupils crashing by individual consultation and agreement with subject teacher and Curriculum Leader in relation to the performance element of the course. Pupils need to pass Section 2 of the written National 5 Drama paper at the end of June. Evidence of experience in chosen Performance area is preferable.

<b>Progression Route</b>	Further/Higher education. <b>Careers:</b> Theatre, Law, Media, Design, Technical theatre, Medicine, Education
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<b>Course Format</b>	<b>Unit 1:</b> Drama Skills <b>Unit 2:</b> Production Skills
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**Course Details**

In Higher Drama you will build on all the skills, which you developed during National 5. In Unit 1 you will respond to a range of stimuli, including theatre texts. From these you will generate ideas and use complex Drama skills to develop and portray characters. You will study a play from a prescribed list set by the SQA in addition to using other texts throughout the unit. You will explore the social, cultural and historical influences on Drama and analyse and evaluate your own use of Drama skills in addition to the Drama skills of your peers.

In Unit 2 you will experiment with different production areas; Acting, Directing and Design and learn how these are used when building a drama production. You will use a variety of texts within this unit in addition to the prescribed text studied during Unit 1. You will analyse and evaluate Contemporary theatre productions in addition to evaluating your own production skills.

In the course assessment you can choose to specialise in one area; Acting, Directing or Design. This is assessed by a visiting assessor and is worth 60% of the final grade.

The written exam consists of two essays and questions on the use of design applied to the text we are studying which communicate your understanding of the prescribed text and its theatrical context. The second essay is an analysis of a contemporary theatre production. This is worth 40% of the final mark.

**Homework**

Pupils will be expected to complete one preparatory task and one essay per week.

**Course** Engineering Science

**Level** Higher

<b>Entry Requirement S4 → S5</b>	National 5 A/B pass in Engineering Science <b>or</b> Physics
<b>Entry Requirement S5 → S6</b>	National 5 A/B pass in Engineering Science <b>or</b> Physics

<b>Progression Route</b>	Advanced Higher Engineering Science, a range of engineering-related HNCs and HNDs, degrees in Engineering and related disciplines  <b>Careers:</b> Careers in Environmental, Electrical, Electronic, Civil and Mechanical Engineering amongst others.
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<b>Course Format</b>	<b>Unit 1:</b> Engineering Contexts and Challenges  <b>Unit 2:</b> Electronics and Control  <b>Unit 3:</b> Mechanisms and Structures
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### Course Details

This course aims to:

- Extend and apply knowledge and understanding of key engineering facts and ideas
- Understand the relationships between engineering, mathematics and science
- Apply skills in analysis, design, construction and evaluation to a range of engineering problems with some complex features
- Communicate engineering concepts clearly and concisely using appropriate terminology
- Develop an understanding of the role and impact of engineering in changing and influencing our environment and society

The course will also give learners the opportunity to develop thinking skills and skills in numeracy, employability, enterprise and citizenship.

Course English

Level Higher

Entry Requirement S4 → S5	National 5 A/B; <b>or</b> C <u>by discussion and negotiation with Curriculum Leader and Depute Head only</u> . National 5 D or lower should resit
Entry Requirement S5 → S6	National 5 A/B <b>or</b> C by discussion and with Curriculum Leader and Depute Head. Nat 4, National 5 D or lower should resit

Progression Route	<p>Successful completion of Higher A or B can lead to Advanced Higher. English is recognised by prestigious universities such as those in The Russell Group as a key ‘facilitating’ subject which shows a level of ability with language, argumentation and analysis desirable for any subject. It is particularly useful for Literature, Languages/Linguistics, Law, Philosophy, International relations, History, Politics, Psychology, Theatre Studies and Media and Communication awards. ‘STEM’ subjects are starting to use the quality of a candidate’s English pass as a discriminating factor when offering entry to high-demand courses such as Medicine and Veterinary Medicine. Certain jobs, e.g Civil Service, also expect a candidate to possess a suitable pass at Higher English, despite other degree qualifications.</p> <p><b>Careers:</b> English is applicable to a huge variety of careers. Common careers are journalism, publishing, research and information skills/librarianship, speech and language therapy, linguistics, media and advertising, law, politics, advocacy work, hospitality and tourism management, amongst many others.</p>
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Course Format	<p><i>The unit structure of the course, below, is now for use in exceptional circumstances only. For most pupils secure at Higher, units will not be entered.</i></p> <p><b>Unit 1:</b> Analysis &amp; Evaluation – listening and reading to show understanding, analysis and evaluation of ‘detailed and complex’ texts</p> <p><b>Unit 2:</b> Creation &amp; Production – talking and writing to create and produce detailed and complex spoken and written texts</p> <p><b>Course component:</b> Spoken Language – performance solo and group talk</p> <p><b>The new ‘Spoken Language – performance’ course assessment must be met before a course award for Higher English can be awarded</b></p> <p>Additional time to consolidate learning</p>
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### Course Details

Although the Higher English course is very similar in *structure* to National 5 English, the level of demand is greater and more complex, with pupils not able to pick up marks for use of quotation alone, as they could in N5: all marks come from the quality and depth of explanation and insight. **Pupils taking Higher English should be prepared for this and not expect it to be an easy continuation of Nat 5.** Pupils should already be familiar with the course structure and the requirement to produce a two-piece Portfolio of writing. Higher will allow for the detailed study of more challenging and complex texts, enabling pupils to further develop their ability to summarise, analyse and evaluate. Pupils will continue to study Scottish texts as well as a wide range of texts from a variety of times and genres. Reading of non-fiction remains essential to progress, and talking, listening and writing skills are further developed and assessed.

**The Assessment structure** is very similar to Nat 5: a final exam is sat once the **Spoken Language criteria have been met.**

Paper 1: RUAE 30 marks, 1½ hours: **two** passages, questions and compare and contrast ideas of both.

Paper 2: Critical Reading, 1½ hours: Scottish set text (20 marks) and Critical Essay (20 marks)

A Folio of Writing (2 pieces, 30marks total) is submitted prior to the final exam.

Homework is a vital element to an individual’s success and pupils should expect tasks to be set several times in a week. Regular study, revision and consolidation of learning should take at least three hours per week, including the Weekly Broadsheet Review. Pupils receive a course calendar with key dates given.

<b>Entry Requirement S4 → S5</b>	National 5 in Geography <b>or</b> another Social Subject and English, with teacher recommendation
<b>Entry Requirement S5 → S6</b>	National 5 Geography <b>or</b> Higher A or B in another Social Subject and National 5 English with teacher recommendation

<b>Progression Route</b>	<p>A or B pass at Higher may allow progress to Advanced Higher</p> <p><b>Careers:</b> Geography complements both the social and natural sciences and offers career paths in research, mapping and GIS, climatology, urban planning, community development and environmental management, as well as tourism, civil engineering, quantity surveying and business. In higher education the qualification is valued as an entry qualification to Arts, Social Science and Science faculties in many universities.</p>
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<b>Course Format</b>	<p><b>Unit 1:</b> Physical Environments</p> <p><b>Unit 2:</b> Human Environments</p> <p><b>Unit 3:</b> Global Issues</p>
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### Course Details

Some topics are developed in more depth from National 5 to encourage progression with new topics are introduced with new case studies to add variety. Linking with Science pupils will build on the key skills of collecting, processing and evaluating information accurately, and expertise in the use of a range of maps, diagrams and statistical techniques.

**Physical Environments:** Pupils study the interacting global systems of Atmosphere, Hydrosphere, Lithosphere and Biosphere and make links with all three science subjects. They consider how and why these systems work and their impacts on the earth's surface.

**Human Environments:** Pupils continue to consider the changing dynamics of world population and then explore how people cope with contemporary problems of both urban and rural life across the developed and developing world.

**Global Issues:** Pupils will study the reasons for global climate change and how the impacts can be managed effectively. Pupils will be introduced to the issue of River Basin Management; exploring how we manage the valuable and limited resource of water with specific case studies.

**Assessment:** These will comprise exam style questions, research and reports. In addition an independent piece of research will be carried out and culminate in a written report for the Assignment which will be eternally assessed by SQA. The final exam will consist of two papers which will examine topics from across all three units as well as an application of skills question in the form of a problem solving exercise.

**Homework:** Pupils must be prepared to spend 1-2 hours per week following up classwork and/or preparing for assessments.

**Additional Information:** In the 21st century, with growing awareness of the impact of human activity on the environment and scarce resources, the study of Geography fosters positive life-long attitudes of environmental stewardship, sustainability and global citizenship. This qualification will furnish learners with the skills, knowledge and understanding to enable them to contribute effectively to their local communities and wider society.

**Course** Health & Food Technology

**Level** Higher

<b>Entry Requirement S4 → S5</b>	National 5 Health & Food Technology Grade A/B <b>or</b> National 5 English or Social Subject Grade A/B <b>or</b> Interview with Curriculum Leader
<b>Entry Requirement S5 → S6</b>	National 5 Health & Food Technology Grade A/B <b>or</b> National 5 English or Social Subject Grade A/B <b>or</b> Interview with Curriculum Leader

<b>Progression Route</b>	<p>Advanced Higher Health and Food Technology</p> <p><b>Careers:</b> The diversity and challenge offered by this qualification offers a wide and interesting career choice within the Food Product Development industry, dietetics, food technology, nursing, primary and secondary teaching, environmental health, trading standards, public health, advertising and the retail food industry.</p>
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<b>Course Format</b>	<p><b>Unit 1:</b> Food for Health</p> <p><b>Unit 2:</b> Food Product Development</p> <p><b>Unit 3:</b> Contemporary Food Issues</p>
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### Course Details

**Food for Health:** The development of essential and detailed knowledge and understanding of the relationships between health, food, nutrition, current dietary advice; and their impact on health for the dietary needs of individuals and people at various stages of life. Learners will extend their practical skills and apply food preparation techniques using safe and hygienic practices.

**Food Product Development:** The development of knowledge and understanding of technological food processing activities which demonstrate the science and functional properties of food and its application in creating new products within a variety of contexts. Learners will apply a range of food preparation techniques to design, create, analyse and evaluate food products to meet specified needs.

