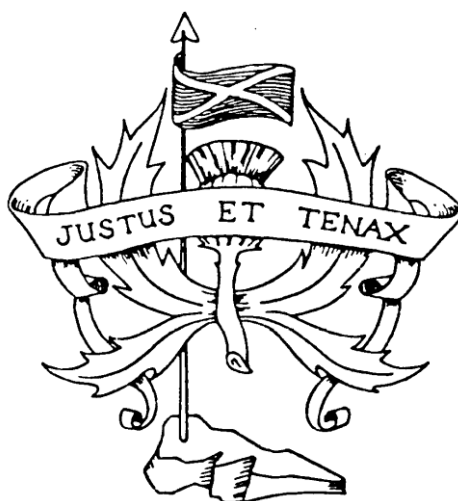


# **BOROUGHMUIR HIGH SCHOOL**



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

**SESSION 2017 – 2018**

# BOROUGHMUIR HIGH SCHOOL

February 2017

Dear Parent/Pupil

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 23 February 2017.

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

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

NAT 5/NPA	White
Higher	Lemon
Advanced Higher/College	Ivory

**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 will 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.



# BOROUGHMUIR HIGH SCHOOL

## FIFTH & SIXTH YEAR COURSES SESSION 2017 – 2018

SECTION	COURSE
<b>INTRODUCTION</b>	National Qualifications Guide University Entrance Entry into S5 Entry into S6 Personal & Social Education in S5 and S6
<b>SECTION 1 NATIONAL PROGRESSION AWARD NATIONAL 5</b>	Art & Design Award in Sports Leadership Biology Business Management Computing Science Design & Manufacture Digital Media Editing Engineering Science English Environmental Science Hospitality – Practical Cookery Lifeskills Mathematics Mandarin Mathematics Media Studies Physical Education Practical Cake Craft Practical Electronics Practical Woodworking
<b>SECTION 2 HIGHER</b>	Art & Design Biology Business Management Chemistry Computing Science Design & Manufacture Drama Engineering Science English Geography Graphic Communication Health & Food Technology History Human Biology Mathematics Media Studies Modern Languages – French/German/Spanish Modern Studies Music Philosophy Physical Education Physics Religious, Moral and Philosophical Studies

<p style="text-align: center;"><b>SECTION 3 ADVANCED HIGHER/S6 COURSES</b></p>	<p>Art &amp; Design – Art College portfolio prep          Biology          Chemistry          Computing          Database Design and Programming (Oracle)          Drama          Economics (Higher)          English          Geography          History          Mathematics          Mathematics of Mechanics          Mathematics – Statistics          Modern Languages – French/German/Spanish          Modern Studies          Music          Photography (Higher)          Physical Education          Physics          Scottish Science Baccalaureate Interdisciplinary Project</p>
<p style="text-align: center;"><b>SECTION 4 SCHOOL/COLLEGE PARTNERSHIP COURSES</b></p>	<p>See Section          SCP School College Partnership</p>

SCQF Level 4 → National 4  
 SCQF Level 5 → National 5  
 SCQF Level 6 → Higher

**COLOUR KEYCODE:**

**SECTION 1            WHITE**  
**SECTION 2            LEMON**  
**SECTION 3 + 4        IVORY**

# NATIONAL QUALIFICATIONS – A QUICK GUIDE

## What are National Qualifications?

National Qualifications are one of three main groups of qualifications awarded by the SQA. The other two groups are Higher National qualifications (usually taken at college) and Scottish Vocational qualifications (work based qualifications).

The types of NQ that you will come across are:

- Advanced Higher
- Higher
- National 5 – has replaced Standard Grade Credit
- National 4 – has replaced Standard Grad General
- National Units
- National Progression Awards SCQF 2-6 aimed at assessing a set of skills and knowledge linked to vocational areas.

**CfE National Qualifications** – The current S4 are studying for these qualifications. The current S5 have these qualifications

National	Grade
5	A,B,C or D
4	Pass or Fail
3	Pass or Fail

## National Units

National Units are the building blocks of National Courses. They are normally designed to take 40 hours of teaching to complete.

## Higher

Highers are aimed particularly at pupils who have achieved a National 5 at A,B,C.

Highers are normally needed for entry into university or college to study for degree or Higher National Certificate or Diploma courses (HNC's or HND's).

## Advanced Higher

Advanced Highers are aimed at pupils who have passed Highers at Grade A or B, and are usually taken in sixth year of school. These courses extend the knowledge and skills gained at Higher and are useful for entry to university or employment.

## National Progression Awards (NPA'S)

National Progression Awards are part of the SCQF and are delivered by schools and colleges and are useful qualifications to take into the workplace or further study. They allow pupils to accumulate units leading to the whole award without an external examination.

## **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 (see next page).

### **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) (see overleaf)

## UCAS TARIFF SYSTEM

### Scottish Qualifications

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

### SCOTTISH CREDIT QUALIFICATIONS FRAMEWORK (SCQF)

SCQF Levels	SQA National Units, Courses and Group Awards	Higher Education (HE) Qualifications	SVQs
12		Doctorate	
11		Masters	SVQ 5
10		Honours degree	
9		Ordinary degree	
8		HND / Diploma of HE	SVQ 4
7	Advanced Higher	HNC / Certificate of HE	
6	Higher		SVQ 3

## ENTRY INTO S5

- 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.
- The post 16 options available are:

*Employment*

*Modern Apprenticeship*

*Further Education Colleges (Edinburgh, Forth Valley, Borders)*

*Returning to School*

Pupils who will not be 16 by 30 September 2017 **must either** return to school **or** investigate college courses which run from August-December 2017. Guidance staff will help complete application forms.

- Course Choice Guidance for S4 Pupils

Progresses to

National 4 Pass                      →                      National 5 Courses or NPA

National 5 A, B or C Pass\* →                      Higher or NPA Courses

**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.

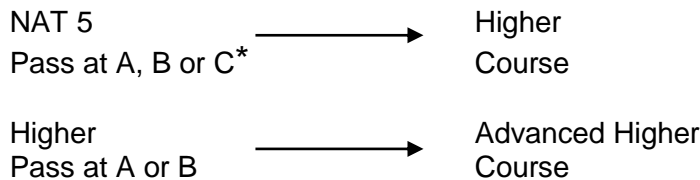
\*A 'C' pass at National 5 may require negotiation with the subject Curriculum Leader.



## ENTRY INTO S6

- Pupils progressing to University should think about studying an Advanced Higher subject in preparation for Year 1 degree level work.
- 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



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. Due to the number of pupils returning to S5/S6, it may be necessary for your son/daughter to change Guidance Teacher with the move into S5.

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 UCAS and College applications with the support of their guidance teacher, Careers Adviser and Year Head.

## **CAREERS INFORMATION**

All pupils have a password to log on to My World of Work. This website has been produced by Skills Development Scotland. It is an invaluable resource to pupils and parents.

[www.myworldofwork.co.uk](http://www.myworldofwork.co.uk)

## **THE EDINBURGH GUARANTEE**

This is a website maintained by the City of Edinburgh Council. It hosts career opportunities for young people age 16-24 years old.

[www.theedinburghguarantee.co.uk](http://www.theedinburghguarantee.co.uk)

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

**Progression Route:** An A pass at National 5 can lead to studying Higher Art & Design or Higher Photography or employment or study within the Creative Industries

**Course Format**

<b>Unit 1</b>	<b>EXPRESSIVE ACTIVITY</b>
<b>Unit 2</b>	<b>DESIGN ACTIVITY</b>

**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 in 2D and/or 3D formats when responding to stimuli.

**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.

**Course assessment structure**

Component 1 — portfolio 160 marks

Component 2 — question paper 40 marks

**Total marks 200 marks**

**Department****PHYSICAL EDUCATION**

**Course** Award in Sports Leadership

**Level** SCQF Level 5

<b>Entry Requirement S4 → S5</b>	An active interest in Sport and Fitness. Must have an interest in working with and leading groups of children.
<b>Entry Requirement S5 → S6</b>	As above

**Progression Routes:** Enhanced CV for a number of careers (e.g. Police, Fire Service, Teaching)  
Paid employment in the Sports and Leisure Industry  
Volunteering opportunities  
Experience gained would enhance applications for entry into Higher Level Sports qualifications at college or university.

**Course Format**

**DEVELOPING LEADERSHIP SKILLS THROUGH PRACTICAL AND THEORY UNITS (SEE UNITS BELOW)**

**Course Details**

The SCQF Level 5 Award in Sports Leadership is a National Qualification which would be an excellent addition to any CV. Skills and experiences gained from this course can lead to a number of opportunities outside of Boroughmuir HS.

The SCQF Level 5 Award in Sports Leadership will give pupils the chance to develop their organisation, motivation and communications skills, whilst also focusing on positive role models in sport, how to mentor others, and how to use leadership skills in a variety of settings.

The course is designed to be a fun and practical with no entrance requirements or final examinations.

Assessment of the course will be a combination of practical and theoretical units and will be assessed on a pass or fail basis. You will have a number of opportunities to work with and lead your peers and children from local primary schools.

