Dear Parent or Carer
S5/6 Progress Report – February 2025

A copy of your child's Progress Report containing teacher comments will be provided via Pupil Tracking https://cec-boroughmuir.pupiltracking.com/

Further information about tracking can be found https://boroughmuirhighschool.org/wp-content/uploads/2024/12/BHS-Pupil-Tracking-Information-website-update.pdf

S5/6 Course updates

Administration & IT (Higher)
Higher Administration & IT consists of two areas of study: Administrative theory & practice and IT applications.
Pupils have developed their understanding on time and task management, effective teams,
complying with workplace legislation, the impact of digital technologies, and customer care. Pupils will sit a written exam to demonstrate knowledge and understanding of administrative theory from all aspects of the course. This is 42% of the overall marks for the course assessment and is set and marked by SQA.
Pupils have also developed digital skills using various software application functions to analyse, process and manage information. They will be given an assignment to demonstrate their skills on Spreadsheets, Databases, Word Processing and Communication. The assignment is 58% of the overall marks and will be submitted to SQA for external marking. This will take place week beginning 25th March.

Administration & IT (N5)
National 5 Administration & IT course assessment has two components: question paper and assignment. Pupils have developed their knowledge and understanding on the skills/qualities and tasks (duties) of the administrative support function, and the impact of these in the workplace. They have also developed their practical skills using software such as Word Processing, Spreadsheets, Databases, Presentation and Electronic Communication. In the question paper, pupils will have to demonstrate their IT skills in spreadsheet and database applications to produce and process information and complete some questions on administration theory. This is 42% of their overall grade. The assignment requires pupils to demonstrate their problem solving and IT skills in word processing, desktop publishing, presentation, internet research, electronic communication and complete some questions on administrative theory. This is 58% of their overall grade. Pupils are preparing in class for their assignment which will be completed week beginning 11th March. We will then prepare for the final exam.

Art and Design (Higher)
In S5/6 pupils have been working on their Expressive folio and their Design folio as well as preparing for a written exam.
Expressive Folio
Pupils have undertaken several drawing and painting tasks to develop skills, choosing what genre – still-life, portrait or landscape, or combination to study for their final folio. They have now completed several analytical drawings and development studies from their compositional photographs using their iPads for reference. Pupils started to complete their final painting during the prelim in late January and they will have until the 14th of March to complete their expressive folio, which also includes a detailed written evaluation.
Design Folio
Pupils have submitted design proposals with accompanying research and have chosen to produce a 2D graphic design folio (menu, poster, book cover, game cover) or a 3D design folio (lamp, headpiece). They have undertaken several initial studies focusing on developing skills in their chosen area and have completed several developments relating to their chosen theme. They should now be completing their final ideas, following a single line of development, which will culminate in a final design piece and folio by the 14th of March, which also includes a detailed written evaluation.
Written Exam
Pupils have been looking at structuring a response to the picture questions and have studied Lucian Freud as our chosen artist and A.M Cassandre as our chosen designer. Pupils sat a reduced written prelim in January focusing on both design and expressive questions. Throughout March and April pupils will continue to build on their design written work by analysing product, jewellery and costume design pieces. They will continue to get written homework tasks via Teams, where there will be access to resources and past papers up until the written exam on Monday 26th May.

Art & Design (Advanced Higher)
Advanced Higher Art & Design is a project-based course worth 100 marks. It requires the candidate to complete a single project on either a design or expressive theme and complete between 6 and 12 A1 sheets with sketchbooks and samples. There is no final exam but the project must include a Contextual Analysis – a written piece of 2000 words worth 30 marks. The first draft of which has been submitted, and the final edit should be complete by the end of February.

The project work should be complete by **the end of February**, with a final mount up by **Friday 28th March.** There will be continuous reviews and support from the end of February towards the completion date.
The choice of project is the candidate's own, in discussion with the teacher, but it is a research project that must be all the candidate's own work, and not teacher led.

Biology (Higher)
Pupils have completed learning and been assessed on Unit 1 - DNA and the Genome and Unit 2 - Metabolism and Survival. The Prelim exam in January also included all of the key areas covered in Units 1 and 2. The Assignment was completed in December, which is submitted to the SQA and will count towards their final grade.
Pupils should be using the resources provided by teachers through Teams in order to guide the depth and detail of their study as they complete the course with Unit 3 - Sustainability and Interdependence and work towards the final exam. Resources to support learning can be accessed on the iPads through Teams, SharePoint and OneNote and students are also encouraged to make use of Scholar.

Biology (Advanced Higher)
Advanced Higher Biology classes are currently making progress through topics from the three Units which are Organisms and Evolution, Investigative Biology and Cells and Proteins. Topics covered in these units were the focus of the Prelim in January. Pupils are currently working on completing Project work in time for submission by the Easter break.
Pupils should be using the resources provided by teacher through Teams in order to guide the depth and detail of their study as they complete the and work towards the final exam exams. Resources to support learning can be accessed on the iPads through Teams, SharePoint and OneNote and students are also encouraged to make use of Scholar.

Business Management (Higher)
Pupils have completed Unit 1 Understanding Business which cover Types of businesses', structures, objectives, growth and decision making, and Unit 2 Management of Marketing and Operations where they developed knowledge in the Extended Marketing mix, consumer behaviour, product portfolio and the methods of production, supplier and inventory management. After the prelim they have just completed the Assignment in class which is worth 25% of their overall course which will be sent away to SQA for marking. All classes will continue with Unit 3 Management of People and Finance where they will look at recruitment, selection, training methods and the financial accounts and ratio analysis carried out by managers. All support materials for pupils can be found on-line in Office365 (OneNote, Teams) or using Scholar as well as the paper notes and revision booklets that have been given out.

Business Management (Advanced Higher)
Advanced Higher Business management has three areas of study: Unit 1 'The External Business Environment' where pupils develop knowledge and understanding of global business and current issues affecting organisations in an economic, social and environmental context; Unit 2 'The Internal Business Environment' in which they expand their knowledge of both traditional and contemporary management theories and Unit 3 'Evaluating Business Information' where they develop a range of business information used by organisations to reach conclusions. Pupils will also undertake a project which is 33% of the overall marks for the course assessment. After the prelim pupils are working on completing Unit 2 and working towards their projects. All support materials for pupils can be found on-line in Office365 (OneNote, Teams) or using Scholar as well as the paper notes and revision booklets that have been given out.