**Contemporary Food Issues:** Learners will research a range of contemporary factors affecting food and nutrition, health and wellbeing and consumer choices exploring factors which may affect food choice and develop knowledge and understanding of contemporary food issues. They will also consider technological developments in food and food manufacturing, organisations which protect consumer interest and how food labelling helps consumers make informed food choices. Learners will apply knowledge and skills within practical contexts.

#### Assessment:

**Exam:** A demanding question paper worth 60 marks, externally assessed by the SQA.

**Assignment:** This will require application of knowledge, understanding and skills from across the units in which learners will develop a food product or products to a given brief. The assignment will be sufficiently open and flexible to allow for personalisation and choice. The briefs are set by the SQA, externally assessed and worth 60 marks.

<b>Entry Requirement S4 → S5</b>	National 5 A or B pass in History and/or another Social Subject and English, alongside teacher recommendation if necessary.
<b>Entry Requirement S5 → S6</b>	As above or Higher A or B in another Social Subject and English, alongside teacher recommendation if necessary for crash higher.

<b>Progression Route</b>	<p>Advanced Higher.</p> <p><b>Careers:</b> Law, Politics, Publishing, Journalism, Diplomatic Careers and International Relations, Media and Advertising, Teaching, Archaeology, Science based careers.</p>
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<b>Course Format</b>	<p><b>Unit 1:</b> Historical Study – European and the World; The USA 1916-1968</p> <p><b>Unit 2:</b> Scottish History – Migration and Empire 1830-1939</p> <p><b>Unit 3:</b> Historical Study – Britain 1851-1950</p>
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### Course Details

#### Later Modern History – The USA 1918 – 1968 (Essay Work)

A study of tensions between whites and non-whites and other ethnic groups in American society; focussing on racial divisions, economic problems, the growth of government and the struggle for civil rights. From slavery to freedom rides, Martin Luther King and Malcolm X, the story of USA is captivating and truly colourful.

#### Later Modern History – Britain 1851-1951 (Essay Work)

What would you do if you lived in a country where you had no say over who governed you and no means of speaking out? Once upon a time Britain was not the fair country it was today and few safety nets existed to catch the poorer sections of society from falling into abject poverty. This topic explores how the political make-up of Britain changed during the 19<sup>th</sup> and 20<sup>th</sup> centuries and how a fairer state was built. Students will explore the emergence of the early Labour party and the how the welfare system was built to help support the British citizens of the past. This topic dovetails with ease into more up-to-date politics which are taught in Modern Studies.

#### Scottish History – Migration and Empire 1830 – 1939 (Source Evaluation Skills)

What impact have the Scots had on the world around them? How did we contribute to the British Empire? Are we as thoroughbred a nation as we believe, or a wonderful melange of ethnicities from afar? In this topic pupils will study how the population movement of the nineteenth and twentieth centuries affected Scotland and the Empire.

**Assessment:** There are 2 papers both 1 ½ hours each. The essay paper requires students to complete 2 essays, worth 22 marks each. An additional paper, called the Scottish Paper is written over 1 ½ hours and tests pupil's source handling skills. This is worth 36 marks. A written assignment – 30 marks – is written under exam conditions, similar to the National 5 assignment and is marked externally by the SQA. Pupils are continually assessed according to SQA outcomes and achievement of this is required and recommended in order that students can sit the final exam.

**Homework:** Will be set each week. This will consist of: finishing work begun in class; additional set reading; essay writing under timed and non-timed conditions as well as source skills exercises.

**Attendance:** Pupils from S5 and S6 will be expected to attend all classes. If other commitments prevent attendance it is the pupil's responsibility to ensure their successful progress with the course using the appropriate resources on Sharepoint.

**Course** Human Biology**Level** Higher

<b>Entry Requirement S4 → S5</b>	National 5 pass in Biology at Grade A to C
<b>Entry Requirement S5 → S6</b>	National 5 pass in Biology, Chemistry or Physics

<b>Progression Route</b>	Pupils achieving a grade A or B may progress to Advanced Higher Biology in S6. Pupils may find this subject useful if going on to study medicine, veterinary medicine, dentistry, any bioscience, Sport & Exercise or PE at college or university.
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<b>Course Format</b>	<p><b>Human cells:</b> The key areas covered are: Division and differentiation in human cells, structure and replication of DNA, gene expression, mutations, human genomics, metabolic pathways, cellular respiration and energy systems in muscle cells.</p> <p><b>Physiology and health:</b> The key areas covered are: Gamete production and fertilisation, hormonal control of reproduction, the biology of controlling fertility, antenatal and postnatal screening, the structure and function of arteries, capillaries and veins, the structure and function of the heart, pathology of cardiovascular disease (CVD), blood glucose levels and obesity.</p> <p><b>Neurobiology and immunology:</b></p> <p>The key areas covered are: Divisions of the nervous system and neural pathways, the cerebral cortex, memory, the cells of the nervous system and neurotransmitters at synapses, non-specific body defences, specific cellular defences against pathogens, immunisation and clinical trials of vaccines and drugs.</p>
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**Course Details**

The Human Biology course develops understanding of human biology in the role in scientific issues and relevant applications including the impact on society and the environment. It develops analytical thinking skills including scientific evaluation and planning as well as continues to develop problem solving skills. Literacy is used to communicate ideas and make scientifically informed choices.

**Assessment:** Each of the Units will be assessed using class tests.

**Homework:** At least 3-4 hours a week are required to consolidate as well as complete, class work and to prepare for assignments and assessments.

<b>Entry Requirement S4 → S5</b>	National 5 Mathematics A, B or C grade
<b>Entry Requirement S5 → S6</b>	National 5 Mathematics A, B or C grade

<b>Progression Route</b>	<p>Pupils may progress to any or all of</p> <ul style="list-style-type: none"> <li>Advanced Higher Mathematics</li> <li>Advanced Higher Mathematics of Mechanics</li> <li>Advanced Higher Statistics</li> </ul> <p>Higher Mathematics is an entry requirement for a wide range of courses in higher/further education. It is a specific entry requirement for mathematics, engineering or science HNC, HND or degree courses</p>
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<b>Course Format</b>	<p><b>Unit 1:</b> Expressions &amp; Functions (H)</p> <p><b>Unit 2:</b> Relationships &amp; Calculus (H)</p> <p><b>Unit 3:</b> Applications (H)</p> <p>Preparation for course assessment</p>
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### Course Details

This course aims to deepen the learner's skills in using mathematical language and exploring advanced mathematical ideas.

**Unit 1 – Expressions and Functions (H)** Applying algebraic skills to logarithms and exponentials; applying trigonometric skills to manipulating expressions; applying algebraic and trigonometric skills to functions; applying geometric skills to vectors.

**Unit 2 – Relationships and Calculus (H)** Applying algebraic skills to solve equations; applying trigonometric skills to solve equations; applying calculus skills of differentiation and of integration.

**Unit 3 – Applications (H)** Applying algebraic skills to rectilinear shapes; applying algebraic skills to circles; applying algebraic skills to sequences; applying calculus skills to optimisation and area.

**Course assessment** This is graded and assesses

- operational and reasoning skills beyond the minimum competence required for the Units
- the integration of operational skills across the Units
- the application of skills without the aid of a calculator.

To achieve success in the exam, learners must show that they can apply knowledge and skills acquired across the course to unseen situations.

**Homework:** 3-4 hours per week



Course

Media

Level

Higher

Entry Requirement S4 → S5	National 5 Media pass A/B Pupils crashing by negotiation with subject teacher and Curriculum Leader
Entry Requirement S5 → S6	National 5 Media pass A/B Pupils crashing by negotiation with subject teacher and Curriculum Leader

Progression Route	Media Studies/Film Studies degree courses in Higher Education; media production courses in Further/Higher Education.  <b>Careers:</b> Creative industries; PR; journalism; advertising etc.
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Course Format	<b>Unit 1:</b> Analysing Media Content <b>Unit 2:</b> Media Assignment
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### Course Details

Higher Media Studies is a challenging course suitable for those who have achieved success in the subject at Nat 5 level. It may also be chosen by pupils new to Media, provided they satisfy entry requirements and have a genuine interest in film, media issues and current affairs. The course provides a good grounding for further study of film/media in the tertiary sector. Assessment is by way of extended written tasks and essays.

**Analysing Media Content** looks at film and advertising techniques, narrative, messages conveyed and audience responses. It also demands understanding of social and economic factors in media production.

The **Assignment** allows well-motivated pupils to gain up to 50% of their final mark in a task that encompasses research, planning and making a media product.

Higher candidates new to the subject should not underestimate the challenges of the course. They should be highly self-motivated and willing to invest extra individual hours in the basics of the subject to which the Higher course cannot allocate time; they should also have a strong record of attainment in English.

**Course** French, German, Mandarin & Spanish

**Level** Higher

<b>Entry Requirement S4 → S5</b>	A or B Pass at National 5 <b>or</b> C Pass by negotiation
<b>Entry Requirement S5 → S6</b>	A or B Pass at National 5

<b>Progression Route</b>	Advanced Higher in S6 if A or B Pass at Higher
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<b>Course Format</b>	Assessment - This makes up the final exam. Pupils are assessed in Reading, Listening, Speaking and Writing. Speaking is carried out in school and writing is split between an assignment completed in school, and the final exam
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### Course Details

The aim is to build on what has been learned in National 5, improving fluency and accuracy. Pupils develop a better awareness of how the language works, so that they can tackle more sophisticated tasks. We move on from the basic personal language, and there is now a greater emphasis on being able to understand different points of view, on being able to express a point of view and to exchange ideas accurately in spoken and written language. We also expect pupils to take more responsibility for their learning.

Reading, Listening, Speaking and Writing skills are developed throughout the course by studying the following contexts:

**Society** – Family and Friends  
Lifestyles  
Media  
Global Languages  
Citizenship

**Employability** – Jobs  
Work and CVs

**Learning** – Learning in context  
Education  
Lifelong Learning  
Future Plans

**Culture** – Planning a Trip  
Other Countries  
Celebrating a Special Event  
Film and Television  
Literature

### Assessment

All assessment is external (Reading, Listening, Speaking and Writing) though the speaking is assessed internally and subject to SQA verification. The final exam is made up of a speaking assessment, carried out with the class teacher and worth **25%** of the final grade, a writing assignment (**12.5%**) completed in school and sent away for external marking, and two exam papers:

**Paper 1: Reading (25%) and Directed Writing (12.5%)**

**Paper 2: Listening (25%)**

**Homework:** There will be 2-3 hours set homework per week

Course Modern Studies

Level Higher

<b>Entry Requirement S4 → S5</b>	Modern Studies National 5 Grade A-C and/or another Social Subject <b>plus</b> a National 5 Grade A-C in English, alongside teacher recommendation if necessary.
<b>Entry Requirement S5 → S6</b>	Higher A-B in another Social Subject and/or English, alongside teacher recommendation if necessary.

