

KIRKWALL GRAMMAR SCHOOL

Senior Phase Options



A GUIDE TO CHOOSING SUBJECTS

2018-19

INTRODUCTION

For Pupils

You are coming to the stage in your education where you will be asked again to make some very important choices.

For S3 and S4 pupils the courses you choose now are the ones you will be able to progress with throughout the Senior School. For S5 choices will be made to provide either progression or the opportunity to explore different subjects and opportunities

It is important to **consider the future**, and the choices made for S4 will be a natural starting point when we come to discuss **next steps** for S5 and S6. Please bear in mind that choices for each senior year **are not the last chance** to try new subjects as new directions can be taken, as career plans develop and skills grow. We expect students to consider opting for a broad set of subjects each year that develop themselves as citizens, and contributors to their school and the community. Your Guidance Teacher, subject teachers and SDS staff are on hand to help guide these choices, and to illustrate progression paths.

The senior phase should be seen as a **whole project**, where each year there is a chance to opt for something new, or something that offers a **unique combination** of qualifications that suit you, and gives a full picture of who you are to future employers, universities and college

For Parents

The structure of the Senior School in KGS has changed and as a result S4, 5 and 6 pupils will be timetabled together in all subjects except English and Maths. This means there are a wider choice of courses and the full range of Orkney College Courses available to all pupils in the senior phase. In addition, work experience is now a subject option for all pupils in S4, 5 and 6. Pupils will now choose a maximum of 6 subjects in each year of S4, 5 and 6

Kirkwall Grammar School offers National Qualifications across each of the 3 senior years, and we pride ourselves in offering a meaningful progression path for all students throughout. Please see specific subject pages for details on courses and unit structures and to find out which subjects offer National 3, 4 and 5, Highers and Advanced Higher courses.

During the **senior phase**, our students are encouraged to fill their week with subjects that interest them and support their goals of **career, university, further study, work and rich personal lives**. Many students will select subjects in S4 and follow some of these through to S6 as Highers or Advanced Highers. It is expected that many students may reach a **satisfactory end** to their progression in a particular subject by S5 or 6, and so will migrate to another area of study that may have interested them earlier in their school lives. Teachers are committed in supporting students to find common skills across the school so that learners continue to make progression, even if studying at the same level.

While gathering skills and knowledge for their SQA assessments, Kirkwall Grammar School students will continue developing **whole school skills** just as they were doing in their phase of learning.

Below are the different combinations of courses that pupils will be expected to take in the Senior Phase:

S4 Pupils

- All S4 pupils will sit 6 subjects. Only English and Maths are compulsory in S4.
- You should choose subjects in S4 from any of the subjects you have studied in S3.
- All S4 pupils will also study Personal and Social Education, Physical Education and RMPS.
- SfW College Courses may have an entry requirement - see the College Brochure for details.
- All pupils choosing SfW College in S4 will have a work experience placement.
- Pupils in S4 can choose an extra SfW course out of column or choose a second one but should note that this course will run on a Friday afternoon should there be sufficient uptake.

S5 and S6 pupils

- All courses at National 4 and 5 level are counted as a subject including college and Work Experience.
- Extra study in S6 will support S6 Committee work and whole school responsibilities.
- Work Experience is available in all columns in S5/6.
- Pupils in S5/6 doing Higher at College can also choose a SfW course in column D and there is also an opportunity to do a SfW course on a Friday afternoon should there be sufficient uptake.
- Coastal Navigation is only available if you have previously completed the Navigation course.
- Foundation Apprenticeships will run during Higher College time, pupils should discuss entry requirements for these with their Guidance teacher or see the College Brochure.
- Foundation Apprenticeships are a two year course so will only be available to pupils going into S5 this year.

Below are the different combinations of N3, N4, N5, Higher and Advanced pupils are expected to take:

S5

5 Highers + Study
4 Highers + 1 subject + Study
3 Highers + 3 subjects
2 Highers + 4 subjects
1 Higher + 5 subjects
0 Highers + 6 subjects

S6

3 Advanced Highers
2 Advanced Highers + 2 Highers or 2 subjects
1 Advanced Higher + 3 Highers or 3 subjects

5 Highers + Study
4 Highers + 1 subject + Study
3 Highers + 2 subjects + Study
2 Highers + 3 subjects + Study
1 Higher + 4 subjects + Study
0 Highers + 5 subjects + Study

There will be no Core RMPS or PE in S5/6. However there is opportunity to study both of these subjects as SQA qualifications and as an option in S5/6 Wider achievement time.

CHOICE RESTRICTIONS

We will try to offer you the courses that you have opted for. **However, it may not always be possible to offer every combination of subjects.** Sometimes too many or too few students choose a particular course and sometimes timetabling is not possible due to staffing and accommodation restrictions. If this is the case then you will be asked to choose another subject but remember you can pick this subject again in S5 or S6.