Computing Science (Higher)
Pupils have competed the Software Design and Development topic (SDD) which develops modular programming and computational-thinking skills by analysing, designing, implementing, testing, and evaluating practical solutions and explaining how these programs work. Alongside the SDD unit, pupils have also developed their understanding and skills in the Web Design and Development (WDD) unit. Pupils have developed knowledge and understanding of web design as well as applying computational-thinking skills to analyse, design, implement, test, and evaluate practical solutions to web-based problems, using a range of development tools including HTML, Cascading Style Sheets (CSS) and JavaScript. We are currently preparing for their SQA course assignment 3/4 periods per week and spending the remaining time developing their understanding of computer systems. Pupils are taught 3 periods per week by Mrs Braisby (SDD) and 2 periods per week (WDD) by Miss Howden (5E) or 3 periods per week by Mr Lynch (SDD) and 2 periods per week (WDD) by Mrs Braisby (5A). All support materials for both units can be found on-line in Office365 OneNote and Teams. The Scholar and Achieve online platforms are fantastic resources to help support preparations for the final exam. The e-Sgoil video support on ClickView are also excellent resources for various aspects of the course.

Computing Science (Advanced Higher)
Advanced Higher Computing offers students an in-depth exploration of advanced topics in computing, providing a solid foundation for further studies or employment in the field. This course is structured to foster critical thinking, problem-solving skills, and advanced technical knowledge. The main units of study are Software Development and Web Design and Development. We also need to study some Database material to be able to complete the practical elements of the main two units. In the Software Development unit, students delve into advanced programming concepts and methodologies. They tackle complex algorithms and data structures , as well as software design principles. Students are also introduced to Object

Oriented Programming. Additionally, they study software testing methods and debugging techniques to ensure the quality and maintainability of their code. In the Web Design and Development unit, students continue their web development journey, learning server-side scripting using PHP. They explore topics such as responsive design, forms, and sessions, gaining practical experience in building dynamic and interactive websites. Assessment for Advanced Higher Computing is a combination of coursework and a final examination. 60% of the overall grade is determined through the project, where pupils produce a substantial computer program or website on a topic of their choice. The project is designed to allow candidates to demonstrate their ability to work independently on a major piece of work. The remaining 30% of the grade is allocated to the final examination, which assesses students' theoretical knowledge, problem-solving abilities, and understanding of key concepts across the course units. This balanced approach to assessment ensures that students have ample opportunities to demonstrate their practical skills and theoretical understanding, preparing them comprehensively for further academic pursuits or careers in computing.

Chemistry (Higher)

The Higher Chemistry course is split into 19 Sections, 15 of which have completed to date. Notes for these sections are provided and completed in class and at home. It is vital pupils write their own summaries for each section as well. Exam questions are provided and should be practised regularly. Access to a Revision Guide is strongly recommended.
The topics we have covered are

- Controlling the Rate
- Periodicity
- Structure and Bonding
- Systematic Carbon Chemistry
- Alcohols
- Carboxylic Acids
- Esters
- Fats and Oils
- Soaps
- Detergents and Emulsions
- Proteins
- Oxidation of Food
- Fragrances
- Skincare
- Getting the Most from Reactants

Support materials are provided on the following websites: scholar.hw.ac.uk; evans2chemweb.co.uk (pupils have username and passwords). The SQA Higher Chemistry website has past exam questions.
Working grades are based on the assessment evidence we have collected, so far this year. This evidence is in the form a unit assessment and the prelim. The assignment was completed in December, which is submitted to the SQA and will count towards 20% of their final grade.

Chemistry (Advanced Higher)

The course builds upon that done at N5 and Higher. It follows the Scholar Advanced Higher course and is available online but also as textbooks which are available in class. Pupils should be using the online version at home as much as possible as well as making regular use of resources on their class Teams page.
The AH course is broadly split into 4 units; inorganic, physical, organic and researching chemistry. Each of these units have been assessed in the prelim.
25% of the overall grade is made up of a write up from the individual project. Pupils have completed the practical element of this and should be in the process of finishing their final draft.

Data Science (NPA)

The NPA (National Progression Award) in Data Science qualification at level 6 consists of 3 units, 2 core units, Data Citizenship & Data Science and a final Project. Each unit provides a number of key skills to process and analyse data.
The Data Citizenship core unit provides skills in interpreting data in different formats to find out insights from the data. Pupils will develop a range of practical skills that they can use to interpret meaning from data and create visualisations to show how data can be used in society.
The Data Science core unit involves gathering data from different sources then analysing it by exploring, modelling and validating the data. In this unit, pupils develop key data handling skills in Excel and Python programming skills for data science as they work through the more practical tasks in this unit.
The Project allows pupils to choose a topic that they wish to investigate in data and research, capture, analyse and present the data using the skills they have gained in the core units.
Assessment of this qualification is by continuous assessment carried out in class. For the Core units, this consists of a number of short theory assessments on sub-topics of each unit and a practical skills assessment combining the practical skills for both the Data Science and Data Citizenship units. The Project unit is assessed by a written report on how pupils have carried out the Project and any conclusions they can make from the results of their Data Analysis.

Design & Manufacture (Higher)

Higher Design and Manufacture has two key areas of study and candidates are nearing the completion of the first: The Design unit. They have studied the design process from brief, design development to creating a final concept. This helps them to develop skills in initiating, developing, articulating, and evolving a design. They have explored and refined design proposals though the application of knowledge at a commercial level on materials, manufacturing processes, and assembly information to finalise their design concept and reach a viable solution.

Candidates have been working on a Folio of work to demonstrate their understanding of the key development stages for Design and manufacture, they have been working on exploring and refining ideas for a product that is to be used in a child's sensory room. The purpose of creating a design Folio at this stage is to offer pupils a clear understanding of what is expected at higher level and ensures they have clear feedback and understand their areas for development prior to the final course assessment task set by the SQA. The project aims to help pupils to develop a working understanding of the iterative nature of the design process. Candidates also develop an understanding of the factors that influence the design, marketing, and use of commercial products.