Units covered in the course are:

**Unit 1:** Plan, Lead and evaluate Sports Activity sessions

**Unit 2:** Develop Leadership Skills

**Unit 3:** Lead Activities that promote a healthy lifestyle

**Unit 4:** Making Activity sessions inclusive

**Unit 5:** Positive Role models in Sport

**Unit 6:** Organise and deliver a sports event

**Unit 7:** Pathways in sports and recreation

**Unit 8:** Using Leadership skills

<b>Department</b>
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**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

**Progression Route:** Higher Biology or Higher Human Biology

**Careers:** 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

**Course Format**

<b>Unit 1</b>	<b>CELL BIOLOGY – Key Areas</b> <ul style="list-style-type: none"><li>• Cell structure</li><li>• Transport across cell membranes</li><li>• Producing new cells</li><li>• DNA and the production of proteins</li><li>• Proteins and enzymes</li><li>• Genetic engineering</li><li>• Photosynthesis and Respiration</li></ul>
<b>Unit 2</b>	<b>MULTICELLULAR – Key Areas</b> <ul style="list-style-type: none"><li>• Cells, tissues and organs</li><li>• Stem cells and meristems</li><li>• Control and Communication</li><li>• Reproduction</li><li>• Variation and Inheritance</li><li>• The need for transport</li><li>• Effects of lifestyle choices on human transport and exchange systems</li></ul>
<b>Unit 3</b>	<b>LIFE ON EARTH – Key Areas:</b> <ul style="list-style-type: none"><li>• Biodiversity and the distribution of life</li><li>• Energy in ecosystems</li><li>• Sampling techniques and measurement of abiotic and biotic factors</li><li>• Adaptation</li><li>• Natural selection and the evolution of species</li><li>• Human impact on the environment</li></ul>

**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.
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**Department****BUSINESS EDUCATION****Course** Business Management**Level** National 5

<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

**Progression Route** 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.

**Course Format**

<b>Unit 1</b>	<b>UNDERSTANDING BUSINESS</b>	<b>40 HOURS</b>
<b>Unit 2</b>	<b>MANAGEMENT of MARKETING and OPERATIONS</b>	<b>40 HOURS</b>
<b>Unit 3</b>	<b>MANAGEMENT of PEOPLE and FINANCE</b>	<b>40 HOURS</b>

**Course Details**

Whether planning to find a job or to move into further education, this course can provide you with the skills needed to understand how business and organisations operate. The knowledge and skills you will acquire in relation to marketing and financial management are fundamental to understanding how business decisions are made. An understanding of the structure of organisations and the current methods of managing these is a skill that can prove valuable in the current job market. You will be encouraged to think in an enterprising way - necessary in contemporary business environments. You will be expected to keep abreast of current trends in business activities by regularly using IT to access news and current affairs websites.

**Assessment**

You will be expected to pass an assessment in each topic. The course award will be assessed by an internal coursework (30%) and an external exam (70%).

**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** Computing Science

**Level** National 5

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

**Progression Route:** 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.

**Course Format**

<b>Unit 1</b>	<b>INFORMATION SYSTEMS DESIGN AND DEVELOPMENT</b>
<b>Unit 2</b>	<b>SOFTWARE DESIGN AND DEVELOPMENT</b>

**Course Details**

This course will give the opportunity to:

- Experience the software development process in different contexts to understand how computer programs work by creating your own programs.
- Look at current developments in technology and their impact on society.
- Develop information systems such as web sites and databases using different media – text, graphics, animation, video and audio.
- Explore the hardware of networks and the potential security risks involved in setting up information systems.

**Assessment**

Learners will sit an external question paper which counts for 60% of the final grade. The remaining 40% will be assessed by an assignment carried out in class 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.

**Course** Design and Manufacture

**Level** National 5

<b>Entry Requirement S4 → S5</b>	National 5 C pass in Design and Manufacture
<b>Entry Requirement S5 → S6</b>	National 5 C pass in Design and Manufacture

**Progression Route:** Other SQA qualifications in Design and Manufacture or related areas further study, employment and/or training

### Course Format

<b>Unit 1</b>	<b>DESIGN</b>
<b>Unit 2</b>	<b>MATERIALS AND MANUFACTURE</b>

### 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.



**Course** Digital Media Editing

**Level** National Progression Award

<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

**Progression Route:** 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.

**Course Format**

<b>Unit 1</b>	<b>STILL IMAGES EDITING</b>	<b>40 HOURS</b>
<b>Unit 2</b>	<b>AUDIO EDITING</b>	<b>40 HOURS</b>
<b>Unit 3</b>	<b>VIDEO EDITING</b>	<b>40 HOURS</b>

**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.

**Course** Engineering Science

**Level** National 5

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

**Progression Route:** Advanced Higher Engineering Science, a range of engineering-related HNCs and HNDs, degrees in Engineering and related disciplines

**Careers:** Careers in Engineering

### Course Format

<b>Unit 1</b>	<b>ENGINEERING CONTEXTS AND CHALLENGES</b>
<b>Unit 2</b>	<b>ELECTRONICS AND CONTROL</b>
<b>Unit 3</b>	<b>MECHANISMS AND STRUCTURES</b>

### 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.

<b>Department</b>
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**ENGLISH**

**Course** English

**Level** National 5

<b>Entry Requirement S4 → S5</b>	National 5 Grade C, D or lower (resit) <b>or</b> National 4
<b>Entry Requirement S5 → S6</b>	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 **may** progress after discussion with Curriculum Leader and Depute Head Teacher.

### Course Format

<b>Unit 1</b>	<b>ANALYSIS &amp; EVALUATION</b>	<b>60 HOURS</b>
<b>Unit 2</b>	<b>CREATION &amp; PRODUCTION</b>	<b>60 HOURS</b>
	<b>ADDITIONAL TIME TO ENRICH LEARNING</b>	<b>40 HOURS</b>

### Course Details

Nat 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.

#### Assessment

All internal assessment standards 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-three hours per week, including the weekly Broadsheet Review. All pupils are issued with a course calendar giving key dates.

**Department****SCIENCE****Course** Environmental Science**Level** National 5

<b>Entry Requirement S4 → S5 eg National 3/4/5 Grade Requirement</b>	S4 pupils who achieve a National 5 course award in Biology, Chemistry, Physics <b>or</b> S4 Pupils who achieve some or all of the N5 Biology, Chemistry, Physics units but do not sit the National 5 exam
<b>Entry Requirement S5 → S6 eg Standard Grade or Higher Requirement</b>	Pupils who achieved a National 4 (N4) Environmental Science course award or a N4 course award in Biology, Chemistry or Physics  Pupils who achieved a National 4 or National 5 course award in Biology, Chemistry, Physics or Geography (National 5)

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

- Higher Environmental Science
- National 5 in Biology, Chemistry, Physics or Practical Electronics

**Future Careers Areas**

- Environmental consultant
- Water quality scientist
- Nature conservation officer
- Waste management consultant
- Landscape architect
- Toxicologist
- Transport planner

**Course Format**

<b>Unit 1</b>	<b>Living Environment</b>
<b>Unit 2</b>	<b>Earth's Resources</b>
<b>Unit 3</b>	<b>Sustainability</b>

**Course Details**

Environmental science is a multidisciplinary science course that includes aspects of Biology, Geography, Chemistry, Physics, Ecology, Soil Science, Geology and Atmospheric Science and in order to learn more about the environment, and the solution of environmental problems.

Students will develop interest and enthusiasm for environmental science in a range of contexts and develop investigative and experimental skills.

They will develop a problem solving approach to attempt to develop solutions for sustainable practices. Students will become more scientifically literate citizens, able to review the science-based claims they will meet.

20% of the final mark will be gained through an externally marked assignment  
80% of the final mark will be gained through an externally marked question paper (exam)

**Course** Hospitality – Practical Cookery

**Level** National 5

<b>Entry Requirement S4 → S5</b>	Interview with Curriculum Leader
<b>Entry Requirement S5 → S6</b>	Interview with Curriculum Leader

**Progression Route:** National 5 Practical Cake Craft  
Higher Health & Food Technology

**Careers:** Hospitality industry, food technologist, advertising, retail, environmental health, trading standards, food product testing, food scientist

**Course Format**

<b>Unit1</b>	<b>COOKERY SKILLS, TECHNIQUES &amp; PROCESSES</b>
<b>Unit 2</b>	<b>UNDERSTANDING &amp; USING INGREDIENTS</b>
<b>Unit 3</b>	<b>ORGANISATIONAL SKILLS FOR COOKING</b>

**Course Details**

This is an exciting practical course. It enables learners to develop cookery- related knowledge, understanding and skills and to use them at home, in the wider community and in employment. The course contains a significant amount of practical cookery supported by related theory.

**Cookery Skills, Techniques and Processes**

This unit aims to enhance pupils’ cookery skills, food preparation techniques and their ability to follow cookery processes in a practical setting. Pupils will 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 pupils’ knowledge and understanding and 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 pupils’ planning, organisational and time management skills. Pupils’ will develop the ability to follow recipes; to plan, produce and cost dishes and meals; to work safely and hygienically. They will also extend their ability to carry out an evaluation of a product.

**Assessment**

Pupils’ will be assessed by a practical activity drawing on knowledge, understanding and skills developed across the course. Pupils’ will plan, prepare and cook a three-course meal for a given number of people within a given timescale and present it appropriately.

**Course** Lifeskills Mathematics

**Level** National 4

<b>Entry Requirement S4 → S5</b>	National 3 Lifeskills Mathematics <b>and</b> A recommendation from your S4 teacher
<b>Entry Requirement S5 → S6</b>	National 3 Lifeskills Mathematics <b>and</b> A recommendation from your S4 or S5 teacher

**Progression Route:** Pupils may progress to National 5 Lifeskills Mathematics from this course. National 4 Lifeskills Mathematics may be sufficient for your next step. It can serve as an entry requirement to a variety of college courses.

**Course Format**

<b>Unit 1</b>	<b>MANAGING FINANCE AND STATISTICS (NAT 4)</b>
<b>Unit 2</b>	<b>GEOMETRY AND MEASURES (NAT 4)</b>
<b>Unit 3</b>	<b>NUMERACY (NAT 4)</b>
	<b>PREPARATION FOR LIFESKILLS MATHEMATICS TEST</b>

**Course Details**

**Managing Finance and Statistics (Nat 4)** covers the use of mathematical ideas and strategies that can be applied to managing finance and statistics in straightforward real-life contexts. This includes budgeting, organising and presenting data to explain solutions and/or draw conclusions.