<b>Progression Route</b>	<p>Advanced Higher Modern Studies</p> <p><b>Careers:</b> Modern Studies provides a useful qualification for a wide range of careers, e.g. Law, politics, international relations, civil service, journalism, broadcasting, police, social work and the health service.</p>
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<b>Course Format</b>	<p><b>Unit 1:</b> Democracy in Scotland and the United Kingdom</p> <p><b>Unit 2:</b> Social Issues in the UK: Crime and the Law</p> <p><b>Unit 3:</b> International Issues; World Issues; Terrorism</p>
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### Course Details

Modern Studies provides pupils with knowledge and understanding of political, social and economic issues on a UK and international level. In the study of democracy, crime and the law, and terrorism, pupils will develop the core skill of 'critical thinking'. Modern Studies encourages learners to develop important attitudes including: an open mind and respect for the values, beliefs and cultures of others; openness to new thinking and ideas and a sense of responsibility and global citizenship.

### Course Outline

**Democracy in Scotland & the UK:** This unit covers the study of representative democracy in Scotland and/or the United Kingdom and the ways in which citizens are informed about, participate in, and influence the political process. Skills development will focus on detecting and explaining the degree of objectivity in political contexts.

**Social Issues: Crime & the Law:** This unit covers the role of law in society, theories and causes of crime, the impact of crime on society and methods of tackling crime and their effectiveness. The skills development in this unit will involve researching and evaluating a range of written, numerical and graphical sources of information in order to make and justify decisions.

**International Issues: Terrorism:** This unit involves the study of international terrorism. Focus is placed on the causes of terrorism and the impact it has on individuals, countries, regions and the international community as a whole. The focus of study then changes to looking at responses to terrorism from individual governments and international organisations such as the EU and NATO. Analysing and evaluating the success of these responses allows for significant skills development.

**Methods of Learning:** Pupils will use a wide variety of resources: PowerPoint, textbooks, videos, online learning, visiting speakers and outside visits where appropriate. There will be opportunities for debating, presentations and participation in outside competitions relating to the subject where appropriate. The investigative and critical thinking activities in this course give learners important experience in contributing to group work and working independently. Learners will acquire attributes, which will be important for their life and work.

**Form of Assessment:** End of course externally assessed exam in May worth 80 marks (73% of overall grade) and research assignment worth 30 marks (27% of overall grade).

**Homework will involve:** Assignments related to key aspects of the course

**Department****MUSIC****Course**

Music

**Level**

Higher

<b>Entry Requirement S4 → S5</b>	National 5 Grade A/B with good passes in understanding and composing
<b>Entry Requirement S5 → S6</b>	As above or by audition and written examination

<b>Progression Route</b>	<p>Advanced Higher Music/College/University/Vocational Work Schemes</p> <p><b>Careers:</b> Performer, composer, journalist, teaching both primary and secondary, sound engineer, media and TV, radio, film industry, music therapy, computer games design, graduate training schemes, music theatre.</p>
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<b>Course Format</b>	<p><b>Unit 1:</b> Performing</p> <p><b>Unit 2:</b> Understanding</p> <p><b>Unit 3:</b> Composing</p>
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**Course Details**

This course is designed with three groups of pupils in mind, the music lover who wishes to study music for pleasure, the pupil who is an able musician and would like to use music as one of their Highers to enter any university course and the pupil who wishes to continue with music into further education.

The Course consists of a Performance exam worth 50%, a Written Paper worth 35% and a Composition worth 15%. You will study performance on two instruments, both worth 30% each of the overall mark. You can play any style of music as long as it is of an appropriate standard (grade 4 or equivalent). The overall performance time on both instruments should amount to 12 minutes with a minimum of 4minutes on one instrument.

The Written paper tests musical knowledge and understanding from The Renaissance through to the present day.

Also, as part of the course you will compose music.

Course Philosophy

Level Higher

Entry Requirement S4 → S5	English or a Social subject at National 5 <b>or</b> Interview with Curriculum Leader
Entry Requirement S5 → S6	English or a Social subject at National 5 or equivalent <b>or</b> Interview with Curriculum Leader

Progression Route	<p>Pupils with either an A or B pass at Higher Philosophy may wish to progress to Advanced Higher RMPS</p> <p><b>Careers:</b> Journalism, teacher, nursing, doctor, lawyer, social worker, archaeologist, psychologist, politician</p>
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Course Format	<p><b>Unit 1:</b> Arguments in Action</p> <p><b>Unit 2:</b> Knowledge and Doubt</p> <p><b>Unit 3:</b> Moral Philosophy</p>
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### Course Details

Philosophy involves an exploration about knowledge, morality and the world we live in. This course enables you to become more aware of the complexity of philosophical questions and arguments. The course aims to challenge you to think clearly about problems by asking questions about the world we live in. You will develop the ability to analyse and evaluate philosophical positions and arguments to develop your own reasoning skills.

The three key skills that are covered in the course are analysing, evaluating and presenting a reasoned view.

**Philosophy: Arguments in Action** – In this unit we develop our ability to analyse and evaluate arguments. We will develop knowledge on argument structure, philosophical techniques and common errors that people make in reasoning. We will examine issues such as plausibility, ambiguity and examine the different components of an argument.

**Philosophy: Knowledge and Doubt** – In this unit we will analyse and evaluate theories of knowledge such as rationalism, scepticism and empiricism. Looking at philosophers such as Descartes and Hume and concepts such as the unreliability of the senses.

**Philosophy: Moral Philosophy** – We will analyse and evaluate moral principles such as Kantian and Utilitarian theories. We will examine how these moral theories might respond to moral situations as well as presenting out own viewpoints on the response.

**Homework:** 2 -3 hours per week.

Course

Physical Education

Level

Higher

Entry Requirement S4 → S5	National 5 PE A/B pass. A very keen interest in Sport & Physical Activity. Pupils who are performing/playing sport at a high level.
Entry Requirement S5 → S6	National 5 PE pass. A very keen interest in Sport & Physical Activity. Pupils who are performing/playing sport at a high level.

Progression Route	<p>Higher PE will provide progression to Advanced Higher Physical Education, Higher National Certificates, Higher Education degrees, further study, employment and/or training.</p> <p><b>Edinburgh University</b> head of admissions stated:  <i>“the university views Higher Physical Education on an equal basis as other subjects”.</i></p> <p><b>Glasgow University</b> head of admissions stated:  <i>“please encourage your students to study Higher PE and I look forward to receiving applications for any discipline that contains this qualification”.</i></p> <p><b>Careers:</b> Sports Administration, Sports Medicine, Sports Science, Sports Coaching, Sports development and Physical Education Teaching.</p> <p>Higher PE is regarded as <b>equal in value to all other subjects</b> (such as Maths, English, etc) and applicants will never be discriminated against (Glasgow University states).</p>
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Course Format	<b>Assessment:</b> Practical Performance (50%) and Final Exam (50%)
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<p><b>Course Details</b></p> <p>The purpose of Higher PE is to develop critical thinking and problem-solving through practical and theory learning experiences. Higher PE enables learners to develop their analysis skills, positive attitudes and attributes in performance and physical activity contexts and to transfer these to other contexts.</p> <p>Learners will develop the ability to use strategies to make appropriate decisions for effective performance. They will also analyse a performance, looking specifically at the impact of mental, emotional, social and physical factors, understand what is required to develop it and then apply this knowledge to their own performance.</p> <p>By actively participating in physical activities, learners will demonstrate initiative, decision-making and problem-solving. They will experience a range of roles and responsibilities, and this will enable them to develop their interpersonal skills.</p> <p><b>Assessment 1: Performance (50%)</b>  Assessment of the pupil's ability to plan, prepare for, perform and evaluate their own personal performance in <b>TWO</b> physical activities. Pupils can choose their physical activities in conjunction with their teacher.</p> <p><b>Assessment 2: Examination Paper (50%) – Final Exam</b>  Assessment of the pupil's ability to integrate and apply knowledge and understanding from across the Units.</p>
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Course Physics

Level Higher

Entry Requirement S4 → S5	National 5 pass in Physics at grade A to C Pupils <b>must</b> also be taking Maths in S5
Entry Requirement S5 → S6	National 5 pass in Physics, Chemistry or Biology <b>and</b> also a pass or studying Higher Maths in S6

Progression Route	Higher Physics, along with Higher Maths, is essential for pupils considering studying Engineering at College or University. Pupils gaining an A or B at Higher could proceed to Advanced Higher <b>Careers:</b> Higher Physics may be useful for pupils considering a range of careers in the Sciences Engineering, Medicine, Sports Science, Architecture and Finance.
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Course Format	<p><b>Our Dynamic Universe:</b> The topics covered are: Motion - equations and graphs, forces, energy and power, collisions, explosions and impulse. Gravitation, special relativity, the expanding Universe.</p> <p><b>Particles and Waves:</b> The topics covered are: Forces on charged particles, the Standard Model, nuclear reactions, inverse square law, wave particle duality, interference, spectra, refraction of light.</p> <p><b>Electricity:</b> The topics covered are: Monitoring and measuring AC, current, potential difference, power and resistance, electrical sources and internal resistance, capacitors, semiconductors and p-n junctions.</p>
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### Course Details

This course is designed to increase pupil's knowledge and understanding of the concepts of Physics and its many applications in modern society. It provides the opportunity to develop skills necessary to find solutions to scientific problems, such as experimenting, investigating and analysing, and gives a deeper insight into the structure of the subject. The course makes a valuable contribution to your general education and provides a sound basis for further study at a more advanced level.

Assessment: Pupils will sit class test along with the SQA unit assessments.

Higher Physics is a challenging course which demands commitment, application and effort.

**Homework** is issued on a weekly basis. Completion of homework is regarded as essential consolidation of coursework and failure to complete it will result in parents being informed.