Advanced Higher D&M course outline

The Advanced Higher Design and Manufacture course allows candidates to enhance their analytical design skills and develop their knowledge and understanding of commercial design and manufacture. There are three course units that must be completed prior to learners undertaking the course assignment worth 62% of their overall grade. The units are Product Evolution, Product Analysis and Product Development. These units will give the learners the skills and knowledge that they require to complete the assignment and the end of year exam. The written exam of the course theory is worth 38% of the total grade. Candidates have completed two units of work to date; firstly, the development unit, where they looked at the development of everyday products to advance their modelling, sketching and analysis skills and where they learned to appreciate issues that influence the design and manufacture of products, and the need for balance and compromise when developing successful commercial products. Secondly, the evolution unit, where they conducted secondary research of an existing product. The unit assessed pupils on their ability to investigate and analyse findings, gaining further insight into the issues that influence products and their impact on society, the environment, and the economy. Currently, candidates are producing their analysis unit. Pupils will produce primary research and complete product testing prior to doing an in-depth dissection of a commercial product with focus on material choices and production techniques. Once candidates have completed all three units they should have the required skill set to undertake the final design folio and the written exam.

Digital Media (NPA)

The Digital Media course is made up of three units: Still Images, Audio and Video. Each of these units has a theory element where pupils learn about how still images, audio and video can be captured and stored in the computer so that it can be manipulated by editing software, taking into consideration file formats and the need to compress these files for sharing. Each unit has a theory assessment that pupils will have been completing at different stages throughout the year that must be passed in order to achieve the unit. Pupils have then been developing their practical skills with acquiring still images, audio and video media elements and using appropriate editing software to manipulate and change the media elements based on the brief that they have been given. These practical skills are used in a small project for each unit where pupils must work towards the brief and explain why they have applied and used specific editing techniques, relating their work back to the brief. This practical project forms the second half of the assessment for each unit alongside the theory assessments.

Drama (Higher)

Pupils studying Higher Drama take part in two units: Drama Skills and Production Skills. Production Skills involves exploring a written text and presenting it on stage. This directly feeds into Section 1 and 2 of the written exam. Drama Skills involves pupils creating and presenting an original piece of Drama that they write themselves. This helps them justify their choices and the choices of other practitioners through the Dramatic Process that also feeds into their written exam. During these units pupils learn how to devise, plan and direct a production, as well as exploring two key production roles. Higher Drama pupils keep a folio of work for each of these units demonstrating their working level and ability in the subject. Once these units are complete, the pupils will work towards their exam, which will be split into three sections. The first section is their performance exam, which is worth 50% of their overall mark. This will take place in March during the school day (9am-5pm). The second part of the exam is a short Preparation for Performance essay, which is worth 10% of their overall grade and is submitted to the Visiting Assessor on the day of the performance exam. The third and final element of the external exam is the written exam. It is worth 40% and will take place in May. Pupils will sit a written paper, which consists of pupils writing two essays; one is based on the text they study in class and the second is an analysis of a live theatrical performance. There is a third, smaller section of questions based on the studied text as well. Pupils will be given the opportunity to attend supported study in preparation for the performance and written exam when supported study returns. All work is uploaded to Teams for pupils to access.

Drama (Advanced Higher)

The Advanced Higher Drama course encourages candidates to exercise their imagination and creativity. They develop important skills, attitudes, and attributes including creativity and adaptability, learning independently, critical thinking, perseverance and resilience. Candidates develop practical skills creating and presenting drama. The course provides scope for personalisation and choice by encouraging candidates to be creative and express themselves in different ways. By exploring and analysing the work of influential theatre practitioners, the course extends the study of the art of professional theatre, its forms and its practices. The course includes:

- active involvement in devising, creating, appreciating, and using theatre to communicate with an audience
- the analysis of texts and the study of influential theatre practitioners

Learning through drama helps candidates appreciate historical, social, cultural and/or political values, identities and ideas. The course enables candidates to explore both the practical and analytical aspects of drama. Candidates investigate how professional theatre practice has been shaped by influential theatre practitioners. The course aims to enable candidates to:

- develop autonomy and independent thinking skills
- analyse professional theatrical performance
- develop knowledge and understanding of professional theatre practice and influential practitioners
- investigate how theatre practitioners have influenced professional theatre
- develop knowledge and understanding of historical, social, cultural and/or political influences on drama
- apply critical, investigative and analytical skills to a performance issue
- apply creative and critical thinking to synthesise ideas and arguments
- develop analytical skills in the interpretation of texts
- develop and extend skills in performing within their chosen area of acting, directing or design develop their skills in devising drama and interpreting complex texts explore how to use theatre and performance skills to communicate effectively with an audience
- develop creativity when applying skills in problem solving, analysis and evaluation.

Economics

Higher Economics consists of three main units. Pupils have covered Unit 1 - Economics of the Market where they have developed their understanding of how to analyse the basic economic problem and have examined how demand and supply drives resource allocation and economic production. Unit 2 UK economic activity where they are developing their understanding of how to analyse government income and expenditure. They have started Unit 3 on Global Economic activity to examine economic features and impacts of developing counties and emerging economies. Currently pupils are sitting their assignment which is 25% of the overall marks for the course assessment and is sent away to the SQA for marking. Once this is completed, they will complete Unit 3. All support materials for pupils can be found on-line in Office365 (OneNote, Teams) or using Scholar as well as the paper notes and revision booklets that have been given out.

Engineering Science (Higher)

Students studying a course in Higher Engineering Science will develop skill in Knowledge and Understanding through the three course themes of: Engineering Contexts and Challenges: developing an understanding of engineering concepts and how they might be applied to solve modern engineering problems. Electronics and Control: studying analogue, digital and programmable electronic control systems using simulation software to explore engineering problems and solutions in a range of differing contexts. Mechanisms and Structures: by applying skills and knowledge in Mathematics to solve a range of complex problems with some simulation to typical engineering problem in Statics and Dynamics.
The Course Assessment comprises two parts:
Part 1: Course Assessment Task (CAT) worth 50 marks.
Part 2: Question Paper, worth 110 marks.
The marks of these two components will be combined and the final award is based on their overall score of 160 marks. All areas of study required for the question paper have now been completed and preparations for the final exam will begin from Monday 4 March.