**Geometry and Measures (Nat 4)** covers the use of mathematical ideas and strategies that can be applied to geometry and measurement in straightforward real-life contexts. This includes using shape, space and measures to determine and explain solutions.

**Numeracy (Nat 4)** develops learners' numerical and information handling skills to solve straightforward 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

- motivate and challenge learners by enabling them to select and apply mathematical skills to tackle straightforward real-life problems
- develop confidence and a positive attitude towards the use of mathematics in straightforward real-life situations
- develop the learner's ability to use mathematical reasoning skills to assess risk, draw conclusions and explain decisions and to communicate mathematical information in an appropriate way

**Homework:** 1½ - 2 hours per week

**Course** Lifeskills Mathematics

**Level** National 5

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

**Progression Route:** National 5 Lifeskills 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 **not possible** to progress to **Higher Mathematics** from National 5 Lifeskills Mathematics.

**Course Format**

<b>Unit 1</b>	<b>MANAGING FINANCE AND STATISTICS</b>
<b>Unit 2</b>	<b>GEOMETRY AND MEASURES</b>
<b>Unit 3</b>	<b>NUMERACY</b>
	<b>PREPARATION FOR COURSE ASSESSMENT</b>

**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-calculation.

Homework: 1½ - 2 hours per week

<b>Department</b>
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**EXTERNAL PROVIDER**

**Course** Mandarin

**Level** National 5

<b>Entry Requirement S4 → S5</b>	Pass in a National 5 Modern Languages Course
<b>Entry Requirement S5 → S6</b>	Pass in a National 5 Modern Languages Course

**Progression Route:** This Course or its Units may provide progression to further study

### Course Format

<b>Unit 1</b>	<b>UNDERSTANDING LANGUAGE (READING AND LISTENING)</b>
<b>Unit 2</b>	<b>USING LANGUAGE (WRITING AND SPEAKING)</b>

### Course Details

The National 5 Mandarin Course provides learners with the opportunity to develop skills in listening and talking, reading and writing, which are essential for learning, work and life; to use different media effectively for learning and communication; and to develop understanding of how language works, and use language to communicate ideas and information.

Learners encounter a wide range of different types of texts in different media while they study topics such as family and friends, lifestyles, media, citizenship, education, jobs, work and CV, holiday, countries, cultural events, literature, film and television

The National 5 course covers the themes of Society, Learning, Employability and Culture and will provide the appropriate level of challenge for pupils as they deepen their knowledge of the language.

The course will also put language into context through a number of cultural inputs.

#### Assessment

There is 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 30% of the final grade, and two exam papers:

Paper 1: Reading and Writing 50%  
Paper 2: Listening 20%



Course Mathematics

Level National 5

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

**Progression Route:**

Pupils may progress to

- Higher Mathematics
- National 5 Lifeskills Mathematics

National 5 Mathematics 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.

**Course Format**

Unit 1	EXPRESSIONS & FORMULAE
Unit 2	RELATIONSHIPS
Unit 3	APPLICATIONS
	PREPARATION FOR COURSE ASSESSMENT

**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

**Course** Media Studies

**Level** National 5

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

**Careers:** Creative industries; PR; journalism; advertising etc.

**Course Format**

<b>Unit 1</b>	<b>ANALYSING MEDIA CONTENT</b>
<b>Unit 2</b>	<b>MEDIA ASSIGNMENT</b>

**Course Details**

Nat 5 can be a good 'next step' for those who achieved success in Nat 4 Media in S4, providing staff recommended 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.

**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

**Progression Route:** Higher Physical Education

**Careers:** Sports Administration, Sports Medicine, Sports Science, Sports Coaching, Sports Development and Physical Education Teaching.

**Course Format**

<b>Unit 1</b>	<b>PERFORMANCE SKILLS</b>
<b>Unit 2</b>	<b>FACTORS IMPACTING PERFORMANCE</b>

**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 Cake Craft

**Level** National 5

<b>Entry Requirement S4 → S5</b>	Interview with Curriculum Leader
<b>Entry Requirement S5 → S6</b>	Interview with Curriculum Leader

**Progression Route:** National 5 Hospitality

**Careers:** Hospitality industry, professional baker, food technologist, advertising, retail, environmental health, trading standards

**Course Format**

<b>Unit 1</b>	<b>CAKE BAKING</b>
<b>Unit 2</b>	<b>CAKE FINISHING</b>

**Course Details**

Practical Cake Craft, is a practical and experiential course, develops a range of cake baking and cake finishing skills in hospitality related contexts. This course is ideally suited to those pupils interested in a career in the hospitality industry as well as those who have a general interest in baking.

**Unit: Cake baking**

Prepare and bake a range of cakes and other items

- selecting recipes and planning the stages of baking
- selecting equipment and ingredients, weighing and measuring them accurately
- following safe and hygienic working practices
- following recipe methods to achieve the correct consistency
- controlling the oven temperature and baking correctly, tests for readiness
- cooling, storing and evaluating the baked items

**Unit: Cake finishing**

Prepare and apply a range of finishing to cakes and other baked items by:

- selecting suitable fillings and coatings
- planning the stages of finishing
- trimming and shaping the cakes or other baked items, where necessary, using appropriate tools and/or equipment
- applying appropriate coatings to the cakes or other baked items using the correct finishing application techniques
- creatively applying the finishing decoration techniques to the cakes or other baked items evaluating the finished cakes or other baked items.

**Assessment**

Pupils' will be assessed by a practical activity drawing on knowledge, understanding and skills developed across the course. The activity will require pupil's to demonstrate their knowledge and understanding related to cake baking and finishing and to apply their skills in the production of cakes.

<b>Department</b>
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**Physics**

**Course** Practical Electronics

**Level** National 5

<b>Entry Requirement S4 → S5</b>	There are no formal entry requirements for the course, however a National 4 or 5 in Engineering Science or Physics would be advantageous.
<b>Entry Requirement S5 → S6</b>	There are no formal entry requirements for the course, however previous studies in Engineering Science or Physics would be advantageous.

**Progression Route:** Nat 5 or Higher in Physics or Engineering Science, college courses in engineering or an apprenticeship (e.g. electrician or electrical engineering)

**Careers:** Electrician, electrical engineering

### Course Format

<b>Unit 1</b>	<b>CIRCUIT DESIGN</b>
<b>Unit 2</b>	<b>CIRCUIT SIMULATION</b>
<b>Unit 3</b>	<b>CIRCUIT CONSTRUCTION</b>

### Course Details

The National 5 Practical Electronics course enables learners to develop knowledge and understanding of key concepts in electronics and to apply these in a range of contexts. Learners gain a range of practical skills in electronics; including skills in analysis and problem solving, design skills, skills in the safe use of tools and equipment, and skills in evaluating products and systems.

#### **Circuit Design**

Pupils will learn about analogue and digital circuits and the key components used in their construction.

#### **Circuit Simulation**

Pupils will learn how to use a software package to simulate circuits, improve circuit design and produce PCB layouts and tracking diagrams

#### **Circuit Construction**

Pupils will develop skills in electronic construction including the use of prototype boards, stripboards and PCBs as well as a range of wiring techniques.

#### **Assessment**

The course is internally assessed with no exam. The pupils will undertake a range of tasks that will develop and assess their skills and knowledge, they will also complete a design and construction project which is marked and graded.

#### **Homework**

The pupils will be issued with a **home study booklet** which contains circuit simulation and planning tasks that can either be done at home, at lunchtime or after school. Completion of these tasks away from the classroom will consolidate skills ahead of assessment tasks and allow pupils to concentrate on improving their electronic construction skills as well as focusing on their knowledge and understanding.

**Department****DESIGN AND ENGINEERING****Course** Practical Woodworking**Level** National 5

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

**Progression Route:**

- National Certificate Group Awards (NCGAs)
- A range of other practical technological courses at National 5
- Skills for Work and sector-specific SQA qualifications

**Course Format**

<b>Unit 1</b>	<b>BENCH SKILLS 1 – FLAT FRAME CONSTRUCTION</b>
<b>Unit 2</b>	<b>BENCH SKILLS 2 – CARCASE CONSTRUCTION</b>
<b>Unit 3</b>	<b>MACHINING &amp; FINISHING</b>

**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.

**Course** Art & Design

**Level** Higher

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

**Progression Route:** A Higher pass could lead to Advanced Higher in S6

**Careers:** Higher Art & Design is a valuable qualification for a variety of employment options in the creative industries and is valuable for Architecture and Landscape Architecture courses.

**Course Format**

<b>Unit 1</b>	<b>EXPRESSIVE ACTIVITY</b>
<b>Unit 2</b>	<b>DESIGN ACTIVITY</b>

**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.

**Course assessment structure**

Component 1 — portfolio 160 marks

Component 2 — question paper 60 marks

**Total marks 220 marks**

Course Biology

Level Higher

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

**Progression Route:** 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.

### Course Format

<b>Unit 1</b>	<b>DNA AND THE GENOME – 5 subunits</b> <ul style="list-style-type: none"> <li>• Structure and Replication of DNA</li> <li>• Gene Expression</li> <li>• Differentiation in Multicellular Organisms</li> <li>• Genome and Mutations</li> </ul>
<b>Unit 2</b>	<b>METABOLISM AND SURVIVAL – 3 subunits</b> <ul style="list-style-type: none"> <li>• Metabolism and Enzymes</li> <li>• Cellular Respiration</li> <li>• Growth and Metabolism</li> </ul>
<b>Unit 3</b>	<b>SUSTAINABILITY AND INDEPENDENCE – 6 subunits</b> <ul style="list-style-type: none"> <li>• Science and Food Production</li> <li>• Photosynthesis and Energy Transfer</li> <li>• Crop Protection and Animal Welfare</li> <li>• Inter-relationships and Dependence</li> <li>• Social Behaviour</li> <li>• Biodiversity</li> </ul>

### Course Details

Higher Biology continues to develop skills of:

- Knowledge and Understanding
- Problem Solving
- Practical Work (LO1)
- Processing Data (Assignment)

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 are 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 or B pass
<b>Entry Requirement S5 → S6</b>	National 5 with an A or B 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

**Progression Route** 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.

**Course Format**

<b>Unit 1</b>	<b>UNDERSTANDING BUSINESS</b>
<b>Unit 2</b>	<b>MANAGEMENT OF MARKETING and OPERATIONS</b>
<b>Unit 3</b>	<b>MANAGEMENT OF PEOPLE AND FINANCE</b>

**Course Details**

This course gives students valuable knowledge and understanding of a business and enterprise environment appropriate to the skills required currently in commerce and industry. Whether intending to start a business or to continue with further study, this course allows students to develop skills in finance, marketing and human resource management which will enhance their suitability for a range of employment opportunities. Best practice in contemporary businesses and organisational structures are studied and management strategies in decision making examined. Students are encouraged to access websites to keep abreast of current business activities and on-line information is used to enhance the understanding of business in a wider context. Students learn to think, act and make decisions in an enterprising manner, acquiring skills that can be applied in the rapidly changing employment market.