Course Religious, Moral and Philosophical Studies

Level Higher

Entry Requirement S4 → S5	English or a Social subject at National 5 <b>or</b> Interview with Curriculum Leader
Entry Requirement S5 → S6	English or a Social subject at National 5 or equivalent <b>or</b> Interview with Curriculum Leader

Progression Route	<p>Pupils with either an A or B pass at Higher RMPS may wish to progress to Advanced Higher RMPS</p> <p><b>Careers:</b> Journalism, teacher, nursing, doctor, lawyer, social worker, archaeologist, psychologist</p>
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Course Format	<p><b>Unit 1:</b> World Religion</p> <p><b>Unit 2:</b> Morality and Belief</p> <p><b>Unit 3:</b> Religious and Philosophical Questions</p>
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### Course Details

Religion is one of the most powerful forces the world has ever known; all societies contain elements of religious belief. Scotland is no different and our society is still influenced by the many religious faiths as well as by viewpoints independent of religious belief. RMPS deals with the “big questions” in life; in the course we look analytically at the response to these questions and encourage you to treat them critically and analytically. The aim of the course is to develop a philosophical approach to the study of beliefs, values and issues which are of importance in the world today. To analyse and think critically about our own beliefs and those of others.

**World Religion:** Within this unit we will examine one religion with an in-depth analysis of the beliefs and practices, with a particular focus on the impact on people’s lives. We will choose one religion from Buddhism, Christianity, Islam, Hinduism or Judaism.

**Morality and Belief:** In this unit we undertake an evaluation one of the moral issues facing the world today. Possible topic areas include: Morality and Justice; Morality and Relationships; Morality, Environment and Global issues; Morality, Medicine and the Human Body; Morality and Conflict. We will look at religious and non-religious viewpoints on the issue as well as examining our own beliefs and ideas.

**Religious and Philosophical Questions:** In this unit we will choose one unit and examine it from religious and non-religious perspectives. The topics we will choose from are: The Origins of the Universe and of Life; The Existence of God; The Problem of Evil and Suffering; Miracles.

**Assignment:** For the Assignment you must choose a Religious, Moral or Philosophical issue for study. This is mainly self-directed with support from the teacher. You will carry out an in-depth study of the different viewpoints and present a carefully structured conclusion. Worth 30 marks – 27% of the total mark. This has an emphasis on the application of skills: 20 marks for analysis and evaluation and 10 marks for knowledge and understanding of the issue.

**Homework:** 2 - 3 hours per week.



Course

Art &amp; Design

Level

Advanced Higher/Art College portfolio preparation

Entry Requirement S4 → S5	N/A
Entry Requirement S5 → S6	Higher at A or B pass. Possible entry with a C pass after discussion with Curriculum Leader

Progression Route	<p>To first year study at a University or Art College practical arts course.</p> <p><b>Careers:</b> Career paths that would benefit from this course, in addition to all of the creative industries, would be Primary Teaching and Media Studies.</p>
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### Course Details

The Advanced Higher Course is essentially a project based course where the pupil decides to undertake either a Design Project or an Expressive Project.

The course requires enthusiasm, commitment and the ability to work independently. It is ideal for pupils who have a high level of ability and interest in Art & Design and want to take their learning further.

The course will also provide the basis for an entrance folio for first year study at an art college, architecture and other folio courses.

### Course Content

Pupils will work on a larger scale, and have a personal studio area to work during their study time. We expect pupils to visit art galleries and take part in the many workshops and opportunities offered by museums and galleries in Edinburgh. They will also learn more about the work of artists and designers and their relation to careers and professional practices.

At the start of the course pupils will follow a similar generic course of activities which will open out into more personalised study as the course progresses.

Pupils will be expected to commit to a significant amount of personal study outside class time and need to be aware of this when planning their S6 course choice.

### Please Note:

The entry requirements for specialised art college courses have changed recently, and pupils considering applying to art college after S6 are strongly advised to apply to the one year full-time folio course at Edinburgh College (formerly Telford College), which provides a specialist portfolio course for direct entry to the second year departments in art college, for example sculpture, fashion, illustration, product design etc.

<b>Entry Requirement S4 → S5</b>	N/A
<b>Entry Requirement S5 → S6</b>	Higher Grade A or B in Biology or Human Biology

<b>Progression Route</b>	Pupils may find this subject useful if going on to study medicine, veterinary medicine, dentistry, any bioscience, Sport & Exercise or PE at college or university and may be eligible for advanced entry into year 2 of a degree program.
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<b>Course Format</b>	<b>Unit 1:</b> Biology, Cells and Proteins <b>Unit 2:</b> Organisms and Evolution <b>Unit 3:</b> Investigative Biology
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**Course Details**

Unit 1 covers study of:

- Lab techniques for biologists
- Proteins

Unit 2 covers study of:

- Field techniques for biologists
- Organisms

Unit 3 covers study of:

- Scientific principles and processes
- Experimentation
- Critical evaluation of biological research

Project

- An investigation of a biological nature involving experimenting, fieldwork etc. Written up in approximately 2000 words and normally completed outside of class time. Worth approx. 25% of final mark.

**Homework**

Considerable homework is expected to keep up and complete the investigation. The Units 1 and 2 have distance learning possibilities as SCHOLAR units are available on-line through Heriot-Watt University.

Each unit has a NAB.

**Department****CHEMISTRY****Course**

Chemistry

**Level**

Advanced Higher

<b>Entry Requirement S4 → S5</b>	N/A
<b>Entry Requirement S5 → S6</b>	Higher Chemistry Grade A, B or C <i>This course is not suitable for anyone wanting to take Chemistry for the first time. Choose Higher Chemistry.</i>

<b>Progression Route</b>	<b>Careers:</b> Chemical engineer Forensic scientist Finance (including accountancy, banking) Business Graduate Programmes Analytical chemist, Healthcare scientist, clinical biochemistry. Pharmacologist Research scientist (physical sciences) Toxicologist
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<b>Course Format</b>	<b>Unit 1:</b> Chemical Changes and Structure <b>Unit 2:</b> Nature's Chemistry <b>Unit 3:</b> Chemistry in Society <b>Unit 4:</b> Researching Chemistry (including an individual Practical Assignment)
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**Course Details**

Advanced Higher Chemistry continues to develop problem solving, practical skills and knowledge and understanding by a more in depth study of the major branches of the subject. Particular emphasis is placed on application of knowledge.

Initial experimental work will be completed at a visit to the **University of Edinburgh Chemistry Department at the end of June.**

Students will complete an individual practical assignment/project as part of the Researching Chemistry Unit and will work unsupervised after completing the necessary risk assessments.

**Home study** should involve a **MINIMUM** of 3 hours per week. In addition, pupils are expected to allocate additional time during the school week for independent study, practical work and accessing the Heriot-Watt Scholar programme.

Course

Computing Science

Level

Advanced Higher

Entry Requirement S4 → S5	N/A
Entry Requirement S5 → S6	S6 pupils only. Higher in Computing Science at grade A-C

Progression Route	Gaining an award at Advanced Higher in Computing Science could lead to further study at college or university courses in a range of IT related careers such as Computer Science, Information Systems or Multimedia.
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Course Format	<p><b>Unit 1:</b> Software Design and Development</p> <p><b>Unit 2:</b> Web Design and Development</p> <p><b>Unit 3:</b> Database Design and Development</p> <p><b>Unit 4:</b> Computer Systems Project</p>
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### Course Details

The Course provides an understanding of the key technologies that underpin our Modern digital world, and develops a wide range of transferable skills. It brings together elements of technology, computing science and creative digital media, and applies these to real-world contexts and challenges.

The course structure is currently under review by the SQA, but is likely to follow a similar structure to the Higher Computing Science. The practical element at Advanced Higher is more challenging and pupils will be required to complete a large practical project as a significant element of their overall course award.

Please see the current Higher Computing Science outline below as a guideline to the new Advanced Higher course.

### Software Design and Development

In this unit pupils will develop their skills in problem solving through a range of practical tasks using appropriate development environments and in different contexts. They will work through practical examples of design and development of digital solutions to complex problems using contemporary programming environments. They will also develop an understanding of computer architecture and the concepts that underpin how programs work.

### Web Design and Development

Pupils will extend their practical coding skills using a range of development languages such as HTML, CSS and Javascript. They will apply computational thinking skills to analyse, design, implement, test and evaluate practical solutions to complex web-based problems.

### Database Design and Development

In this topic, pupils will apply computational thinking skills to analyse, design, implement, test and evaluate practical database solutions, using a range of development tools such as SQL. They must design and implement queries to manipulate data using multiple linked tables.

### Computer Systems

Pupils will extend their understanding of how data and instructions are stored including more complex concepts, such as negative and real numbers. They also gain an awareness of security precautions and the environmental impact of computer systems.

### Assessment

#### Component 1 — project

The purpose of the project is to assess practical application of knowledge and skills from across the Course to develop a solution to an appropriately challenging and complex computing science problem. It will assess students' skills in planning and designing a solution to a problem, implementing and testing a solution, and evaluating and reporting on that solution. The allocation of marks for the project is currently under review.

#### Component 2 — question paper

The purpose of the question paper is to assess breadth of knowledge from across the Course, depth of understanding, and application of this knowledge and understanding to answer appropriately challenging questions.

**Course** Database Design and Programming (Oracle)

**Level** Industry certification Qualification in Database design (Oracle Certificate Associate).  
Database unit at Higher level in Information Systems

<b>Entry Requirement S4 → S5</b>	N/A
<b>Entry Requirement S5 → S6</b>	Higher Computing <b>or</b> Higher Mathematics; Basic keyboard skills

<b>Progression Route</b>	This award will prepare pupils for a range of university-level courses in IT and Computing. It can also give them the IT skills they need to compete in today's job market. Oracle in an international company and their qualifications are recognized throughout the world.
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### Course Details

The World Wide Web relies heavily on relational databases to allow users to search for and find information. On sites like Amazon or IMBD the search facility is crucial to the success of the users in finding what they want with minimum effort. The database systems used by these web sites are designed and created by very skilled people. Organisations such as banks, airports and insurance companies rely on Oracle systems to run efficiently.