English (National 5)

Over the course of the academic year, National 5 pupils study a range of literary and non-fiction texts in various genres, focusing on building skills of understanding, analysis and evaluation in preparation for their final exam. Pupils will study either poetry or drama for their Scottish Set Text, and either short stories / a novel, drama, media or poetry for critical essay, combining to form the study needed for paper 2, Critical Reading, worth 40% of the final mark. Reading for Understanding, Analysis and Evaluation (paper 1, worth 30%) work is ongoing throughout the year. The final part of the assessment evidence comes from the Folio of Writing, where pupils will write a variety of pieces of different genres, choosing their best piece for final submission to the SQA in March. This remaining piece is worth 30%. The final grade is made up of all four elements – RUAE, critical essay, set textual analysis and Folio.

English (Higher)
Over the course of the academic year, Higher pupils study a range of increasingly challenging literary and non-fiction texts in various genres, focusing on deepening their skills of understanding, analysis and evaluation in preparation for their final exam. Pupils cover literature texts for both critical essay (paper 2, worth 20%) and for Scottish set text (Paper 2, 20%) as well as Reading for Understanding, Analysis and Evaluation (paper 1, worth 30%). All pupils are expected to produce a fortnightly Broadsheet review between August and Christmas, and to work through the online resources on Scholar, as well as their usual class work. The final part of the assessment evidence comes from the Folio of Writing, where pupils will write a variety of pieces of different genres, choosing their best piece for final submission to the SQA in March. This remaining piece is worth 30%. The final grade is made up of all four elements – RUAE, critical essay, set textual analysis and Folio.

English (Advanced Higher)
At Advanced Higher level, there is a great emphasis placed on personal responsibility for learning and independent study. Over the course of the academic year, Advanced Higher pupils study a wide range of literary and non-fiction texts in various genres, focusing on the building the skills of understanding, analysis and evaluation in preparation for their final exam. This year, all pupils have studied poetry and drama for the AH English Literary Study essay. They have also practised textual analysis skills with a range of poetry and drama texts for the AH Textual Analysis paper. Both papers are worth 20% of the final mark. Work on the Folio of writing, covering creating texts in a range of genres, runs across the academic year. The Folio is worth 30% of their final mark. Finally, the Dissertation is a significant piece of work, worth 30% of their final mark. Each pupil has been allocated a mentor and has chosen texts, planned their outline and should be in the early stages of writing the first draft of the dissertation, due before Christmas. It is the pupil's responsibility to arrange meetings with their supervisor and to meet internal deadlines timeously.

Exercise and Fitness Leadership (Sports Leadership): Learners are working towards three exercise and fitness units; Free Weight Training, Circuit Training and Cardiovascular The units contain a significant theoretical element which will cover exercise physiology (impact of exercise on the body and muscle/joint movements), the safe set up of free weight exercises and performance/leadership of various circuit and cardiovascular exercises. Pupils have been taking part in regular assessments required to successfully achieve the modules. Learners should be using their 'free periods' or time at home to successfully prepare for these assessments. We are targeting the completion of the sport and Exercise modules prior to Christmas.

Pupils will be completing the Leadership awards after the Christmas holidays. Leadership award will investigate various leadership styles and give learners the opportunity the evaluate their own personal and leadership qualities. Learners will be required to plan and organise an event for a group of their choice which will give them valuable experience in leadership on a bigger scale. Learners will document their leadership journey and their steps towards a successful event throughout the process. The award will give pupils the opportunity to develop key transferrable skills to prepare them for further/higher education, employment or further training.

Film and Media (NPA Level 6)
The National Progression Award (NPA) in Film and Media Level 6 is made up of two units; Film and the Film Industry: An introduction, and the Creative Project. The pupils are currently working through Film and the Film Industry that includes units on Technical Codes, Narrative, Genre and Analysis. They have sat their first set of assessments and are currently working towards completing assessment 3 and 4. Pupils are updated on Teams with all course notes and deadlines; supported is available for pupils during lunch and breaks; however, pupils are always welcome in the department to use the equipment or seek help.

Furniture Making (NPA).
The National Progression Award (NPA) in Furniture at SCQF level 5 that has been designed is a practical introduction to furniture making and related skills and can be the first step to a career within the industry.
This National Progression Award consists of three mandatory units (18 SCQF credit points) and one optional unit (6 SCQF credit points).
Mandatory units include:
H3LG 11 Furniture – Workshop Practice,
H3LK 11 Furniture – Timber Frame,
H3MC 11 Furniture – Carcase Making

The furniture industry offers exciting and rewarding careers to individuals with the appropriate skills. It will give candidates the opportunity to develop their knowledge and skills in several key areas including Machine Woodworking, Workshop Practice, Timber Frames, Carcase Construction and Furniture Veneering. Candidates may be able to progress on to the National Certificate (NC) or Higher National Certificate and Diploma (HNC/HND) in Furniture or related qualifications or to enter employment at an apprentice or trainee level as, for example, as a cabinet maker, upholsterer, or polisher/finisher. The NPA is highly practical in nature, and candidates will have plenty of opportunities to practice and develop their skills in a workshop setting.

Computer Games Development (NPA)
The Computer Games Development course consists of three units: Design, Media Assets and Development and has been designed to step pupils through the process of taking a game idea proposal through to design and into development. In the Design unit, pupils consider the different elements that make up a video game and do some research into video games that have already been published, creating their own rating system for the game. They then move on to create a proposal for their own game ideas and pitch these ideas to the rest of the class before moving on to the Media Assets unit where they begin to identify elements that are required to build the game such as player icons (sprites), music and menu titles. Using editing software that has been introduced to them throughout the course, they then begin to create assets for their game ahead of beginning the Development unit where they will then build a prototype of their game using a Python library called PyGame. The course is assessed through a portfolio of tasks that pupils have been working on throughout the year completing the relevant tasks to progress towards pitching, designing and building their own video game idea.