S4 PUPILS ACCESSING HIGHER COURSES

When S4, S5 and S6 are treated as a single cohort then this opens up the possibility of pupils accessing courses at all levels. So in the simplest of terms S4 pupils would be able to study a subject at any level from N3, N4, N5, Higher and Advanced Higher.

As is the case just now all pupils will still be supported fully in their subject choices in order that they construct a set of courses that are appropriate in order for the pupil to progress successfully. This will continue to involve input from Subject Teachers and Principal Teachers advising on the most appropriate level a pupil should study within that subject. Guidance Teachers will continue to have a key role in looking at the course choice of a pupil across the curriculum to make sure that the overall workload will be manageable for pupils as well as advising on subjects that may be needed for career aspirations.

We would expect that in S4 the vast majority of pupils will continue to follow courses at N4 and N5 level. However where a pupil is particularly gifted in a subject and all relevant stakeholders, (Pupils, Parents, Guidance Teachers, Subject Teacher and Year Head), agree that it is the best thing then a pupil may opt to study that subject at a Higher level.

You will not normally be able to take a course at Higher in S5 that you have not studied in S4. You will, however, be able to choose subjects at National 5 level in S5 and progress to Higher in S6. Your Guidance teacher will help you make the best possible choices for you.

More Details

To ensure that you choose a course best suited to your ability and interests, and one which will provide you with the qualifications for careers you may have in mind, we take a great deal of care to provide advice and information for pupils, as follows:

1 Careers information and advice

In KGS, you are given careers advice by Guidance staff and school based SDS staff. You are shown where you can find information on careers and links to my world of work website is below.

www.myworldofwork.co.uk

www.planitplus.net

Other useful links can be found in the Pupil Zone 'Career and Education' section of

<http://www.kgsorkney.com/>

2 Individual Advice to Pupils

This will happen in PSE time. However, as always, pupils may arrange to see their Guidance Teacher if they need any help or advice. Pupils can of course also seek advice from their year head, myself or any other member of staff. SDS staff are also available to give advice to pupils.

3 Reserve Choice

Please remember to indicate a preferred reserve choice on your option sheet. If your choices don't completely match up with the timetable your Guidance Teacher will discuss with you some alternative choice(s). Parents will be informed if any changes are made. Guidance teachers will also be available to see parents if necessary.

4 Pupils from the Isles

If you attend one of the Isles Junior High Schools you will have followed a course very similar to S1-S4 at Kirkwall Grammar School. Guidance staff will visit the island schools, meet you, your parents and teachers, and help with the choice of courses for the senior school. In addition Isle pupils will have an opportunity to join KGS for a day in early March as part of their transition. The course choice information evening on March 13 will be filmed and will then be available on the school website.

As always Isles parents are welcome to contact Guidance staff in KGS with any concerns or questions you may have. KGS Guidance staff are also in contact with Junior High staff.

We are committed to being as flexible as possible to ensure you get the options you request in S5.

5 Skills Development Scotland Support

Careers Advisers will be available in school during options time to support pupils through their subject choices.

All pupils in S3 will be offered a one-to-one appointment in the lead up to making their final option choices.

For S4 and S5 pupils Drop-in sessions run every Monday during Periods 6 & 7, no appointment needed.

For pupils in need of more intensive support, one-to-one appointments can be arranged via a Guidance Teacher or Mr Curran in the Library, who holds a careers waiting list.

We will also be present at all Parents Evenings throughout the academic year should any parents wish to access our support regarding subject choice.

ENGLISH & MATHEMATICS

NATIONAL 4 ENGLISH

Course Description

In this course, you will continue to develop the skills you have been working on in English during the broad general stage, i.e. reading, writing, talking and listening. The National Four course involves studying and analysing slightly more challenging literary, non-fiction, media or online texts, and talking and/or writing about these texts. The course also involves the creative aspects of presenting to a group or audience, and producing texts of your own.

This course will help to build your confidence and skills in written and spoken language. You will have the opportunity to choose some of the texts you study, and to choose some of the topics you will work on for your written and spoken outcomes.

Entry to Course

If, by the end of S3, you are secure at the second level, or have recently progressed to third level, then National Four is probably the most appropriate course for you.

Assessment

Unit assessment of coursework will be ongoing, and is carried out by the teacher. Units are assessed on a pass/fail basis. There is no final exam for National 4 English.

Course Outline

This Course is made up of two mandatory Units:

English: Analysis and Evaluation

The purpose of this Unit is to provide learners with the opportunity to develop listening and reading skills in the contexts of literature, language and media. Learners develop the skills needed to understand, analyse and evaluate straightforward texts.

English: Creation and Production

The purpose of this Unit is to provide learners with the opportunity to develop talking and writing skills in a wide range of contexts. Learners develop the skills needed to create and produce straightforward texts in both written and oral forms.