The Oracle Academy aims to give you some of the initial skills and understanding required in the professional workplace and the opportunities that could result from acquiring them. It aims to provide you with the necessary skills to pursue academic and professional opportunities in the field of IT.

This course begins by looking at the design of relational databases using entity relationship modelling and normalisation. You will learn to use SQL (structured query language) - "The language of the database" – to create, store and query data.

The course is run using on-line teaching materials which can be accessed in school and can also be accessed at home or in the local library for out of school study.

Studying this course lets you demonstrate what you have learned through hands-on labs, collaborative projects, problem solving exercises, and project management opportunities.

### Homework

Pupils will be expected to access the tutorials both in school and at home. Practical exercises will need to be completed regularly. Using the on-line tutorials, pupils will be expected to revise for tests and the final examination.

**Department****DRAMA****Course**

Drama

**Level**

Advanced Higher

<b>Entry Requirement S4 → S5</b>	N/A
<b>Entry Requirement S5 → S6</b>	Higher Drama Grade A Higher English Grade A/B

<b>Progression Route</b>	Further/Higher education. <b>Careers:</b> Theatre, Law, Media, Design, Technical theatre, Medicine, Education
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<b>Course Format</b>	<b>Unit 1:</b> Drama Skills <b>Unit 2:</b> Production Skills
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**Course Details**

In Advanced Higher Drama you will be expected to work independently to research theatre practitioners, theatre companies and playwrights. You will analyse theory and performance and apply your experiences and knowledge to your own performance as an actor, director or designer.

**Drama Skills:** You will research and explore a theatre practitioner's methodologies and productions. You will then devise, direct and design your own theatrical statement.

**Production Skills:** You will research a second practitioner and analyse their influence on contemporary theatre performances. You will explore and apply your research and knowledge as an Actor, Director or Designer. You will undertake a practical exam specialising in either Acting, Directing or Design. This is worth 60% of the overall grade. You will also complete a 3000 word project, worth 40% of the final grade.

**Homework**

You will be expected to complete preparatory and research based and/or essay tasks on a weekly basis.

Entry Requirement S4 → S5	N/A
Entry Requirement S5 → S6	Higher English A or B

Progression Route	<p>English is recognised by prestigious universities such as those in The Russell Group as a key ‘facilitating’ subject which shows a level of ability with language, argumentation and analysis desirable for any subject. It is particularly useful for Literature, International Relations, Languages/Linguistics, Law, Philosophy, History, Politics, Psychology, Theatre studies and Media and communication awards. ‘STEM’ subjects are starting to use the quality of a candidate’s English pass as a discriminating factor when offering entry to high-demand courses such as Medicine and Veterinary Medicine and view AH level English as a desirable subject, sharing a high level of analytical, evaluative and communicative skills. Careers such as in the Civil Service also expect a candidate to possess a good pass in English, regardless of university degree subject.</p> <p><b>Careers:</b> English is applicable to a huge variety of careers. Common careers are journalism, publishing, research and information skills/librarianship, speech and language therapy, linguistics, media and advertising, law, politics, advocacy work, hospitality and tourism management, amongst others.</p>
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Course Format	<p><b>Unit 1:</b> Analysis &amp; Evaluation – reading of fiction and non-fiction for internal assessment and final exam; production of dissertation</p> <p><b>Unit 2:</b> Creation &amp; Production – folio of writing</p>
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### Course Details

The Advanced Higher course follows a broadly similar structure as the Nat 5 and Higher, with two units familiar to all. However, A & E now includes compulsory unseen textual analysis as well as a critical essay on literature, and the Literature Dissertation. C & P requires a Folio of two pieces of writing as well as a writer’s log detailing progress and editing towards the final piece. All internal assessment standards must be met before sitting the final exam. The course provides learners with the opportunity to apply critical, analytical and evaluative skills to a wide range of sophisticated texts from different genres. Learners will develop sophisticated writing skills.

**Please note:** at this level, candidates must be able to work and think independently, read and discuss critically, and cope with a high level of demand for reading and essay writing. **Pupils wishing to progress to Advanced Higher must show a genuine interest in literature and creative writing, along with a commitment to engage in university-level discussion and research. This is not the course for you if you haven’t voluntarily read a book since S2, no matter how much you enjoyed Higher!**

**Assessment:** 1 x Literature essay 25 marks 1 x unseen textual analysis 15 marks  
plus Folio (two pieces, total of 30 marks) and 2,500 – 3,000 word Dissertation of Literature (30 marks)

**Homework** will take at least four hours per week, and significantly longer at key times such as Dissertation drafts and deadlines. It is the pupil’s responsibility to arrange meetings with their Dissertation Supervisor, on a regular basis. Failure to meet deadlines, including for Creative Writing, **will result in removal from the course.**

Entry Requirement S4 → S5	N/A
Entry Requirement S5 → S6	Higher Mathematics A or B

Progression Route	This course offers an introduction to a broad range of mathematical techniques, meeting the needs of those pursuing a wide variety of post school studies and careers. The course is suitable for all who wish to follow a degree course in Mathematics, Physics, Chemistry, Engineering or Computing.
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Course Format	<p><b>Unit 1:</b> Methods in Algebra and Calculus (AH)</p> <p><b>Unit 2:</b> Applications in Algebra and Calculus (AH)</p> <p><b>Unit 3:</b> Geometry, Proof and Systems of Equations (AH)</p> <p>Preparation for course assessment</p>
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### Course Details

**Unit 1 – Methods in Algebra and Calculus (AH)** Applying algebraic skills to partial fractions; applying calculus skills through techniques of differentiation; applying calculus skills through techniques of integration; applying calculus skills to solving differential equations.

**Unit 2 - Applications in Algebra and Calculus (AH)** Applying algebraic skills to the binomial theorem and to complex numbers; applying algebraic skills to sequences and series; applying algebraic skills to summation and mathematical proof; applying algebraic and calculus skills to properties of functions; applying algebraic and calculus skills to motion and optimisation.

**Unit 3 – Geometry, Proof and Systems of Equations (AH)** Applying algebraic skills to matrices and systems of equations; applying algebraic and geometric skills to vectors; applying geometric skills to complex numbers; applying algebraic skills to number theory; applying algebraic and geometric skills to methods of proof.

**Course assessment** This is graded and assesses

- mathematical reasoning skills to think logically, provide justification and solve problems
- reasoning skills to interpret information and to use complex mathematical models
- explaining and justifying concepts through rigorous proof

To achieve success in the exam, learners must show that they can apply knowledge and skills acquired across the course to unseen situations.

**Homework:** 3-4 hours per week



Course

Mathematics of Mechanics

Level

Advanced Higher

Entry Requirement S4 → S5	N/A
Entry Requirement S5 → S6	Higher Mathematics A or B

Progression Route	This course offers a depth of mathematical experience that is relevant to further study or employment in Mathematics & Applied Mathematics, Physics, Engineering, Design and Architecture.
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Course Format	<p><b>Unit 1:</b> Linear and Parabolic Motion (AH)</p> <p><b>Unit 2:</b> Force, Energy and Periodic Motion (AH)</p> <p><b>Unit 3:</b> Mathematical Techniques for Mechanics (AH)</p> <p>Preparation for course assessment</p>
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### Course Details

#### Unit 1 – Linear and Parabolic Motion (AH)

Applying skills to

- motion in a straight line
- vectors associated with motion
- projectiles moving in a vertical plane
- forces associated with dynamics and equilibrium

#### Unit 2 - Force, Energy and Periodic Motion (AH)

Applying skills to

- principles of momentum, impulse, work, power and energy
- motion in a horizontal circle with uniform angular velocity
- simple harmonic motion
- centres of mass

#### Unit 3 – Mathematical Techniques for Mechanics (AH)

- applying algebraic skills to expansion of expressions and to partial fractions
- applying calculus skills to differentiation of functions
- applying calculus skills through techniques of integration
- applying calculus skills to solving differential equations

**Homework:** 3-4 hours per week.

**Course** Spanish

**Level** Advanced Higher

<b>Entry Requirement S4 → S5</b>	N/A
<b>Entry Requirement S5 → S6</b>	Higher Level A or B

<b>Progression Route</b>	<p>Modern Language at University. This can be combined with a wide range of other subjects and offer the chance to study abroad.</p> <p>Careers include - Interpreting, Translating, Travel and tourism, Engineering, Scientific research, Games manufacturing/design/testing, (and last but not least!) Teaching</p>
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<b>Course Format - Mandatory Units</b>	<p>Understanding Language (Reading &amp; Listening)</p> <p>Using Language (Speaking and Writing)</p> <p>Specialist Study</p> <p>Speaking, Reading, Translation, Listening, Discursive Writing</p>
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**Course Details**

Advanced Higher is aimed at a broader range of pupils, than just those who want to study languages in Higher Education. There is much value in an award at Advanced Higher, as an extra skill to bring to a wide range of degree. The aims are to develop what was learnt for Higher, in terms of fluency, accuracy and sophistication. The expression of opinions and exchanging of ideas stressed at Higher will be taken forward to more complex cultural topics. As we begin to consider current affairs from the viewpoint of those living in the country of the target language, there will be a greater opportunity to compare and contrast these issues with our experience in Britain.

**Society** – Personal Relationships  
 Lifestyles  
 Media  
 Globalisation  
 Citizenship

**Learning** – Learning in context  
 Education

**Employability** – Jobs  
 Work and CVs

**Culture** – Planning a Trip  
 Other Cultures  
 Traditions, Customs and Beliefs  
 Film and Media  
 Literature of Another Country

Candidates must complete all the mandatory units and the final exam.