Furniture Making
The National Progression Award (NPA) in Furniture at SCQF Level 5 is a practical introduction to furniture making and related skills, and can be the first step towards a career within the industry. The furniture industry offers exciting and rewarding careers to individuals with the appropriate skills. This award will give candidates the opportunity to develop their knowledge and skills in several key areas, including Machine Woodworking, Workshop Practice, Timber Frame, Carcase Construction, Furniture Veneering, and Furniture Polishing.
An essential component of this course is learning to work to tight tolerances. Precision and attention to detail are paramount in the furniture-making process, ensuring that every piece fits perfectly and is of the highest quality. This focus on accuracy prepares candidates for real-world industry standards and expectations.
Candidates may progress to the National Certificate (NC) or Higher National Certificate and Diploma (HNC/HND) in Furniture or related qualifications. They may also enter employment at an apprentice or trainee level, as a Cabinet Maker, Upholsterer, or Polisher/Finisher. The NPA is highly practical in nature, providing candidates with ample opportunities to practice and develop their skills in a workshop setting

Graphic Communication (Higher)
Higher Graphic Communication assesses pupils on two components, A Production Assignment and Written exam. The Production assignment is broken into three tasks which ask candidates to analyse and assess technical drawings to produce accurate computer aided design models. Pupils will be working with 3D modelling software to build multiple components, assemble and render the product prior to creating technical drawings to a British Standard. As well as the technical drawings produced using 3D modelling software pupils will be expected to produce a range of hand sketches, promotional documents to support the product as well as creating a working environment for the product.
Candidates have been working through a range of projects aimed to target key commands and building techniques required for higher. The projects have been designed to challenge pupils on a range of skills to offer them the best chance at succeeding within the course assessment task set by the SQA. The final course assessment task equates to 40% of the candidate's final grade. Currently Pupils are working on producing a small Ikea product prior to starting a prelim assignment. This assessment approach offers pupils a two-part prelim grade which mirrors the final course assessment conditions. Pupils will be given targeted feedback and areas to improve prior to starting their final project in February. The written component makes up the remaining 60% of the pupil's grade and assesses candidates' ability to detail their knowledge, describe how they would approach a CAD task, demonstrate their understanding of technical drawings, design elements and principles and explain how graphic design is used to market and relay information.

Geography (Higher)
Pupils come to Geography x5 a week. There are 2 exams, scheduled for April 25th. Question paper 1: Physical and Human Environments worth 100, with a duration of 1 hour and 50 minutes and Question paper 2: Global Issues and Geographical Skills, worth 40 with a duration of 50 minutes. Question Paper 1 consists of the following topics- lithosphere (glaciated and coastal landscape), biosphere, hydrosphere, atmosphere, urban landscapes (Jakarta and Edinburgh), population and rural-land degradation). Question paper 2 consists of the following topics- Application of Map Skills for 20 marks and Global Climate Change (20 marks). There is no coursework assignment this year. We have a range of robust and meaningful assessments throughout the course because it is vitally important pupils gain this experience before an exam. Support study takes place every Wednesday lunchbreak in room 2-04. There's an active Teams groups which includes coherent course notes for each topic, past papers, templates and other valuable resources. The teacher puts each lesson in advance on teams.

Geography (Advanced Higher)

Pupils come to Geography x5 periods a week.

There are 2 exams, scheduled for April 23rd morning.

Question paper 1: Physical and Human Environments worth 100 marks, with a duration of 1 hour and 50 minutes. This is scheduled for 09:00 - 10:50

Question paper 2: Global Issues and Geographical Skills, worth 60 marks with a duration of 1 hour and 10 minutes. This is scheduled for 11:20 - 12:30.

There is also an assignment to the course. Pupils write up their assignment report in examined conditions during Mid-March. They have 1 hour 30 minutes to complete it. This is worth 30 marks.

We have a range of robust assessments throughout the course. Pupils are given the invaluable opportunity to attempt a practice revision exercise at the end of the year which involves an attempt to complete 2 question papers (the same structure as the final exam) in test conditions.

Pupils learn about a range of human and physical and topics in Higher including a range of case-study countries and relevant global, environment & social issues such as the climate crisis. They also develop their research, communication, report-writing, analytical , data interpreting and processing skills through the assignment .

Health & Food Technology

Higher Health and Food Technology is a knowledge-based course which includes 3 units of work covered throughout the year. Acquiring this knowledge or developing knowledge from National 5 will require a weekly review of learning which forms the basis of "homework" and continual assessment through closed SQA questions.

- Food For Health
- Contemporary Food Issues
- Food Product Development

The final assessment comprises two components;

- Component 1 – Written Assignment (Due March)
- Component 2 – Question Paper (Exam Diet in May)

Miss Mitchelmore teaches the course on Monday and Tuesday, and Mrs. Snaddon teaches the course on Wednesday and Friday. Resources for the course are available on our class teams page, which has lessons posted in advance and channels with units of work.

Human Biology (Higher)

Pupils have completed Unit 1 - Human Cells and Unit 3 - Neurobiology and Immunology and have been assessed for both parts of this unit via class tests and the January prelim. The Assignment was also completed in December, which is submitted to the SQA and will count towards their final grade.

Pupils should be using the resources provided by teachers through Teams in order to guide the depth and detail of their study as they complete the course with Unit 2 - Physiology and Health and work towards the final exam.

Resources to support learning can be accessed on the iPads through Teams, SharePoint and OneNote and students are also encouraged to make use of Scholar.

History (Higher)

Under Miss Mackintosh the class are studying Paper 1 (comprised of essays). Britain 1851-1951 and USA 1916 – 1968. They will be required to complete an essay on each topic (from a choice of 3) in the final exam. This year the Higher class are being prepared for the Scottish History paper questions (paper 2) with Miss Robb. Meeting once per week, pupils will work through the paper's Part D option on Migration and Empire (1830-1939). The focus here is on four key issues dealing with population movement and social and economic changes both in Scotland and in the British Empire. This paper focuses on developing the pupils' skills of interpretation and evaluation of written historical sources.