**Assessment**

Regular tests are used to inform pupils of their progress. Grades are determined by the final examination (70 marks) and an assignment carried out in class (30 marks).

**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 CFE Higher

<b>Entry Requirement S4 → S5 eg National 5 Grade Requirements</b>	National 5 Chemistry with Grades A, B or C <b>or</b> Grades A or B in National 5 Physics, Biology or Maths (an interview with Mr Hembury is required for this option)
<b>Entry Requirement S5 → S6 eg National 5 / Higher Requirements</b>	National 5 Chemistry with Grades A, B or C <b>or</b> Higher Physics, Higher Biology/Human Biology or Higher Maths (an interview with Mr Hembury is required for this option) <b>or</b> CFE Higher Chemistry Unit 1, 2, or 3 passes

**Progression Route** This Course or its Units may provide progression to:  
 - Advanced Higher Chemistry  
 - Higher Physics, Higher Biology/Human Biology

#### Future Careers Areas

Chemical engineer  
 Forensic scientist  
 Finance (accountancy)  
 Analytical chemist, Healthcare scientist, clinical biochemistry.  
 Pharmacologist  
 Research scientist (physical sciences)  
 Toxicologist

#### Course Format

<b>Unit 1</b>	<b>CHEMICAL CHANGES AND STRUCTURE</b>
<b>Unit 2</b>	<b>NATURES CHEMISTRY</b>
<b>Unit 3</b>	<b>CHEMISTRY IN SOCIETY</b>
<b>Unit 4</b>	<b>RESEARCHING CHEMISTRY (literature research and practical investigation)</b>

#### 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.

Course Computing Science

Level Higher

<b>Entry Requirement S4 → S5</b> eg National Requirement	National 5 in Computing Science at grade A-C
<b>Entry Requirement S5 → S6</b> eg Standard Grade/Higher Requirement	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.

#### Course Format

Unit 1	<b>SOFTWARE DESIGN AND DEVELOPMENT</b>	<b>40 HOURS</b>
Unit 2	<b>INFORMATION SYSTEM DESIGN AND DEVELOPMENT</b>	<b>40 HOURS</b>
<b>AN ADDITIONAL 40 HOURS IS USED IN PREPARATION FOR THE COURSE ASSESSMENT</b>		

#### 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.

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

A need for rapid access to the vast amount of information that can be discovered using modern technology has become an integral part of our daily lives. Search engines and social media websites are reached through web sites which are often backed by powerful relational databases. In this section of the course pupils will learn to create practical solutions to problems by developing databases and websites using a range of tools to gain an understanding of the computational concepts that they are based on. Using research they will become more aware of the technical, legal, environmental, economic and social issues related to information systems.

##### **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** Design and Manufacture

**Level** Higher

<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

**Progression Route:** Other SQA qualifications in Design and Manufacture or related areas further study, employment and/or training

**Careers:** Product Design theatre/ T.V. / Films, Graphic Design, Materials Engineer  
Product Manager, Purchasing Manager, Interior Design, Furniture Design

**Course Format**

<b>Unit 1</b>	<b>DESIGN</b>
<b>Unit 2</b>	<b>MATERIALS AND MANUFACTURE</b>

**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 Grade A
<b>Entry Requirement S5 → S6</b>	National 5 Grade A

**Progression Route:**

Further/Higher education.

**Careers:**

Theatre, Law, Media, Design, Technical theatre, Medicine, Education

**Course Format**

<b>Unit 1</b>	<b>DRAMA SKILLS</b>	<b>40 HOURS</b>
<b>Unit 2</b>	<b>PRODUCTION SKILLS</b>	<b>40 HOURS</b>

**Course Details****Course Information**

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 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

**Progression Route:** Advanced Higher Engineering Science, a range of engineering-related HNCs and HNDs, degrees in Engineering and related disciplines

**Careers:** Careers in Environmental, Electrical, Electronic, Civil and Mechanical Engineering amongst others.

**Course Format**

<b>Unit 1</b>	<b>ENGINEERING CONTEXTS AND CHALLENGES</b>
<b>Unit 2</b>	<b>ELECTRONICS AND CONTROL</b>
<b>Unit 3</b>	<b>MECHANISMS AND STRUCTURES</b>

**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 out 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

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

**Progression Route:** 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, 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.

**Careers:** 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.

**Course Format**

<b>Unit 1</b>	<b>ANALYSIS AND EVALUATION:</b> listening and reading to show understanding, analysis and evaluation of ‘detailed and complex’ texts <b>60 HOURS</b>
<b>Unit 2</b>	<b>CREATION AND PRODUCTION:</b> talking and writing to create and produce detailed and complex spoken and written texts <b>60 HOURS</b>
	<b>ADDITIONAL TIME TO ENRICH LEARNING</b> <b>40 HOURS</b>

**Course Details**

The Higher English course is very similar in structure to National 5 English: pupils should already be familiar with the unit outcomes of Analysis and Evaluation, and Creation and Production, as well as 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.

**Assessment** is very similar to Nat 5: a final exam is sat **once all internal unit assessment standards have been met.** The exam builds on skills developed at Nat 5 level; the exam format is similar.

- 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 weekly. 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.

**Department****GEOGRAPHY****Course** Geography**Level** Higher

<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

**Progression Route:** A or B pass at Higher may allow progress to Advanced Higher or progression to Higher Environment Science.

**Careers:** 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.

**Course Format**

<b>Unit 1</b>	<b>PHYSICAL ENVIRONMENTS</b>
<b>Unit 2</b>	<b>HUMAN ENVIRONMENTS</b>
<b>Unit 3</b>	<b>GLOBAL ISSUES</b>

**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:** Each unit is assessed through unit outcomes which must be passed before sitting the final exam. 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 externally assessed by SQA. The final exam 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** Graphic Communication

**Level** Higher

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

**Progression Route:** Other SQA qualifications in Graphic Communication or related areas further study, employment and/or training

**Careers:** Industrial designers, Architecture, Desk top publishers, Drafters, Multi-media designers, Graphic designers

#### Course Format

<b>Unit 1</b>	<b>2D GRAPHIC COMMUNICATION</b>
<b>Unit 2</b>	<b>3D AND PICTORIAL GRAPHIC COMMUNICATION</b>

#### Course Details

##### **2D Graphic Communication**

- Produce and interpret 2D orthographic sketches and drawings
- Produce 2D computer-aided designed/draughted production drawings
- Produce preliminary 2D designs and illustrations for a multi-page promotional document
- Create a multi-page promotional publication and a project set of promotional publications

##### **3D and Pictorial Graphic Communication**

- Produce and interpret pictorial sketches and drawings
- Produce 3D computer-aided designed/draughted models and associated production drawings
- Produce pictorial and 3D illustrations of everyday objects
- Plan and produce pictorial and/or 3D models for promotional purposes

**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

**Progression Route:** Advanced Higher Health and Food Technology

**Careers:** Food product development, dietetics, food technology, nursing, primary and secondary teaching, environmental health, trading standards, public health, advertising, retail food industry

### Course Format

<b>Unit 1</b>	<b>FOOD FOR HEALTH</b>
<b>Unit 2</b>	<b>FOOD PRODUCT DEVELOPMENT</b>
<b>Unit 3</b>	<b>CONTEMPORARY FOOD ISSUES</b>

### Course Details

#### **Food for Health**

This unit develops knowledge and understanding of the relationships between health, food, nutrition, dietary needs of individuals and current dietary advice; and their impact on health for specific people at various stages of life. Pupils will extend their practical skills and apply food preparation techniques using safe and hygienic practices.

#### **Food Product Development**

This unit allows pupils to participate in a range of technological food processing activities which demonstrates the science and functional properties of food and its uses in creating new products in a variety of contexts. Pupils will apply a range of food preparation techniques to design, create, analyse and evaluate food products to meet specified needs.

#### **Contemporary Food Issues**

This unit allows pupils to research a range of contemporary factors affecting food and nutrition, health and wellbeing and consumer choices. Pupils will gain an understanding of national food industry structure, food sourcing and ethics, food choice in a diverse society and the importance of developing informed and discerning choices. Pupils will apply their knowledge and understanding in practical contexts.

#### **Assessment**

All units will be internally assessed.

Exam – 50 marks externally assessed

Technological project – carried out in school and externally assessed.

**Department****HISTORY****Course** History**Level** Higher

<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.