\*NB: Course arrangements are subject to change. Changes will be published by the SQA later this year\*

There is an internal and external assessment. For the internal units, pupils must pass one assessment in each skill (Reading, Listening, Speaking and Writing). The final exam is made up of a Speaking assessment, carried out with the class teacher and worth **25%** of the final grade, a Specialist Study (**15%**) and two exam papers:

**Paper 1: Reading (25%) and Translation (10%)**

**Paper 2: Listening (15%) and Discursive Writing (20%)**

Course Modern Studies

Level Advanced Higher

Entry Requirement S4 → S5	N/A
Entry Requirement S5 → S6	Higher A or B in Social Subject and English, alongside teacher recommendation if necessary

Progression Route	<p>The Advanced Higher course has been designed to prepare pupils for the working patterns and demands of higher education at Scottish or English universities</p> <p><b>Careers:</b> Modern Studies provides a useful qualification for a wide range of careers e.g. journalism, law, politics, civil service, television, police and social work, and the health service</p>
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Course Format	<p><b>Unit 1:</b> Contemporary Issues</p> <p><b>Unit 2:</b> Practical Research &amp; Project Dissertation</p>
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### Course Details

The Advanced Higher course builds on work covered at Higher. Candidates are required to study the topics 'Contemporary Issues' and 'Researching Contemporary Issues' within the United Kingdom and the USA while adopting an international comparative approach; develop skills of evaluation, analysis and synthesis of evidence on contemporary issues; and critically evaluate a range of social science research methods

**Progression of Learning.** Pupils gaining an 'A' or 'B' pass in Modern Studies and/or any other Social Subject and/or English could be considered for entry.

**Methods of Learning:** Pupils will use a wide variety of resources – PowerPoint, textbooks, DVDs and the Internet, visiting speakers, use of Edinburgh University Library and outside visits where appropriate. Pupils will be expected to undertake course reading at home, with time in class used to discuss it in a seminar-style setting. In addition, candidates are expected to be able to undertake parts of the course with minimal supervision.

**Form of Assessment:** Internal Assessment: a number of Assessment Outcomes need to be successfully completed before the course award can be made. External assessment: one exam paper and a project (dissertation) must be completed. The external exam paper consists of 90 marks, 60 marks being allocated to questions on comparative politics and 30 marks allocated to research methods. The project (dissertation) is worth 50 marks and should not exceed 5000 words. Total marks: 140.

**Homework:** will involve:-

1. Research for project (dissertation) and course content
2. Exercises based on suitable SQA assessments
3. Background reading from appropriate political journals and current affairs
4. Assignments issued during class

In addition, the Advanced Higher course has been designed to specifically cater for pupils who intend to embark upon a social science course within higher education at either Scottish or English universities.

**Department****MUSIC****Course**

Music

**Level**

Advanced Higher

<b>Entry Requirement S4 → S5</b>	N/A
<b>Entry Requirement S5 → S6</b>	Higher Music grade A or by negotiation with Curriculum Leader

<b>Progression Route</b>	College/University/Employment  <b>Careers:</b> Performer, composer, journalist, primary and secondary teaching, sound engineer, media and TV, radio, film industry, music therapy, computer game design, graduate training schemes, music theatre
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<b>Course Format</b>	<b>Unit 1:</b> Performing <b>Unit 2:</b> Understanding <b>Unit 3:</b> Composition
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**Course Details**

This course is designed with three groups of pupils in mind. The first is the music lover who wishes to study music for pleasure, the second is the pupil who wishes to gain the qualification for entrance into a non-music course. The final pupil is the young person who wishes to continue studying music in further education.

The Course consists of a Performance exam worth 60% and a Written Paper worth 40%. You will study performance on two instruments, both worth 30% each of the overall mark. You can play any style of music as long as it is of an appropriate standard (grade 5 or equivalent). The overall performance time on both instruments should amount to 18 minutes with a minimum of 6 minutes on one instrument.

The Written paper tests musical knowledge and understanding from The Renaissance through to the present day, anything from electronic dance music to opera!

Also, as part of the course you will also compose music, and explore the social and cultural influences on a musical genre of your choice.

**Course** Physical Education**Level** Advanced Higher

<b>Entry Requirement S4 → S5</b>	N/A
<b>Entry Requirement S5 → S6</b>	Higher A/B pass. Higher English (essential) – A/B Pass. Pupils who are performing/playing sport at a high level

<b>Progression Route</b>	<p>This course will provide progression to Higher Education degrees and further study in physical education and sport. This course will also develop independent research and investigation skills that are vital for all college and university courses.</p> <p>Careers: Sports Administration, Sports Medicine, Sports Science, Sports Coaching, Sports development and Physical Education Teaching.</p> <p>Advanced higher PE will also develop critical thinking, research and writing skills that are essential for ALL college and university courses.</p> <p>Advanced Higher PE is equal to all other Advanced Highers.</p>
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<b>Course Format</b>	<b>Unit 1:</b> Performance Skills <b>Unit 2:</b> Factors Impacting Performance
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**Course Details**

The purpose of this course is to research and analyse factors which underpin and impact on performance, and use this knowledge to develop pupils own performance or that of others. To do this effectively, learners will engage in research and undertake independent investigative work, and develop skills of analysis, evaluation and communication.

**Unit 1: Performance Skills:** Pupils must select, apply and adapt a repertoire of complex movement and performance skills in challenging contexts in one activity.

**Unit 2: Factors Impacting Performance:** Investigate factors which impact on personal performance and apply knowledge and understanding to develop and evaluate personal performance.

**Assessment 1: Project (70%):** In this project, pupils will carry out research into a topic which impacts on performance. This may be an area of interest suggested by what pupils have studied in class, but they are also free to research any other appropriate topic. This may be a topic which impacts either pupils own performance, or the performance of another person, team or group. The report should be between 4,000 and 5,000 words in length.

**Assessment 2: Performance (30%):** In this assessment, pupils will carry out a high-level single performance. You should carry out a high-level single performance in your chosen physical activity. The context for the performance must be challenging, demanding or competitive.

**Department****PHYSICS****Course**

Physics

**Level**

Advanced Higher

<b>Entry Requirement S4 → S5</b>	N/A
<b>Entry Requirement S5 → S6</b>	Physics Higher Grade A or B <b>plus</b> Pass at Higher Maths in S5 <b>or</b> studying Higher Maths in S6

<b>Progression Route</b>	Pupils may find this subject useful if going on to study science or engineering subjects at College or University and may be eligible for advanced entry into Year 2 of a degree programme
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<b>Course Format</b>	<b>Unit 1:</b> Rotational Motion and Astrophysics <b>Unit 2:</b> Quanta and Waves <b>Unit 3:</b> Electromagnetism <b>Unit 4:</b> Investigating Physics
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**Course Details**

This course is designed to provide you with a deeper understanding of the nature of Physics and its applications. It builds on the skills, attitudes and abilities that pupils have developed at Higher level and provides a challenging experience for those who wish to study the subject in greater depth. The study of Advanced Higher Physics encourages an interest in current developments and applications of physics.

Units 1, 2 and 3 are subdivided into smaller sub sections. There is an assessment at the end of each sub section which will involve key area questions along with course level questions.

Pupils will also complete an Investigation consisting of an extended period of practical work and analysis. It is essential that pupils engage with this and commit time at home to writing up their work as it progresses.

**Homework:** Pupils are expected to review their notes and do reading and preparation in is given regularly and it is viewed as essential consolidation of coursework.

**Department****SCIENCE****Course**

Scottish Science Baccalaureate Interdisciplinary Project

**Level**

CFE Advanced Higher (0.5 of a full AH course)

<b>Entry Requirement S5 → S6 for the Interdisciplinary Project only</b> (please note the Interdisciplinary Project can be awarded as a standalone unit or as part of the Scottish Science Baccalaureate) <b>Higher Requirement</b>	Any Higher pass in Biology, Chemistry or Physics
<b>Scottish Science Baccalaureate</b>	Any Higher pass in Biology, Chemistry or Physics For the award of an overall Scottish Science Baccalaureate graded as a pass or distinction you must be taking a selection of Higher and Advanced Higher courses to qualify. Every pupil will be credited with the IP on their final certificate but some will be credited with the Scottish Science Baccalaureate.

**Course Format****Part 1:** Progress log (ongoing) and Project Proposal**Part 2:** Project Plan**Part 3:** Presentation of project findings**Part 4:** Evaluation of project**Part 5:** Self-evaluation of generic/cognitive skills development**Course Details****The interdisciplinary project:**

The project is given a suggested time of 80 hours (this means you should expect up to 160 hours). It must be based on a science investigation or practical assignment, will explore and bring out the relevance of either science in one or more of the following broad contexts:

- ♦ employability
- ♦ enterprise
- ♦ citizenship
- ♦ sustainable development
- ♦ economic development

Must take science and put it into its context and relevance. It will develop the generic core skills sought by employers and universities. Will involve learning environments and experiences outside of school and link to other subjects. You can build on your Advanced Higher work - but is not just an extension of the AH project. It can be completed as part of a group – however, you are assessed as an individual on your own work. **Please note this course will have one period of staff contact per week to oversee the project.**

## **Course descriptors and Entry requirements for School College Partnership Courses 2019-20**

Transport – pupils will be provided with bus tokens to get to college but should make their own return journey

An application form for these courses which run in the travel column must be made online. Please let your Guidance teacher know which course you are intending to apply for

**Courses are all subject to change beyond control of the school.**

**If you are selecting a college course or foundation apprenticeship, you must also select a school course as back up.**

Curriculum Area	Course Title	Framework	SCQ F Level	Who should apply?	Expected Progression to Full Time Course	Entry Requirements	Attendance	Time	Duration	Location
	Life Drawing 1	SCP	5	<b>Evening class</b> - available to school pupils over 16	UAL level 3 Diploma Art and Design, UAL Level 3 Foundation Diploma in Art and Design	Studying National 5, Higher or Advanced Higher in Art & Design, Photography, Craft and Technology or Graphic Communication.	Evening Class: Wed Evening	17.00-19.00	12 weeks	Granton
Art & Design	Life Drawing 2	SCP	5	<b>Evening class</b> - available to school pupils over 16	UAL level 3 Diploma Art and Design, UAL Level 3 Foundation Diploma in Art and Design	Studying National 5, Higher or Advanced Higher in Art & Design, Photography, Craft and Technology or Graphic Communication.	Evening Class: Wed Evening	17.00-19.00	12 weeks	Granton
Broadcast Media & Photography	Digital Media Editing NPA	National Progression Award	5	S5 and S6 pupils	NC Media Broadcast or NC Media Audio Visual	Interest in media production	Tue & Thu pm	13.30-16.00	1 Year	Sighthill
Broadcast Media & Photography	Film & Media NPA	National Progression Award	6	S5 and S6 pupils	HNC Media Communications or BA Hons Media Communications/ BA Hons film & Media QMU	Interest in digital video and media industry	Tue & Thu pm	13.30-16.00	1 Year	Sighthill
Broadcast Media & Photography	Foundation Apprenticeship Creative and Digital Media	Foundation Apprenticeship NPA&Diploma units	6	Pupils going into S5 who are interested in working in Broadcast Media and are capable of studying at level 6 in a practical context	HND Audio Visual Technology or HND Creative Industries TV ( with Multi Camera)	Achieved or working towards National 5 Maths and English Pupils should be working towards achieving one or two Highers over S5 and S6 The ability to work towards SCQF level 6 and an interest in developing greater awareness of the industry or considering a career within the Creative Industries	Tue & Thu pm	13.30-16.00	2 years	Granton, Milton Road, Sighthill (subject to demand)
Broadcast Media & Photography	Photography NPA	National Progression Award	5	S5 and S6 pupils	NC Photography	Interest in Photography	Tue & Thu pm	13.30-16.00	1 Year	Sighthill
Broadcast Media & Photography	Photography Higher	SCP	6	S5 and S6 pupils	NC Photography	Interest in Photography	Tue & Thur	13.30-16.00	1 Year	Sighthill & Milton Road