Their final grade will consist of an essays paper (44 marks), a sources paper (36 marks) and bn extended essay, completed in class, worth 30 marks.

Mathematics (please review the relevant course that your child is following) -

Mathematics (National 5 Applications of Math):

The topics covered in the National 5 Applications of Maths course so far are:

- Gradient
- Perimeter
- Rules & Formulae
- Area
- Pythagoras Theorem

- Volume
- Tolerance
- Wages

Pupils have further details for each topic in the Geometry & Measures Topic List and the Finance & Statistics Topic List on their Teams page. Pupils sat an exam style assessment covering all the topics above in October. Text used: TeeJay Publishers National 5 Lifeskills.

Mathematics (National 5):

Topics covered in the National 5 course include.

- Volume and area calculations.
- Gradient and straight line.
- Arc length and sector area.
- Fractions and percentages.
- Algebraic operations including expanding, factorising and simplifying.
- Solving linear equations.
- Function notation.
- Changing subject of the formula.
- Forming and solving simultaneous equations.
- Sketching quadratic equations.
- Solving quadratic equations
- Statistics.

Text used in class : National 5 Maths Student Book – Leckie and Leckie augmented with teacher resources.
Homework book : National 5 Maths Practice Question Book – Leckie and Leckie.
Texts used: TeeJay Publishers Intermediate 2/Credit Book 1 plus other resources

Mathematics (Higher Applications of Maths):

Higher Applications of Maths has four main areas: Statistics, Finance, Mathematical Modelling and Project Planning. Pupils will have completed most of the first 3 areas by the Prelims in January. After the Prelim we will undertake a statistical project in an area which interests each pupils and complete the rest of the course. The project counts for roughly 30% of their final grade, the rest coming from the final exam in May. Pupils gain Excel skills to solve problems in Statistics, Finance and other real-life applications.

Mathematics (Higher Maths):

The topics covered in the Higher Mathematics course so far are:
- Straight Line (Applications 1.1)
- Functions and Graphs (Expressions & Formulae 1.3)
- Differentiation (Relationships & Calculus 1.3)
- Polynomials & Quadratics (Relationships & Calculus 1.1)

Further details for each topic covered can be found in the Higher Maths Pupil Handbook which was issued earlier in the session. Pupils sat an exam style assessment (Unit 1 Level AB Test) covering the first three topics above in October.
Text used: Heinemann Higher Mathematics, with additional worksheets for some topics

Mathematics (Advanced Higher)

The topics covered in the Advanced Higher Mathematics course so far are:

- Partial Fractions
- Arithmetic and Geometric Sequences and Series
- The Binomial Theorem
- Differentiation
- Methods of Proof
- Integration
- Complex Numbers part 1
- Further Differentiation

Pupils sat an exam style assessment (Unit 1 Test) covering the first six topics above in October.
Text used: Maths in Action Advanced Higher Mathematics, with additional worksheets for some topics.

Mathematics of Mechanics (Advanced Higher)

Mechanics Unit 1 - Linear and Parabolic Motion (LPM)

1 - Straight line motion	v=u+at etc
2 - Vectors	Graphical and ijk notation, collisions, closest approach
3 - Projectile motion	Find height and range
4 - Forces	Lamis Theorem, friction, friction on a slope

Statistics (Advanced Higher)
In the Advanced Higher Statistics course we have studied roughly half the topics covered by the exam, which are split into three skillsets, as detailed below. We have had one class test thus far to gauge understanding and help prepare pupils for the exam next year, with a second test to come shortly.
The Data Analysis and Modelling skills developed have included data collection and presentation, fundamental probability theory (including Bayes' Theorem), the laws of random variables, and the study and use of probability distributions, with a focus on the Binomial, Poisson and Normal distributions.
The Statistical Inference skills developed have included the fundamentals of random sampling and the Central Limit Theorem, the calculation and analysis of Confidence Intervals, and estimation of population proportions.
The Hypothesis Testing skills developed so far have focused on the use and analysis of z-tests for a population mean, a population proportion, and two-sample z-tests.

Media (Higher)
The Higher Media course is made up of two units: Analysing Media Content (50%) and Creating Media Content (50%). Pupils have worked their way through the key aspects of Media in the Analysing Media Content unit which is the theory they will need for Question Paper 1. We have nearly completed the coursework from the Creating Media Content unit which is due by 2nd April 2025. This will involve two other deadlines (17th February 2025 for Part 2a, and, 21st March for Part 2b) which will allow me time to give feedback before the final deadline. These deadlines are extremely important due to the coursework being 50% of the final mark. Pupils are updated on Teams with all course notes and deadlines and supported study takes place weekly after school on Mondays; however, pupils are always welcome in the department to use the equipment or seek help.

Modern Languages (Higher French, German, Mandarin and Spanish)
The Higher French/German/Mandarin/Spanish course focuses on continuing the development of reading, writing, listening and talking skills through the teaching of topics which fall under the headings of Employability, Society, Learning and Culture. Pupils are expected to understand and answer comprehension questions in English on longer pieces of written and spoken French/German/Mandarin/Spanish. Translation from French/German/Mandarin/Spanish into meaningful English is a new skill to which the class has been introduced and which is practised very frequently. The class has recently been working on developing writing skills and building knowledge of key grammar points in order to be able to produce the detailed and complex pieces of writing required at Higher level. The Directed Writing element of the exam focusses primarily on testing pupils' command of the written past tenses by asking them to recount a visit to a French/German/Mandarin/Spanish speaking country. In the coming weeks the focus will shift more towards talking in preparation for the oral exam. However, any short answers they write giving their opinion on topics we have covered so far is already preparing them for the oral exam, so they are encouraged to bank ideas of things they could include in this assessment.