**Progression Route:** Advanced Higher.**Careers:** Law, Politics, Publishing, Journalism, Diplomatic Careers and International Relations, Media and Advertising, Teaching, Archaeology, Science based careers.**Course Format**

<b>Unit 1</b>	<b>HISTORICAL STUDY – EUROPEAN AND THE WORLD: THE USA 1916 - 1968</b> <b>40 HOURS</b>
<b>Unit 2</b>	<b>SCOTTISH HISTORY – MIGRATION AND EMPIRE 1830 - 1939</b> <b>40 HOURS</b>
<b>Unit 3</b>	<b>HISTORICAL STUDY – BRITAIN 1851-1950</b> <b>40 HOURS</b>

**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 is one examination paper based on the three topic areas. This is written under controlled conditions over two and half hours. A written assignment, worth 30 marks, similar to the National 5 assignment, is written up under controlled conditions within 1 hour and 30 minutes. Pupils are continually assessed according to SQA outcomes. They will create a portfolio of extended responses and source analysis as evidence of outcomes being met. The achievement of all outcomes is required to 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 EDMODO sources provided by all teachers.

**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

**Progression Route:** 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

**Course Format**

<b>Unit 1</b>	<p><b>HUMAN CELLS – 8 subunits</b></p> <ul style="list-style-type: none"> <li>• Division and differentiation in human cells</li> <li>• Structure and replication of DNA</li> <li>• Gene expression</li> <li>• Genes and proteins in health and disease</li> <li>• Human genomics</li> <li>• Metabolic pathways</li> <li>• Cellular respiration</li> <li>• Energy systems in muscle</li> </ul>
<b>Unit 2</b>	<p><b>PHYSIOLOGY AND HEALTH – 8 subunits</b></p> <ul style="list-style-type: none"> <li>• Structure and function of reproductive organs</li> <li>• Hormonal control of reproduction</li> <li>• Biology of controlling fertility</li> <li>• Ante- and postnatal screening</li> <li>• Structure and function of blood vessels</li> <li>• Structure and function of heart</li> <li>• Pathology of cardio vascular disease</li> <li>• Blood glucose and obesity</li> </ul>
<b>Unit 3</b>	<p><b>NEUROBIOLOGY AND COMMUNICATION – 4 subunits</b></p> <ul style="list-style-type: none"> <li>• Nervous system and brain structure</li> <li>• Perception and memory</li> <li>• Neurones and neurotransmitters</li> <li>• Communication and social behaviour</li> </ul>
<b>Unit 4</b>	<p><b>IMMUNOLOGY AND PUBLIC HEALTH – 4 subunits</b></p> <ul style="list-style-type: none"> <li>• Non-specific defences</li> <li>• Specific cellular defences</li> <li>• Transmission and control of infectious diseases</li> <li>• Active immunisation, vaccination and evasion of immune response by pathogens</li> </ul>

**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 internally against requirements set out by the SQA and are marked on a pass/fail basis.

Course assessment also includes:

Component 1 – **Exam** (100 marks) Section 1 Objective test (20 marks) Section 2 Restricted and extended response questions (80 marks)

Component 2 – **Assignment** requiring research and communication (20 marks)

N.B. The exam is set by the SQA and both exam and assignment are externally marked by the SQA. The overall mark out of 120 is awarded an A-D grade.

**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.

**Course** Mathematics

**Level** Higher

<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

**Progression Route** Pupils may progress to any or all of

- Advanced Higher Mathematics
- Advanced Higher Mathematics of Mechanics
- Advanced Higher Statistics

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

**Course Format**

<b>Unit 1</b>	<b>EXPRESSIONS &amp; FUNCTIONS (H)</b>
<b>Unit 2</b>	<b>RELATIONSHIPS &amp; CALCULUS (H)</b>
<b>Unit 3</b>	<b>APPLICATIONS (H)</b>
	<b>PREPARATION FOR COURSE ASSESSMENT</b>

**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 Studies

**Level** Higher

<b>Entry Requirement S4 → S5</b>	National 5 Media pass A/B Pupils crashing by negotiation with subject teacher and Curriculum Leader
<b>Entry Requirement S5 → S6</b>	National 5 Media pass <b>A/B</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; careers in the Creative Industries, PR, journalism, advertising etc.

**Careers:** Creative industries; PR; journalism; advertising etc.

### Course Format

<b>Unit 1</b>	<b>ANALYSING MEDIA CONTENT</b>
<b>Unit 2</b>	<b>CREATING MEDIA CONTENT</b>
	<b>MEDIA ASSIGNMENT</b>

### 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.

**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.

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 into 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 & 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

**Progression Route:** Advanced Higher in S6 if A or B Pass at Higher

**Course Format**

<b>Unit 1</b>	<b>UNDERSTANDING LANGUAGE (Reading &amp; Listening)</b>
<b>Unit 2</b>	<b>USING LANGUAGE (Writing and Speaking)</b>
<b>Assessment</b>	<b>This makes up the final exam. Pupils are assessed in Reading, Listening, Speaking and Writing</b>

**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

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

**Employability** – Jobs  
Work and CVs

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

**Assessment**

There is 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 **30%** of the final grade, and two exam papers:

**Paper 1: Reading (30%) and Directed Writing (10%)**

**Paper 2: Listening (20%) and Writing (10%)**

**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.

**Progression Route:** Advanced Higher Modern Studies

**Careers:** Modern Studies provides a useful qualification for a wide range of careers e.g journalism, law, politics, civil service, television, police & social work and the health service

### Course Format

<b>Unit 1</b>	<b>DEMOCRACY IN SCOTLAND AND THE UNITED KINGDOM</b>
<b>Unit 2</b>	<b>SOCIAL ISSUES IN THE UK: CRIME AND THE LAW</b>
<b>Unit 3</b>	<b>INTERNATIONAL ISSUES: WORLD POWER: CHINA</b>

### Course Details

Modern Studies provides pupils with a sound knowledge and understanding of the world in which they live. The course encourages them to explore social, economic and political issues in the UK and abroad and leads to the 'core skill' of 'Critical Thinking'. The course will encourage learners to develop important attitudes including: an open mind and respect for the values, beliefs and cultures of others; openness to new thinking and ideas and a sense of responsibility and global citizenship.

#### Course Outline

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

**Social Issues: Crime & the Law:** The role of law in society. Theories and causes of crime. The impact of crime on society. Methods of tackling crime and their effectiveness. Researching and evaluating a range of written, numerical and graphical sources of information in order to make and justify decisions.

**China:** Political system and process. Recent socio-economic issues. Role in international relations. Evaluating a range of written, numerical and graphical sources of information in order to draw and support conclusions.

**Methods of Learning:** Pupils will use a wide variety of resources – PowerPoint, textbooks, DVDs and the Internet, visiting speakers and outside visits where appropriate. There will also 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 also working on their own. Learners will acquire attributes which will be important for their life and work.

**Form of Assessment:** This comprises a mixture of internal outcomes and external assessment which must be passed before a pupil can be presented for the exam. Each unit is internally assessed and there is an end of course externally assessed exam in the summer.

#### Homework will involve:

1. Assignments related to key aspects of the course
2. Exercises based on exam questions
3. Background reading and viewing of relevant current affairs television programmes.



<b>Department</b>
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**MUSIC**

**Course** Music

**Level** Higher

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

**Progression Route:** Advanced Higher Music/College/University/Vocational Work Schemes

**Careers:** 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.

**Course Format**

<b>Unit 1</b>	<b>PERFORMING</b>
<b>Unit 2</b>	<b>UNDERSTANDING</b>
<b>Unit 3</b>	<b>COMPOSING</b>

**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 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 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 also compose music, and explore the social and cultural influences on a musical genre of your choice.

**Course** Physical Education

**Level** Higher

<b>Entry Requirement S4 → S5</b>	National 5 A/B pass. A very keen interest in Sport & Physical Activity.
<b>Entry Requirement S5 → S6</b>	National 5 pass. A very keen interest in Sport & Physical Activity.

**Progression Route:** This Course or its Units may provide progression to Advanced Higher Physical Education, Higher National Certificates, Higher Education degrees, further study, employment and/or training

**Careers:** Sports Administration, Sports Medicine, Sports Science, Sports Coaching, Sports development and Physical Education Teaching.

**Course Format**

<b>Unit 1</b>	<b>PERFORMANCE SKILLS</b>
<b>Unit 2</b>	<b>FACTORS IMPACTING PERFORMANCE</b>

**Course Details**

The purpose of this course is to develop and demonstrate a broad and comprehensive range of complex skills in challenging contexts. 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. 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.

**Unit 1: Performance Skills:** Learners will develop a broad and comprehensive range of complex movement and performance skills through a range of physical activities. Learners will develop consistency, precision, control and fluency of movement. The Unit offers opportunities for personalisation and choice through the selection of physical activities used for learning and teaching.

**Unit 2: Factors Impacting Performance:** Learners will develop their knowledge and understanding of mental, emotional, social and physical factors that impact on personal performance. Learners will consider how these factors can influence effectiveness in performance. They will develop knowledge and understanding of a range of approaches for enhancing performance and will select and apply this to factors that impact on their personal performance. They will create personal development plans, modify these and justify decisions relating to future personal development needs.

**Assessment 1: Performance (60%)**

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: Examination Paper (40%)**

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

Course Philosophy (SUBJECT TO SQA APPROVAL – PENDING)

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:** Pupils with either an A or B pass at Higher Philosophy may wish to progress to Advanced Higher RMPS

**Careers:** Journalism, teacher, nursing, doctor, lawyer, social worker, archaeologist, psychologist, politician

### Course Format

Unit 1	Arguments in Action
Unit 2	Knowledge and Doubt
Unit 3	Moral Philosophy

### Course Details

#### Three units plus Assignment

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 everyday and 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 or the dream argument.

**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 a moral situation as well as presenting out own viewpoints on the response.

**Assignment:** For the Assignment pupils must choose a philosophical issue for study. This is mainly self-directed with support from the teacher. They will carry out an in-depth study of the different viewpoints and present a well-reasoned and focused argument. Worth 30 Marks – 33% of the total mark. With an emphasis on the application of skills 20 marks for skills 10 marks for Knowledge and understanding of the issue.