Computing	Computer Games and Software Development	SCP	6	S5 and S6 Pupils	NC Computer Games Software Development,( need a B in Nat 5 maths) NPA Software Development and Digital Design NPA Software Development and Web	Applicants should have National 5 Maths or studying Higher Maths, with a higher in computing or science.	Tue & Thu pm	13.30-16.00	1 Year	Granton
Computing	Introduction to Computer Games and Software Development	SCP	5	S5 and S6 Pupils	Computer Games and Software Development SCP L6 orNPA Software Development and Digital Design or NPA Software Development and Web	No formal requirements but applicants must demonstrate an interest in and commitment to the course. Must have reasonable computer competence	Friday	13.15-16.15	29 weeks	Milton Road
Computing	Foundation Apprenticeship in Information Technology: Software Development year 1	Foundation Apprenticeship NPA& Diploma Units	6	Pupils going into S5 who are interested in working in the IT Sector and are capable of studying at level 6 in a practical context	HND software Development, HND Web Development, HND Digital Design and Development or MA in Software Dev	National 5 Maths, English and Science related subject Pupils should be working towards achieving one or two Highers over S5 and S6, one of which has to be Computing Consideration will still be given to all those not meeting these exact qualifications by way of completing a screening activity at college to establish eligibility.	Tue & Thu pm	13.30-16.00	2 years	Sighthill (& Milton Road/Granton subject to demand)
Music & Sound Production	Music Business NPA with Music Technology NPA (awaiting SQA approval) 2 level 6 NPA qualifications	NPA	6	S5 and 6 Pupils who have an interest in music business & production	HND Music Business yr 1/NC level 6 Sound production	Applicants should have 2 Nat 5 qualifications	Tue & Thu pm	13.30-16.00	1 Year	Sighthill & Milton Road
Performing Arts	Acting & Performance NPA and Professional Theatre Preparation NPA 2 level 6 NPA qualifications	National Progression Award	6	Students who want to progress on to full-time training in Acting	PASS NC Acting or Musical Theatre courses	Selection process	Tue & Thu pm	13.30-16.00	1 Year	Milton Road
Construction	Skills for Work Construction Craft	Skills for Work	4	S4,5,6 pupils	NPA in construction	No formal entry requirements	Tue & Thu pm	13.30-16.00	1 Year	Granton
Construction (Electrical)	Building Services Engineering SFW	Skills for Work	4	Pupils who are interested in developing the skills, knowledge and attitudes, needed for work in the industry. The Course includes safe working practices, energy and the science of building services engineering and helps to develop transferable employability skills	NPA in construction/Building Services	No formal entry requirements	Tue & Thu pm	13.30-16.00	1 Year	Sighthill

Construction (Plumbing)	Building Services Engineering SFV	Skills for Work	4	Pupils who are interested in developing the skills, knowledge and attitudes, needed for work in the industry. The Course includes safe working practices, energy and the science of building services engineering and helps to develop transferable employability skills	NPA in construction/Building Services	No formal entry requirements	Tue & Thu pm	13.30-16.00	1 Year	Granton
Engineering	Automotive: Introduction to Motor Vehicle Industry and Technologies	IMI	4/5	This course offers a practical approach to learning. Subjects include workshop health & safety, car body panel fitting, car service and safety inspections, brake pads and disc fitting, making a hand tool and car washing and valeting. This qualification also includes Personal and Social Development (PSD) units such as vehicle manufacture and environment awareness, which support learners in their preparation for further study or work life.	On successful completion of this programme, pupils can apply for IMI Level 1 Certificate in Transport Maintenance (Light Vehicle or Heavy Vehicle). The skills and knowledge gained in the SCP programme may also support application to National 5 Engineering Skills.	No formal entry requirements	Tue & Thu pm	13.30-16.00	1 Year	Midlothian & Sighthill
Engineering	Skills for Work Engineering Skills National 5	SFW	5	S4,5,6 pupils who interested in developing engineering skills and want to attend college	NC Access to Engineering Systems or Mechanical Maintenance	No formal entry requirements	Tue & Thu pm	13.30-16.00	1 year	Midlothian
Construction	Foundation Apprenticeship in Civil Engineering	Foundation Apprenticeship NC & SVQ	6	Pupils going into S5 who are interested in working in the Civil Engineering Sector and are capable of studying at level 6 in a practical context	HNC/HND Civil Engineering	National 5 including both Maths and English with Technical and/or Science subject Studying to achieve Higher Maths in either S5 or S6 The ability to work towards a SCQF level 6 (Higher) qualification An interest in developing greater awareness of the industry or considering a career in the Civil Engineering sector	Tue & Thu pm	13.30-16.00	2 years	Granton
Engineering	Foundation Apprenticeship in Engineering	Foundation Apprenticeship NC & SVQ	6	Pupils going into S5 who are interested in working in the Engineering Sector and are capable of studying at level 6 in a practical context	On successful completion of the programme students can progress to HND in Engineering Systems or HND in Mechanical Engineering, a Modern Apprenticeship, employment or University	National 5 Maths & Physics at level A-C Studying to achieve Higher Maths in either S5 or S6 An interest in a career in the Engineering Sector	Tue & Thu & Fri pm	13.30-16.45(tbc)	2 years	Midlothian

Science	Foundation Apprenticeship in Scientific Technologies	Foundation Apprenticeship NPA & SVQ	6	Pupils going into S5 who are interested in working in the Life Sciences Sector and are capable of studying at level 6 in a practical context	HNC Applied Science, Modern Apprenticeship, employment or University	Achieved or working towards National 5 Mathematics and Chemistry The ability to study Higher Maths and Chemistry in either S5 or S6 Pupils should have an interest in working in a Scientific Technology environment	Tue & Thu pm	13.30-16.00	2 years	Sighthill
Childhood Practice	Play and Child Development	SCP	4/5	Senior phase pupils with an interest in the Care Sector - Early Years	First Steps / Second Steps/Childhood Practice Level 5	No formal entry requirements	Tue & Thu pm	13.30-16.00	1 year	Granton
Health & Social Care	Foundation Apprenticeship Social Services and Healthcare	Foundation Apprenticeship NPA & SVQ	6	This is for pupils who are considering a career in Care and are not planning to go to University but may be studying 1-2 highsers. Bespoke delivery - by arrangement only	MA in Social Services and Halthcare SVQ 3HNC Social Services, Care and Administrative Practice.Social Services/Health related degree	Studying towards Higher English. Previous study in a related subject would be advantageous. A PVG check is compulsory for this course.	by arrangement	tbc		Bespoke delivery in College by arrangement only.
Health & Social Care	Health and Social Care Higher	Higher	6	S4-S6 who have a genuine interest in employment/further study in health and social care.	exit to employment/modern apprenticeships in health or social care. Progression to collegeWould be considered for interview at QMU or other universities for an appropriate degree/progression to college courses.	Studying at higher level. Pupils who want to progress onto health courses at SCQF Level 6/7 should be studying National 5 or Higher Biology.	Tue & Thu pm	13.30-16.00	1 year	Milton Road & Sighthill
Health & Social Care	Health and Social Nat 5	Nat 5	5	S4-S6 who have a genuine interest in employment/further study in health and social care.	Health & Social Care Higher, exit to employment/modern apprenticeships in health or social care/progression to college courses.	Four National 4's. Pupils who want to progress onto health courses at SCQF Level 6 must have National 4 Biology. Genuine interest in working/studying health and social care.	Tue & Thu pm	13.30-16.00	1 year	Milton Road & Sighthill
Social Sciences	Psychology Higher - Sighthill	Higher	6	Only for pupils in 6th year	HNC Social Science	Applicants must have Higher English and one other Higher social subject .	Tue & Thu pm	13.30-16.00	1 year	Milton Road & Sighthill
Social Sciences	Psychology Higher - Open Learning	Higher	6	Only for pupils in 6th year - Pupils will study in school with support from a lecturer online	HNC Social Science	Applicants must have Higher English and one other Higher social subject .	Tue & Thu pm	13.30-16.00	1 year	Open Learning
Access and Continuing Education (ACE)	Introduction to College	SCP	3-4	S3-S6 pupils who are receiving supported learning or have ASN	Potentially any ACE course. Students are assessed for suitability for progression within ACE or to FE	Desire to participate in Further Education and a positive attitude	Tue & Thu pm	13.30-16.00	18 weeks	Sighthill
Access and Continuing Education (ACE)	Introduction to College	SCP	3-4	S3-S6 pupils who are receiving supported learning or have ASN	Potentially any ACE course - pupils are assessed for suitability for FE and ACE	Desire to participate in Further Education and a positive attitude	Tue & Thu pm	13.30-16.00	18 weeks	Granton
Access and Continuing Education (ACE)	Introduction to College	SCP	3-4	S3-S6 pupils who are receiving supported learning or have ASN	Potentially any ACE course - pupils are assessed for suitability for FE and ACE	Desire to participate in Further Education and a positive attitude	Tue full day	09.00-16.00	18 weeks	Midlothian
Access and Continuing Education (ACE)	Introduction to College	SCP	3-4	S3-S6 pupils who are receiving supported learning or have ASN	Potentially any ACE course - pupils are assessed for suitability for FE and ACE	Desire to participate in Further Education and a positive attitude	Tue pm	13.30-16.00	18 weeks	Milton Road