Modern Languages (Advanced Higher French, German, Mandarin and Spanish)
The Advanced Higher Spanish course further develops the skills of reading, listening, talking, writing and translation, as well as building on understanding of how the language works, through the teaching of topics which fall under the headings of Employability, Society, Learning and Culture. Pupils are expected to demonstrate the use of critical thinking skills when analysing texts and also to express their own ideas and opinions about a wide range of topics and issues in Spain and other Spanish speaking countries. In particular, discursive writing is something that we have been working on as this is what is assessed in the writing part of the final exam. The speaking element of the course is assessed by a visiting assessor in February/March, so we will also be working on developing confidence in speaking and being able to think quickly in an unprepared discussion. Pupils should make sure they build up ideas and opinions about the topics we cover throughout the year as part of the preparation for this assessment.

Modern Studies (Higher)
The Higher Modern Studies course consists of three units: Democracy in Scotland and the UK, Social Inequality in the UK, and International Issues (World Issues): Terrorism. The assessment will take the form of an essay paper (52 marks) and source analysis paper (28) in the final exam and a research task completed in exam conditions during class time worth 30 marks.
This course encourages candidates to develop a greater understanding of the contemporary world and their place in it. They have opportunities to develop important attitudes such as respect for the values, beliefs and cultures of others; openness to new thinking and ideas; and a sense of responsibility and global citizenship. The course emphasises the development and application of skills. The focus on evaluating sources and making decisions develops candidates' thinking skills, as well as skills in literacy and numeracy. Investigative and critical thinking activities give candidates opportunities to gain important experience in contributing to group work and working on their own.

Modern Studies (Advanced Higher)
In Advanced Modern Studies pupils study 'Understanding Criminal Behaviour' (Aug-Nov), 'Responses by society to crime' (Jan-Apr), and 'Research Methods'. In addition to a final exam in May, pupils are also expected to complete a 5000-word

research project that is submitted for external assessment in April (completed throughout the year). In addition to work in class, there is also an expectation that pupils also spend considerable time preparing for the subject outside of class time. Classes often take a tutorial format, to prepare pupils for the type of learning they will experience in the coming years at college or university.

Music (Higher)

The Higher Music course is made up of a 12-minute Practical Performance on two instruments (50%), an Understanding Music, listening paper (35%) and Composition Assignment (15%) which is sent to the SQA. The pupils have covered all the listening course and are working towards their Practical Exam, dates TBC, but will be before 21st March 2025. as well as covering exam style questions through past-paper practise. All resources for Listening practise are posted on Teams and pupils are encouraged to use www.mymusiconline.co.uk. for their revision. Supported study takes place weekly during lunchtime and after school on Tuesday; however, pupils are always welcome to practise when suits them.
Please note, the prelim grade in the tracking report is based on performance and listening only, the composition grade is not included.

Music (Advanced Higher)

The Advanced Higher Music course is made up of an 18-minute Practical Performance on two instruments (50%) an Understanding Music, listening paper (35%) and Composition Assignment (15%) which is sent to the SQA. The pupils have covered all the listening and literacy course, and their final Practical performance exam will take place sometime between April/May. All resources for Listening practise are posted on Teams and pupils are encouraged to use www.mymusiconline.co.uk. for their revision. Supported study takes place weekly during lunchtime and after school on Tuesday; however, pupils are always welcome to practise when suits them. Please note, the prelim grade in the tracking report is based on performance and listening only, the composition grade is not included.

Philosophy

In Higher Philosophy we cover three units

- Moral Philosophy, examining Utilitarian and Kantian ethics. We apply these to real life situations and evaluate the strengths and weaknesses.
- Arguments in Action to examine the components of arguments and fallacies in reasoning.
- Knowledge and Doubt unit where we examine the work of Descartes and Hume.

All resources are available on the class teams page and homework is submitted and collected electronically or on paper. Study support is available at Lunchtimes and between now and the final exam we will we practice past paper questions and essays on a Thursday to develop the skills needed for the Higher Philosophy course. Pupils are also encouraged to be independent learners and any essays that they complete I am more than happy to mark for them.
The Higher exam course is assessed solely through two final exam papers, so there is assignment in Higher Philosophy.

Exam paper	Arguments in Action	Knowledge and Doubt	Moral Philosophy
Paper 1 2 Hours 15 Minutes	Not assessed in paper 1	30-mark essay on Descartes or Hume. Covid mitigations mean that this year students can choose which philosopher they study.	30-mark essay on either Utilitarian or Kantian ethics. Students can choose between a situational or evaluative question
Paper 2 1 Hour 45 Minutes	30 marks short answer questions	10 marks short answer questions	10 marks short answer questions on the moral philosophy not assessed in paper 1

Photography

NPA Photography - Level 5 (National 5 equivalent)

NPA Photography is a pass / fail course at Level 5. It consists of 4 units that have been combined into a single course. There is no exam as it is a practical folio-based course and pupils complete an assessment PowerPoint throughout the course and record and file their photographs in folders for final assessment. Pupils learn skills and knowledge to enable them to become better photographers as well as developing an appreciation and understanding of photography. The 6 assessment shoots are spread out across the course increasing in levels of complexity and building on the experiences and skills of each shoot. The course requires pupils to undertake practical exercises in class and in their own time, and to write up and analyse their work. So far pupils have been introduced to photographic practice - taking photographs, editing and comment on their work and the work of other photographers - and have completed 5 of the 6 assessment shoots.

We have undertaken a shoot based on the school interior, on the canal environment and local graveyard and have completed working on photographing people in groups and in the studio. As well as recognising composition and camera controls pupils learn about lighting and the ability to use their phones, the iPad and DSLR cameras to take pictures.

Photography – Higher

The Higher Photography Course is a project based course with the final assessment being a personally chosen photographic final project worth 100 marks that is marked externally by the SQA. There is also a 30 mark, one hour written exam consisting of 10 multiple choice questions about photographic practice (section 1) and two 10 mark questions on 2 unseen examples of photographic work (section 2). Pupils have spent the first term gaining knowledge and understanding on photographic practice and using equipment and IT and learning about photographers and their work. They sat a full prelim paper in January and we will revisit the written exam later in the year to complete preparation for the final exam. Currently pupils have proposed their project idea, discussed this with their teacher, begun work on their project and submitted a first draft of the project. On completion of the project pupils will need to arrange to get 8 photographic prints of their final works to submit to the SQA along with their project. This needs to be outsourced and we will discuss options nearer the time. All photographic projects should be submitted as a complete Hand-in on Friday 14th March. After this time we will be working on exam preparation up to exam leave.