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

**Course** Physics

**Level** Higher

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

**Careers:** Higher Physics may be useful for pupils considering a range of careers in the Sciences Engineering, Medicine, Sports Science, Architecture and Finance.

#### Course Format

<b>Unit 1</b>	<b>OUR DYNAMIC UNIVERSE</b>
<b>Unit 2</b>	<b>ELECTRICITY</b>
<b>Unit 3</b>	<b>RESEARCHING PHYSICS</b>
<b>Unit 4</b>	<b>PARTICLES AND WAVES</b>

#### 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:** Units 1, 2 and 4 have unit assessments similar to the key area assessments sat at Nat 5 level. The Researching Physics Unit involves a practical investigation along with some research. There is also an assessed experimental write up and an Assignment to complete during the year.

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

**Homework** is issued on a weekly basis and its completion recorded as satisfactory or unsatisfactory. Satisfactory 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

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

**Progression Route:** Pupils with either an A or B pass at Higher RMPS may wish to progress to Advanced Higher RMPS

**Careers:** Journalism, teacher, nursing, doctor, lawyer, social worker, archaeologist, psychologist

### Course Format

<b>Unit 1</b>	<b>WORLD RELIGION</b>
<b>Unit 2</b>	<b>MORALITY AND BELIEF</b>
<b>Unit 3</b>	<b>RELIGIOUS AND PHILOSOPHICAL QUESTIONS</b>

### Course Details

#### Three units plus Assignment

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: Religion and Justice; Religion and Relationships; Religion, environment and Global issues; Religion, Medicine and the Human Body; Religion 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 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 – 33% of the total mark. With an emphasis on the application of skills 20 marks for skills 10 marks for knowledge and understanding of the issue.

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

**Department****ART & DESIGN****Course** Art & Design**Level** Advanced Higher / Art College portfolio preparation

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

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

**Course** Biology

**Level** Advanced Higher

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

**Progression Route:** 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.

**Careers:**

**Course Format**

<b>Unit 1</b>	<b>BIOLOGY, CELLS AND PROTEINS</b>
<b>Unit 2</b>	<b>ORGANISMS AND EVOLUTION</b>
<b>Unit 3</b>	<b>INVESTIGATIVE BIOLOGY</b>

**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.

<b>Department</b>
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**CHEMISTRY**

**Course** Chemistry

**Level** CFE Advanced Higher

<b>Entry Requirement S5 → S6 Higher Requirement</b>	CFE Higher Chemistry Grade A or B <b>or</b> CFE Higher Chemistry Grade C (subject to interview with Mr Hembury)  Please note that there is a limit of 20 places for this class. Places will be given to pupils based on attainment in the Higher chemistry prelim, final examination and on post-school aspirations.
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### Course Format

<b>Unit 1</b>	<b>CHEMICAL CHANGES AND STRUCTURE</b>
<b>Unit 2</b>	<b>NATURES CHEMISTRY</b>
<b>Unit 3</b>	<b>CHEMISTRY IN SOCIETY</b>
<b>Unit 4</b>	<b>RESEARCHING CHEMISTRY (Individual Practical Investigation)</b>

### Future Careers Areas

Chemical engineer  
Forensic scientist  
Finance (accountancy)  
Analytical chemist, Healthcare scientist, clinical biochemistry.  
Pharmacologist  
Research scientist (physical sciences)  
Toxicologist

### 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 (tbc)**. Assessments will be similar to that at Higher with students completing a portfolio of *Key Area* assessments.

Students will complete an individual practical 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.



<b>Department</b>
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**COMPUTING**

**Course** Computing Science

**Level** Advanced Higher

<b>Entry Requirement S5 → S6 eg Higher Requirement</b>
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S6 pupils only. Higher in Computing Science at grade A-C.
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**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.

### Course Format

<b>SOFTWARE DESIGN AND DEVELOPMENT UNIT</b>
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<b>INFORMATION SYSTEM DESIGN AND DEVELOPMENT UNIT</b>
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<b>PROJECT</b>
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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.

#### Software Design and Development

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

#### Information System Design and Development (Advanced Higher)

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

#### **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 assignment will have 90 marks (60% of the total mark).

##### 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 (40% of total mark).

It may be possible to complete Oracle Certified Associate award in Java Fundamentals as part of the Software Development unit.

**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 requirements S4 -&gt; S5</b>	N/A
<b>Entry requirements S5 -&gt;S6</b>	Higher Computing OR Higher Mathematics; Basic keyboard skills

**Progression routes:** 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.

### 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 modeling 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

**Progression Route:**

Further/Higher Education

**Careers:**

Theatre, Law, Media, Design, Technical Theatre, Medicine, Education

**Course Format**

<b>Unit 1</b>	<b>DRAMA SKILLS</b>
<b>Unit 2</b>	<b>PRODUCTION SKILLS</b>

**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.

**Course** Economics

**Level** Higher

<b>Entry Requirements S4 → S5</b>	Grade A or B in National 5 Business Management <b>and</b> Grade A or B in National 5 Mathematics.
<b>Entry Requirements S5 → S6</b>	National 5 at grade A or B; S6 pupils with no previous experience in Economics will require to have three Highers at grades A – C including English and a qualification in Mathematics at National 5 grade A-B or equivalent.

**Progression Routes** Progression Routes Further study in Advanced Higher Economics or in Higher National programmes. This course provides an excellent basis for further study in general areas such as Business, Social Studies, Management or for Professional Qualifications in Law, Accountancy, Engineering etc.

### Course Format

<b>Unit 1</b>	<b>ECONOMICS OF THE MARKET</b>	<b>40 HOURS</b>
<b>Unit 2</b>	<b>UK ECONOMIC ACTIVITY</b>	<b>40 HOURS</b>
<b>Unit 3</b>	<b>GLOBAL ECONOMIC ACTIVITY</b>	<b>40 HOURS</b>

### Course Details

Economics is about choice and its impact. It relates to every aspect of our lives, from the decisions we make as individuals or families to the structures created by governments and businesses. An economic way of thinking can help learners make better choices relating to their life and work.

The main purpose of the Course is to highlight how important economic concepts, government policies and global trade are to our everyday lives. It will build on learners' own experiences as consumers and, in addition, help them to interpret economic situations through the application of these concepts. You will develop skills in the interpretation, analysis and evaluation of economic information across all areas of the subject

You will be given an insight into the way public and private decisions affect the structure of markets, changes to the supply and demand, government policies used to manage unemployment, inflation and national income. Understanding the influence and consequences each decision has on the living conditions in Scotland, the United Kingdom, the European Union and the wider world today.

#### Assessment

Regular tests are used to inform pupils of their progress. Grades are determined by the final examination which counts for 70% of the final grade and consists of a written paper with a balance of short response and extended answer questions. An assignment completed in class and based on a report showing the results of research and analysis will form 30% of the final grade.

#### 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.

**Department****ENGLISH****Course** English**Level** Advanced Higher

<b>Entry Requirement S4 → S5</b>	N/A
<b>Entry Requirement S5 → S6</b>	Higher English A or B; C only after discussion with Curriculum Leader

**Progression Route:** 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, 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:** 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.

**Course Format**

<b>Unit 1</b>	<b>ANALYSIS AND EVALUATION:</b> reading of fiction and non-fiction for internal assessment and final exam; production of dissertation
<b>Unit 2</b>	<b>CREATION AND PRODUCTION:</b> Folio of Writing

**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 of poetry; critical essay on prose or drama, and the Literature Dissertation. C & P requires a Folio of two different genres or writing. 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.

**Assessment:**

1 x drama or prose essay 25 marks  
 1 x unseen poetry textual analysis 15 marks  
 plus Folio (30 marks) and Dissertation (30 marks)

**Please note:** 60% of the final result comes from internal assessment. **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.**

**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.

Course

Geography

Level

Advanced Higher

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

**Progression Route:****Careers:**

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 and 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.

**Course Format**

Unit 1	<b>GEOGRAPHICAL METHODS AND TECHNIQUES</b>
Unit 2	<b>GEOGRAPHICAL STUDY</b>

**Course Details**

The course focuses on Geographical Skills and is split up into 3 units.

**Geographical Methods and Techniques Unit:** concentrates on map interpretation, gathering and processing techniques and statistical data handling. Practice using these skills is essential for completing the geographical study in the Geographical issues unit.

**Geographical Issues Unit:** This will be assessed by the production of a folio comprising:  
Section A: Geographical Study — a report on geographical research.  
Section B: Geographical Issue — a critical evaluation of an issue from a geographical perspective.

**Final Exam:** This will include 3 questions including detailed map interpretation, gathering and processing techniques and data handling.

**Self-Study**

Pupils must be prepared to spend at least 3 hours per week following up classwork and/or preparing for assessments.

**Additional Information**

Today, the importance of Geography and the significance of contemporary geographical research is clearly apparent when applied globally and nationally in a continually changing world repeatedly facing environmental, political and economic issues. Geography examines how the physical world is shaped, how it affects human activity.

**Course** History

**Level** Advanced Higher

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

**Progression Route:** University - Pupils who complete the course may be eligible for advanced entry into Year 2 of a degree programme at a Scottish University

**Careers:** Law, Philosophy, Politics; International Relations and Journalism, Diplomatic careers, jobs in Arts and Humanities as well as Sciences and Medicine

#### Course Format

<b>Unit 1</b>	<b>HISTORICAL STUDY (8) - SOUTH AFRICA: 1910-1984</b>
<b>Unit 2</b>	<b>HISTORICAL RESEARCH RELATED TO TOPIC STUDIED IN UNIT 1</b>

#### Course Details

An extremely popular and interesting course which looks at the emergence of the apartheid regime in South Africa, from the earliest origins of white supremacy laid down by the Act of Union in 1910, to the social, political and economic impact of successive apartheid legislation on the lives of blacks. The course focuses on the issue of race and class conflict in a rapidly industrialising society and of international pressures on that society. Key themes discussed will be ideology, authority, rights and resistance as well as the role played by US and UK governments. Learn about the key individuals who took vital parts in this tragic story of South Africa's past. From oppressors to resisters, like PW Botha, Nelson Mandela, Ghandi and Steve Biko, this course will help develop empathetic skills within pupils.