Access and Continuing Education (ACE)	Introduction to College	SCP	1-2	S3-S6 pupils who are receiving supported learning or have ASN	Potentially any ACE course. Students are assessed for suitability for progression within ACE or to FE	Desire to participate in Further Education and a positive attitude	Tue & Thu pm	13.30-16.00	18 weeks	Sighthill
Access and Continuing Education (ACE)	Introduction to College	SCP	1-2	S3-S6 pupils who are receiving supported learning or have ASN	Potentially any ACE course. Students are assessed for suitability for progression within ACE or to FE	Desire to participate in Further Education and a positive attitude	Thu full day	09.00-16.00	18 weeks	Milton Road
Access and Continuing Education (ACE)	Introduction to College	SCP	1-2	S3-S6 pupils who are receiving supported learning or have ASN	Potentially any ACE course. Students are assessed for suitability for progression within ACE or to FE	Desire to participate in Further Education and a positive attitude	Thu pm	13.30-16.00	18 weeks	Midlothian
Enterprise & Commerce	HNC Police Studies	SCP(HNC)	7	S5 pupils who wish to gain an understanding of the issues that are relevant to a policing environment, as well as developing their understanding of the skills and capabilities required to operate in policing.	This knowledge and skill can be applied in a number of different environments, including: the Armed Forces; Fire Service; Prison Service; Private Custodial Services; Private Security Firms; Social Services; Leisure; Youth or Community work and Voluntary work. The range of skills developed throughout the HNC Police Studies, including research skills, will ensure that candidates can progress into higher levels of education with underpinning learning capabilities in place.	A relevant Scottish Group Award at SCQF level 5/6. One higher in a relevant subject and 4 national qualifications at SCQF level 5/6 or 4 standard grades at Credit level . ILTES 5.5 Different combinations of relevant national qualifications.	Tue & Thu pm	13.30-16.00	2 years	Sighthill
Enterprise & Commerce	Foundation Apprenticeship in Accountancy	Foundation Apprenticeship NPA & SVQ	6	Aimed at pupils going into S5 who are interested in working in Accountancy and have the ability to work towards SCQF Level 6 qualification (equivalent to Higher level) in a vocational context.	Gain accelerated entry onto the level 3 Modern Apprenticeship or progress to HND Business year 1.	Achieved or working towards National 5 Maths and English. An interest in developing greater awareness of the industry or considering a career in the Accountancy sector	Tue & Thu pm	13.30-16.00	2 years	Sighthill
Enterprise & Commerce	Foundation Apprenticeship in Business Skills	Foundation Apprenticeship NPA & SVQ	6	Aimed at pupils going into S5 who are interested in working in the Business Sector and have the ability to work towards SCQF Level 6 qualification (equivalent to Higher level) in a vocational context.	Gain accelerated entry onto the level 3 Modern Apprenticeship or progress to HND Accounting year 1.	A good level of English and numeracy Previous study in a business subject would be advantageous Interest in a career in the Business Sector	Tue & Thu pm	13.30-16.00	2 years	Sighthill
Enterprise & Commerce	Foundation Apprenticeship in Financial Services	Foundation Apprenticeship NPA & SVQ	6	Aimed at pupils going into S5 who are interested in working in the Financial Services Sector and have the ability to work towards SCQF Level 6 qualification (equivalent to Higher level) in a vocational context.	HNC Accounting, HNC Business, HNC legal Services, HNC Marketing, HNC Business with Adminsitration & IT Employment in the financial services sector. Continue studies at college or university. Gain accelerated entry onto Modern Apprenticeship	Achieved or working towards National 5s, preferably in maths and English. A good level of written and spoken English or ILTS 5.5 Numeracy Level 5 An interest in a career in the Financial Services Sector	Tue & Thu pm	13.30-16.00	2 years	Sighthill

Professional Cookery, Hospitality, Retail & Events	Foundation Apprenticeship in Food and Drink Technology	Foundation Apprenticeship NPA & SVQ	6	Aimed at pupils going into S5 who are interested in developing greater awareness of the industry or considering a career in the Food and Drink Industry	MA in Supervision and Leadership SVQ Level 3	Achieved or working towards Nat 5's – Maths, Chemistry or Physics A good level of written and spoken English A good level of Numeracy skills Good problem solving abilities	Tue & Thu pm	13.30-16.00	2 years	Milton Road/Midlothian (dual campus delivery)
ESOL (Community Based)	ESOL Higher	Higher	6	S4 to S6 Pupils	Mainstream college or university courses	National 5 ESOL or assessed as ready for this level	Mon & Wed	Twilight 16.00-18.30	1 year	Drummond High School
ESOL (Community Based)	ESOL National 5	National 5	5	S4 to S6 Pupils	Mainstream college courses	National 4 ESOL or assessed as ready for this level	Mon & Wed	Twilight 16.00-18.30	1 year	Drummond High School
ESOL (Community Based)	ESOL National 4	National 4	4	S4 to S6 Pupils	NC ESOL for Employability Level 5	National 3 ESOL or assessed as ready for this level	Mon & Wed	Twilight 16.00-18.00	1 year	Drummond High School
ESOL (Community Based)	ESOL National 3	National 3	3	S4 to S6 Pupils	NC ESOL for Employability Level 4	Assessed as ready for this level	Tue & Thu	Twilight 16.00-18.00	1 year	Drummond High School
Hair & Beauty	VTCT Level 1 Extended Certificate in Hair and Beauty Skills (VRQ) progression to Level 2 Certificate in Hair & Beauty Skills (Semester 2)	VTCT	4/5	S4 to S6 Pupils who are interested in developing Hair & Beauty Skills at college	VTCT Level 1 Hairdressing (Fast Track, ) Level 2 Hairdressing Level 2 Barbering, Level 2 Cert in Cosmetic make-Up & Beauty Consultancy, Level 2 Beauty Therapy, HND Beauty Therapy	A written exam and skills test as well as a formal interview	Tue & Thu pm	13.30 - 16.00	1 year	Granton & Milton Road
Modern Languages	Advanced Higher French	Advanced Higher	7	For pupils who are interested in languages and wish to study languages at university.	University	Minimum B pass in Higher French. (C pass may be considered subject to interview)	Tue pm and/or Thu pm or self-study at flexible times/ Scheduled Skype calls	13.30 - 16.00	1 year	Sighthill or open learning
Modern Languages	Advanced Higher Spanish	Advanced Higher	7	For pupils who are interested in languages and wish to study languages at university.	University	Minimum B pass in Higher Spanish. (C pass may be considered subject to interview)	Tue pm and/or Thu pm or self-study at flexible times/ Scheduled Skype calls	13.30 - 16.00	1 year	Sighthill or open learning

Modern Languages	Higher French/Nat 5	Higher	6	Pupils who are interested in languages	Advanced Higher French	B in National 5 French	Tue pm and/or Thu pm or self-study at flexible times/ Scheduled Skype calls	13.30 - 16.00	1 year	Sighthill or open learning
Modern Languages	Higher German/Nat 5	Higher	6	Pupils who are interested in languages	No offer of Advanced Higher German but if pupils have two Highers, can progress onto HND Travel and Tourism	B pass in National 5 German	Tue pm and/or Thu pm or self-study at flexible times/ Scheduled Skype calls	13.30 - 16.00	1 year	Sighthill or open learning
Modern Languages	Higher Spanish/Nat 5	Higher	6	Pupils who are interested in languages	Advanced Higher Spanish	B pass in National 5 Spanish	Tue pm and/or Thu pm or self-study at flexible times/ Scheduled Skype calls	13.30 - 16.00	1 year	Sighthill or open learning
Modern Languages	Higher Italian	Higher	6	Pupils who are interested in languages	Advanced Higher Italian	B pass in National 5 Italian	Self-study at flexible times/ Scheduled Skype calls	Self-study at flexible times/ Scheduled Skype calls	1 year	Open Learning
Professional Cookery & Hospitality	Events with Hospitality at SCQF Level 6	SCQF Level 6	6	S5 and S6 Pupils	HND Hospitality Management or HND Event Management	National 5 in Hospitality or 4 Nat 5 subjects in relevant subjects	Tue & Thu pm	13.30 - 16.00	1 year	Milton Road only
Professional Cookery, Hospitality, Retail & Events	Professional Cookery NPA	NPA SCQF Level 3 or 4 depending on demand	3 or 4	Senior Phase pupils with an interest in professional cookery	City & Guilds Level 1 in Professional Cookery or	There are no formal entry requirements for this course but you should show a keen interest in food and cooking.	Tue & Thu pm	13.30 - 16.00	1 year	Granton
Professional Cookery, Hospitality, Retail & Events	Professional Cookery NPA	NPA SCQF level 4	4	Senior Phase pupils with an interest in professional cookery	City & Guilds Level 1 in Professional Cookery	There are no formal entry requirements for this course but you should show a keen interest in food and cooking.	Tue & Thu pm	13.30 - 16.00	1 year	Milton Road
Professional Cookery, Hospitality, Retail & Events	Introduction to Events Co-ordination	SCP	5	For learners with a strong interest in events and being involved in a customer/client focussed industry	NC Events Co-ordination at Level 5 or with One Higher can progress to HN Events Management	4 National 4s in relevant subject areas	Tue & Thu pm	13.30 - 16.00	1 year	Milton Road
Professional Cookery, Hospitality, Retail & Events	Skills for Work - Retailing National 5	SFW	5	For learners with a strong interest in working in retail and who enjoy working with people and in teams. Exciting opportunities	NC Retail	4 National 4s in relevant subject areas	Tue & Thu pm	13.30 - 16.00	1 year	Sighthill & Milton Road

				are emerging within the retail sector including The St James Centre Development, Edinburgh Airport expansion and Fort Kinnaird.						
Travel & Tourism	Skills for Work in Travel and Tourism (with Airport and Airline Operations)	SFW	5	S5 and 6 who have an interest in the travel and tourism industry	Progression on to NC Level 5 Travel and Tourism. For those who do not achieve the entry requirements, they can apply for Introduction to Retail, Events and the tourism industry.	No formal qualifications	Tue & Thu pm	13.30 - 16.00	1 year	Sighthill