Physical Education (Higher)

The Higher course has enabled pupils to demonstrate and develop movement and performance skills in a variety of physical activities. Learners have been developing an understanding of how mental, emotional, physical and social factors can impact performance, whilst investigating various ways to develop performance. Learners have been using various methods to collect data/information on performance, which has allowed them to identify performance strengths and areas requiring development. Learners have also been gaining knowledge of how to design, implement, record and monitor training programmes to successfully develop performance in variety of activities. All learning through our practical sessions have links to our theory sessions and preparation for the written prelim/exam. Learners have had the opportunity to demonstrate their learning and progress through two 'knowledge checker' class assessments. All learners are required to be assessed in **one activity** of their choice. Learners should have selected an activity and been preparing for this area of the course through local club training or extracurricular clubs. Assessment date will be confirmed when agreed with individual pupils.

Physical Education (Advanced Higher)

Advanced Higher pupils have started working on their project, which contributes to 70% of the overall award. The project has allowed learners in develop their knowledge of factors impacting on performance and has required them to select an activity and area of performance that requires development. Learners have been developing their skills for carrying out detailed academic research into their chosen topic by using journals, the internet and various literature to support their learning.

The Project consists of a 5000-word written assignment which will cover the following areas:

- Demonstrating independent research and investigation skills
- Investigating how factors impact on performance
- Understanding and applying approaches to develop performance
- Analysing and evaluating the process of performance development including future needs

Pupils are aiming to complete section one and two of the project by the Christmas Holidays.

All learners are required to be assessed in **one activity** of their choice. Learners should have selected an activity and been preparing for this area of the course through local club training or extracurricular clubs. Assessment date will be confirmed when agreed with individual pupils.

Physics (Higher)

Higher Physics classes have completed both Units 1 - Our Dynamic Universe and Unit 2 - Particles and Waves. The topics covered in these units were the focus of the Prelim in January. Pupils are currently working on aspects of Unit 3 - Electricity which will be completed before the final exam. Classes are also currently working on completing the Assignment, which will be submitted to the SQA and count towards their final grade. The Physics department continues to offer an open doors policy on supported study, with students being welcome to arrange appropriate times with a teacher. We also offer a weekly session on Tuesday after school. Resources to support learning can be accessed through Teams, and students are also encouraged to make use of Scholar, Achieve and BBC Bitesize to supplement their work in class.

Physics (Advanced Higher)

Advanced Higher Physics have completed both Unit 1 - Rotational Motion and Astrophysics and most aspects of Unit 2 - Quanta and Waves. Topics covered in these units were the focus of the Prelim in January. Unit 3 - Electromagnetism and some remaining topics from Unit 2 will be completed before the final exam. Students are also currently working on completing the Project in time for submission before the Easter break. This is marked by the SQA and contributes towards

their final grade. Resources to support learning can be accessed on the iPads through Teams, SharePoint and OneNote and students are also encouraged to make use of Scholar. Study support is available on Tuesday after school.

Practical Cookery

Course Content and Coverage Practical Cookery.

Since June we have been consolidating and building on our knowledge of equipment, techniques, cooking processes and the functional properties of ingredients. We have also been developing precise practical and organizational skills to prepare students for more challenging dishes in preparation for the final exam. We have focused our learning on the following areas:

- N4 Cookery Processes and Understanding and Using Ingredients Units
- N5 Theory on Understanding and Using Ingredients and Cookery Processes
- N5 Planning & Service Details theory and practice.
- Developing an understanding of question paper techniques and knowledge for the SQA assessment.

The final SQA assessment comprises three components.

- Component 1 – Planning and Service Details Assessment set by the SQA: 14 % of final grade (Early March 2023)
- Component 2 – Question Paper set by the SQA 24% of final grade (SQA Exam Diet)
- Component 3- Practical Assessment set by the SQA: 62% of final grade (Mid -March)

The prelim for senior phase will include assessment in all these areas, it is recommended that students develop their practical skills at home in the buildup to the final exam.

Religious, Moral and Philosophical Studies (RMPS) Higher

The Higher RMPS course encourages active learning in the process of investigating religious, moral, and philosophical topics and issues. To date, the class have completed the 'Buddhism' unit where pupils have examined beliefs and practices within the tradition. Currently, the class is working within the 'Morality and Justice' Unit, analysing and evaluating different perspectives on punishment including practices such as the death penalty. These first two units help pupils to build confidence in evaluating religious and non-religious viewpoints. This will benefit them greatly when we begin the final unit, 'Origins of the Universe and Life'. Pupils will be expected to evaluate religious and scientific arguments before coming to their own reasoned conclusion on this issue. The course is assessed in two components, the assignment which is worth around 25% of the overall grade and the final exam worth 75%.

Religious, Moral and Philosophical Studies (RMPS) Advanced Higher

The Advanced Higher RMPS course involves the study of religious experience from a faith perspective, as well as the critiques of psychology, sociology and modern science. The other unit studied is "Philosophy of Religion", where arguments both for and against the existence of God are investigated. 50 of the 140 marks available in the course are given over to a 4000-word dissertation of the student's choice on any aspect of morality, philosophy or religion. To date, the class has completed the three approaches to religious experience outlined by James, Otto and Swinburne. They have also completed an in-depth analysis of religion and religious experience by such thinkers as Freud, Marx and Durkheim. They have also produced a detailed plan of their dissertation as well as their opening few paragraphs.

Science Baccalaureate

The Interdisciplinary Project is a project undertaken by pupils over the course of the academic year. They should generate a project of their own choosing that is of interest to them. This project should involve at least two subjects with one of them being a Science subject. They should then complete the project by moving through five stages which are the proposal, plan, presentation, evaluation of project and evaluation of skills development. This final word document shall be submitted to the SQA for grading. The pupils at this stage should have finished their proposal and plan and be gathering information by speaking to professionals in preparation for their future presentation.

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