The course allows pupils to acquire an in-depth knowledge of a particular country under a political regime. Pupils will build skills of analysing issues, developments and events, drawing conclusions and evaluating the sources. The course is run along the lines of a series of university-style seminars and tutorials with pupils making regular input and assuming responsibility for and control of their own learning under the leadership of their teacher. Pupils are given membership of Edinburgh University Library and are expected to make use of this facility to produce a comprehensive dissertation on a related topic of their choice.

**There are 2 units on the course.**

Unit 1 is a thorough survey of the period. Essays and document based work will be regularly completed.

Unit 2 covers the production of a 4000 word project (dissertation) on an issue explored in Unit 1. Each pupil chooses the issue s/he wishes to explore. For the final assessment a paper of 3 hours is completed. It comprises two essay questions each of 25 marks and 3 document questions totalling 40 marks. The completed and submitted dissertation, for which up to fifty marks can be awarded must be completed by the Spring and marked by the SQA.

**Course** Mathematics

**Level** Advanced Higher

<b>Entry Requirement S4 → S5</b>	N/A
<b>Entry Requirement S5 → S6</b>	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.

### Course Format

<b>Unit 1</b>	<b>METHODS IN ALGEBRA AND CALCULUS (AH)</b>
<b>Unit 2</b>	<b>APPLICATIONS IN ALGEBRA AND CALCULUS (AH)</b>
<b>Unit 3</b>	<b>GEOMETRY, PROOF AND SYSTEMS OF EQUATIONS (AH)</b>
	<b>PREPARATION FOR COURSE ASSESSMENT</b>

### 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

<b>Entry Requirement S4 → S5</b>	N/A
<b>Entry Requirement S5 → S6</b>	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.

### Course Format

<b>Unit 1</b>	<b>LINEAR AND PARABOLIC MOTION (AH)</b>
<b>Unit 2</b>	<b>FORCE, ENERGY AND PERIODIC MOTION (AH)</b>
<b>Unit 3</b>	<b>MATHEMATICAL TECHNIQUES FOR MECHANICS (AH)</b>
	<b>PREPARATION FOR COURSE ASSESSMENT</b>

### 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** Mathematics – Statistics

**Level** Advanced Higher

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

**Progression Route** This course offers a depth of mathematical experience that is relevant to further study or employment in:

- Mathematical & Physical Sciences
- Computer Science
- Medicine & Biological Sciences
- Accounting, Economics, Business & Management
- Social Sciences

### Course Format

<b>Unit 1</b>	<b>DATA ANALYSIS AND MODELLING (AH)</b>
<b>Unit 2</b>	<b>STATISTICAL INFERENCE (AH)</b>
<b>Unit 3</b>	<b>HYPOTHESIS TESTING (AH)</b>
	<b>PREPARATION FOR COURSE ASSESSMENT</b>

### Course Details

**Unit 1 – Data Analysis and Modelling (AH)** Applying skills to

- data collection, presentation and interpretation
- probability theory
- discrete random variables
- particular probability distributions

**Unit 2 – Statistical Inference (AH)**

- applying skills to sampling and central limit theory, intervals and estimation and bi-variate analysis.
- carry out a statistical investigation by collecting and analysing relevant information and communicating the conclusion.

**Unit 3 – Hypothesis Testing (AH)**

- applying skills to parametric tests, non-parametric tests and bi-variate tests.
- carry out a statistical test by posing the hypothesis, collecting & analysing data and communicating the conclusion.

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

**Course** French, German & Spanish

**Level** Advanced Higher

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

**Progression Route** Modern Language at University. This can be combined with a wide range of other subjects and offer the chance to study abroad.

**Careers include** Interpreting, Translating, Travel and tourism, Engineering, Scientific research, Games manufacturing/design/testing, (and last but not least!) Teaching

**Course Format**

<b>Mandatory Unit</b>	<b>UNDERSTANDING LANGUAGE (Reading &amp; Listening) AND USING LANGUAGE</b>
<b>Optional Unit</b>	<b>OPTIONAL UNIT (Extended Reading/Viewing)</b>
<b>Optional Unit</b>	<b>OPTIONAL UNIT (Language in Work)</b>

**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. The mandatory unit develops skills by studying the following contexts:

**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

Pupils also study one of the optional units. The first optional unit offers the chance to study a cultural or social issues through literature, or a film, or a series of linked texts. You also choose a background topic which could reflect your other interests – in music, history, art, film and so on. The second optional unit offers the chance to study the language of the workplace.

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 Portfolio of two pieces of writing (**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

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

**Progression Route:** The Advanced Higher course has been designed to prepare pupils for the working patterns and demands of higher education at Scottish or English universities

**Careers:** 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

**Course Format**

<b>Unit 1</b>	<b>CONTEMPORARY ISSUES</b>
<b>Unit 2</b>	<b>PRACTICAL RESEARCH &amp; PROJECT DISSERTATION</b>

**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

**Progression Route:**

College/University/Employment

**Careers:**

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.

**Course Format**

<b>Unit 1</b>	<b>PERFORMING</b>
<b>Unit 2</b>	<b>UNDERSTANDING</b>
<b>Unit 3</b>	<b>COMPOSITION</b>

**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 – A/B Pass. Pupils who are performing/playing sport at a high level.

**Progression Route:** 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 which are vital for college and university courses.

**Careers:** Sports Administration, Sports Medicine, Sports Science, Sports Coaching, Sports development and Physical Education Teaching.

**Course Format**

<b>Unit 1</b>	<b>PERFORMANCE SKILLS</b>
<b>Unit 2</b>	<b>FACTORS IMPACTING PERFORMANCE</b>

**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.

**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

**Progression Route:** 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

### Course Format

<b>Unit 1</b>	<b>ROTATIONAL MOTION AND ASTROPHYSICS</b>
<b>Unit 2</b>	<b>QUANTA AND WAVES</b>
<b>Unit 3</b>	<b>ELECTROMAGNETISM</b>
<b>Unit 4</b>	<b>INVESTIGATING PHYSICS</b>

### 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 be review their notes and do reading and preparation in is given regularly and it is viewed as essential consolidation of coursework.



**Course** Scottish Science Baccalaureate Interdisciplinary Project

**Level** CFE Advanced Higher (0.5 of a full AH course)

<p><b>Entry Requirement S5 → S6 for the Interdisciplinary Project only</b></p> <p>(please note the Interdisciplinary Project can be awarded as a standalone unit or as part of the Scottish Science Baccalaureate)</p> <p><b>Higher Requirement</b></p>	<p>Any Higher pass in Biology, Chemistry or Physics</p>
<p><b>Scottish Science Baccalaureate</b></p>	<p>Any Higher pass in Biology, Chemistry or Physics</p> <p>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.</p>

**Course Format**

<p><b>Part 1</b></p>	<p><b>Progress log (ongoing) and Project Proposal</b></p>
<p><b>Part 2</b></p>	<p><b>Project Plan</b></p>
<p><b>Part 3</b></p>	<p><b>Presentation of project findings</b></p>
<p><b>Part 4</b></p>	<p><b>Evaluation of project</b></p>
<p><b>Part 5</b></p>	<p><b>Self-evaluation of generic/cognitive skills development</b></p>

**Course Details**

<p><b>The interdisciplinary project:</b>          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:</p> <ul style="list-style-type: none"> <li>◆ employability</li> <li>◆ enterprise</li> <li>◆ citizenship</li> <li>◆ sustainable development</li> <li>◆ economic development</li> </ul> <p>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. <b>Please note this course will have one period of staff contact per week to oversee the project.</b></p>
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## Course descriptors and Entry requirements for School College Partnership Courses 2017-18

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 Column E must be submitted with your final course choice return

**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.**

Faculty	Course Name	SCQF Level	Location	Attendance Pattern	Entry Requirements	Brief Overview	Progression
Engineering & Built Environment	Automotive Engineering Skills for Work	4	Sighthill	Tuesday and Thursday 13:30 – 15:30	<p>There are no formal entry requirements, but before starting the course each applicant will be interviewed.</p> <p>We expect you to demonstrate an interest in and commitment to the course.</p>	<p>This course will provide you with basic skills to establish a grounding in automotive technology. The course is suitable for S4/S5 pupils who are looking to get into the automotive industry. On completion of the course you can progress to full time study or apply for a modern apprenticeship.</p>	<p>Scottish Vocational Qualifications (SVQs) and Modern Apprenticeships in Automotive Engineering.</p> <p>A selection of our full time automotive courses in light vehicle, heavy vehicle, body repair and vehicle spray painting.</p> <p>Further training or employment.</p>
Engineering & Built Environment	National 5 Engineering Skills	5	Midlothian	Tuesday and Thursday 13:15 – 16:30	<p>There are no formal entry requirements, but before starting the course each applicant will be interviewed.</p> <p>We expect you to demonstrate an interest in and commitment to the course</p>	<p>This project-based course is designed to introduce you to different engineering skills and how they can be used to design and produce a component. There is also an electrical unit which involves practical skills. The course is based in IT rooms, workshops and classrooms, allowing you to experience a combination of practical and technical skills you might use as an engineering apprentice or for further study at college or university.</p>	<p>Engineering – An Introduction</p> <p>NC Engineering Systems</p> <p>NC Electrical Engineering</p>

Engineering & Built Environment	Electrical Skills	5	Sighthill	Tuesday and Thursday 13:30 – 16:00	Students will be invited for interview and will be given a short numeracy test at SCQF level 5.	If you want to become an electrician this course provides the perfect platform. You will learn hand skills and wiring techniques which are based around a domestic setting. On completion of the course you can progress to full time study or apply for a pre-apprenticeship course.	Electrical Installation: Pre Apprentice Students can also apply for any NC Electrical course
Engineering & Built Environment	Construction Crafts Skills for Work	4	Granton	Tuesday or Thursday 09:00 – 16:15	No formal entry requirements	Skills for work construction crafts is designed for S4/5 pupils to give you a chance to try a variety of trade disciplines. In addition there is a focus on employability skills working with some large construction companies including opportunities to visit live building sites	Full time pre-apprenticeship courses within the construction department
Creative Industries	Dance	4/5	Granton	Tuesday and Thursday 14:30 – 16:30	No formal qualifications but some dance experience is required	You will be taking classes within the Performing Arts Studio Scotland where our students train up to BA (hons) in dance. You may have some previous experience in dance or a total beginner this will give you the opportunity to work at level 4 or level 5 depending on your current skills and abilities	BTEC Dance level 3 DART SQA Dance Artist HND
Creative Industries	Digital Media Editing	5	Sighthill	Tuesday and Thursday 13:30 – 15:30	Students should have English at National 5 or above, plus two other National 5 qualifications. A proven interest in media would be an advantage e.g. a portfolio of work. Your portfolio could include videos you've made, photographs you've taken, recordings, or even mash-ups you've worked on.	This course is designed to give you an introduction to the processes involved in making and editing short films, radio programmes and stills portfolios. You will cover idea development, pre-production planning and post-production.	On completion of these units you will have the basic knowledge, confidence and practical hands-on experience to study further media units. You will also have portfolio work that showcases your communication, team working and your individual presentation skills. This could be used to enhance your university application.

Creative Industries	Photography	5	Sighthill	Tuesday and Thursday 13:30 – 15:30	It would be beneficial if learners had a keen interest in photography or creative digital media. Ideally, learners should have some degree of aptitude for and a genuine interest in photography that can be nurtured and developed either in a freestanding unit-by-unit basis and/or throughout the group award	This course is ideal if you are interested in developing knowledge and understanding in practical photography. The course is aimed at those who want to explore their interest in photography and perhaps take it to a more advanced level.	The NPA Photography at SCQF level 5 aims to promote a progression route into the new NC Photography SCQF level 6, Higher Photography or other relevant skills for work and creative digital media programmes, (eg the new NC Introduction to Creative Industries SCQF level 5), HNC/HND level Photography. Entry to these courses may be subject to successful portfolio submission and interview. The NPAs will support learners' progression to other courses as well as into employment as (very) junior assistant/junior lab technician.
Creative Industries	Introduction to Computer Games and Software Development	5	Milton Road	Friday 13:15 – 16:30	There are no formal entry requirements, but before starting the course each applicant will be interviewed.  We expect you to demonstrate an interest in and commitment to the course	This course takes students through digital creation skills, delivered in a computer games context. It includes an introduction to programming skills and digital media asset creation such as graphics, and audio.	Upon completion students could progress on to Computing with Digital Media NC level 6 or Computer Games and Software Development level 6
Creative Industries	Computer Games and Software Development (Digital Academy)	6	Granton	Tuesday and Thursday 13:30 – 16:30	National 5 Maths, studying Higher Maths, along with a higher in computing or a science such as physics.	This course takes students through programming and media creation for computer games and then includes a substantial game project.	HND Computer Games Development (requiring Higher Maths)

Tourism, Hospitality & Business	Creative Hairdressing and Make-Up Trends	3	Milton Road and Granton	Tuesday 13:00 – 16:00	Short theory test and Interview	This course crosses over both disciplines of Hairdressing and Beauty Therapy. Students have the opportunity to showcase their skills at the end of the year with a 'catwalk/fashion' event for their parents/guardians and teachers by working together as a team and with the higher level students to plan and carry out the event using the skills they have been taught.	Either Level 1 Hairdressing or Level 2 Beauty Therapy however progression is not guaranteed as there are additional entry qualifications for these courses as follows:  Level 1 Hairdressing – Core Skills in Communication & Numeracy  Level 2 Beauty Therapy – 3 Standard Grades at Credit level
Tourism, Hospitality & Business	Nat 5 French	5	Sighthill	Tuesday and Thursday 13:30 – 16:00	National 4 French or equivalent	This course is ideal for students wishing to progress to a higher level in their understanding, writing and speaking of the French language	Higher French
Tourism, Hospitality & Business	Nat 5 German	5	Sighthill	Tuesday & Thursday 13:30 – 16:00	National 4 German or equivalent	This course is ideal for students wishing to progress to a higher level in their understanding, writing and speaking of the German language	Higher German
Tourism, Hospitality & Business	Higher French	6	Sighthill	Tuesday & Thursday 13:30 – 16:00	National 5 French or equivalent	Higher Modern Languages courses enable learners to read, listen, talk and write in a modern language and to understand and use a modern language. Learners also develop language skills of translation and apply knowledge and understanding of a modern language.	Advanced Higher French

Tourism, Hospitality & Business	Advanced Higher French	7	Sighthill	Tuesday PM 13:00 - 16.00 and via blended learning	Higher French at grade B or above or equivalent	<p>The course offers learners opportunities to develop and extend a wide range of skills.</p> <p>Read, listen, talk and write</p> <p>Apply advanced languages skills in translation</p> <p>Apply knowledge and understanding of a range of contexts</p> <p>Understand, analyse and evaluate complex literary and/or media texts</p>	Other qualifications in modern languages or related areas
Tourism, Hospitality & Business	Higher German	6	Sighthill	Tuesday & Thursday 13:30 – 16:00	National 5 German or equivalent	Higher Modern Languages courses enable learners to read, listen, talk and write in a modern language and to understand and use a modern language. Learners also develop language skills of translation and apply knowledge and understanding of a modern language.	Advanced Higher German
Tourism, Hospitality & Business	Higher Spanish	6	Sighthill	Monday and Wednesday PM 13:30 – 16:00	National 5 Spanish or equivalent	Higher Modern Languages courses enable learners to read, listen, talk and write in a modern language and to understand and use a modern language. Learners also develop language skills of translation and apply knowledge and understanding of a modern language.	Advanced Higher Spanish

Tourism, Hospitality & Business	Advanced Higher Spanish	7	Sighthill	Monday PM 13:00 – 16:00	One Higher in a relevant modern language and other qualifications in chosen modern languages studied at Level 6.	This course offers learners opportunities to develop and extend a wide range of skills: Read, listen, talk and write in Spanish Apply advanced language skills in translation Apply knowledge and understanding of Spanish to a range of contexts Understand, analyse and evaluate complex literacy and/or media texts in the modern language	Other qualifications in modern languages or related areas
Tourism, Hospitality & Business	ESOL National 5	5	Outreach  Drummond Community High School	Monday & Wednesday 16:00 – 18:00  Tuesday & Thursday 16:00 – 18:00	Two units at National 4 or equivalent	In this class students will develop their upper-intermediate and advanced communication skills in English. These skills will be valuable in everyday life, workplace or further study at college or university	Mainstream college courses or ESOL Higher at Drummond CHS
Tourism, Hospitality & Business	ESOL Higher	6	Outreach  Drummond Community High School	Monday & Wednesday 16:00 – 18:30  Tuesday & Thursday 16:00 – 18:30	Pass at National 5 or equivalent	In this class students will develop their upper-intermediate and advanced communication skills in English. These skills will be valuable in everyday life, workplace or further study at college or university	Mainstream courses at college or university. Higher ESOL is accepted by all Scottish universities as part of the general entrance requirements. It is important that you check specific course requirements with the university.

Tourism, Hospitality & Business	Retailing	5	Sighthill	Tuesday and Thursday 13:30 – 16:00	<p>Candidates should have an interest of working within the Retail Industry.</p> <p>All candidates will be invited to a group interview.</p>	<p>The specific aim of this course is to:-</p> <p>Develop team working and problem solving skills, develop communication skills and develop customer care skills. Candidates are encouraged to set personal goals and develop skills of reviewing and evaluating experiences</p>	<p>This Course or its Units may provide progression to:</p> <p>NC in Retailing</p> <p>NC Events Coordination</p> <p>Employment</p>
Tourism, Hospitality & Business	Travel and Tourism: Get Ready for Work	4/5	Sighthill	Tuesday and Thursday 13:30 – 16:00	N/A	<p>This course will give an excellent introduction to the travel and tourism industry. It will develop your knowledge of tourist destinations and customer service preparing you for employment or further education.</p>	<p>NC Travel and Tourism at level 5 or 6</p>
Tourism, Hospitality & Business	Introduction to Events Coordination	5/6	Milton Road	Tuesday and Thursday 13:30 – 16:00	<p>Candidates should have an interest of working within the Events Industry.</p> <p>All candidates will be invited to an interview.</p>	<p>This course is ideal if you are looking to develop the skills required to work within the Events industry – there is an emphasis on team work where you will have the opportunity to engage with others to increase your confidence as well as your communication and selling skills</p>	<p>Successful completion of this course along with one Higher in one of the following subjects – English, Business Management, History, Modern Studies, Religious Studies, Social Science or Psychology can lead to entry to HND year 1 in Events or Hospitality Management.</p>
Health, Wellbeing & Social Sciences	Higher Psychology	6	Sighthill	Tuesday and Thursday 13:30 – 16:00	<p>Due to the high demand for this course, preference will be given to S6 pupils.</p> <p>Entry requirements – Higher English and one other social subject Higher</p>	<p>This course is designed to introduce you to psychology as the scientific study of human behaviour. You will develop knowledge and understanding of psychological explanations for human behaviour and develop research skills used in practical psychological research.</p>	<p>HNC Social Science</p> <p>University courses in Social Science</p>