Progression

National 4 English is a very useful qualification to have for entry to college courses, or employment.

If you perform well at National 4, your teacher may recommend that you go on to National 5.

Further Information:

Contact: Dr S Hall, PT

SQA Website

NATIONAL 5 ENGLISH

Course Description	
<p>In this course, you will continue to develop the skills you have been working on in English during the broad general stage, i.e. reading, writing, talking and listening. The National Five course involves studying and analysing more challenging literary, non-fiction, media or online texts, and talking and/or writing about these texts. The course also involves the creative aspects of presenting to a group or audience, and producing texts of your own.</p> <p>This course will help to build your confidence and skills in written and spoken language. You will have the opportunity to choose some of the texts you study, and to choose some of the topics you will work on for your written and spoken outcomes.</p>	
Entry to Course	Assessment
<p>If, by the end of S3, you have been working at the third level for time, or you are at the fourth level, then National Five is probably the most appropriate course for you.</p>	<p>Unit assessment of coursework will be ongoing, and is carried out by the teacher. Units are assessed on a pass/fail basis. There is a final exam for National 5 English, where you will be assessed in reading and writing. There is also a portfolio of two pieces of writing.</p>
Course Outline	Progression
<p>This Course is made up of two mandatory Units:</p> <p>English: Analysis and Evaluation The purpose of this Unit is to provide learners with the opportunity to develop listening and reading skills in the contexts of literature, language and media. Learners develop the skills needed to understand, analyse and evaluate detailed texts.</p> <p>English: Creation and Production The purpose of this Unit is to provide learners with the opportunity to develop talking and writing skills in a wide range of contexts. Learners develop the skills needed to create and produce detailed texts in both written and oral forms.</p>	<p>National Five English is a very useful qualification to have for entry to college courses, or employment.</p> <p>If you pass at National 5, your teacher may recommend that you go on to Higher English.</p>
Further Information:	
<p>Contact: Dr S Hall, PT</p> <p>SQA Website</p>	

HIGHER ENGLISH

Course Description	
<p>The Higher English Course provides learners with the opportunity to develop the skills of listening, talking, reading and writing in order to understand and use language. Building on literacy skills, learners develop understanding of the complexities of language, including through the study of a wide range of texts, and develop high levels of analytical thinking and understanding of the impact of language.</p>	
Entry to Course	Assessment
<ul style="list-style-type: none">• National 5 English Course at <i>Grade A, B or C.</i>	<ul style="list-style-type: none">• Internal Assessment of Units• SQA Examination Paper 1 - Reading for Understanding, Analysis, and Evaluation (30 marks).• SQA Examination Paper 2 - Critical Reading: This paper has two sections: Section A: Critical Essay Section B: Scottish Texts• Portfolio of writing, comprising two pieces of writing; one creative and the other discursive. The portfolio will have 30 marks, 15 for each piece of writing.
Course Outline	Progression
<p>This Course is made up of two mandatory Units:</p> <p>English: Analysis and Evaluation The purpose of this Unit is to provide learners with the opportunity to develop listening and reading skills in the contexts of literature, language and media. Learners develop the skills needed to understand, analyse and evaluate detailed and complex texts.</p> <p>English: Creation and Production The purpose of this Unit is to provide learners with the opportunity to develop talking and writing skills in a wide range of contexts. Learners develop the skills needed to create and produce detailed and complex texts in both written and oral forms.</p>	<p>Successful completion of this course may lead to:</p> <ul style="list-style-type: none">• Advanced Higher English• Degree/HNC/HND• Employment in Arts, Social Science, Communications and Media
Further Information:	
Contact: Dr S Hall, PT	
SQA Website	

ADVANCED HIGHER ENGLISH

Course Description	
<p>The Advanced Higher English Course provides learners with the opportunity to apply critical, analytical and evaluative skills to a wide range of complex and sophisticated texts from different genres. Learners develop sophisticated writing skills, responding to the way structure, form and language shape the overall meaning of texts.</p>	
Entry to Course	Assessment
<ul style="list-style-type: none"> Higher Grade English at A, B or C. 	<p>A Portfolio consisting of a dissertation, and two pieces of writing.</p> <p>An examination paper involving critical analysis of literature and textual analysis.</p>
Course Outline	Progression
<p>This course is made up of two mandatory units:</p> <p>English: Analysis and Evaluation The purpose of this Unit is to provide learners with opportunities to develop the skill of critically responding to complex and sophisticated texts by applying knowledge of the various ways by which meaning is created, and by understanding critical concepts and approaches. Learners extend and refine their skills of analysis and evaluation through the study of complex and sophisticated literary texts from the genres of drama, poetry and prose (fiction and non-fiction).</p> <p>Learners will also develop independent learning skills by selecting materials for research into an aspect or aspects of literature, formulating relevant tasks and researching primary and secondary sources. Learners also develop organisational and presentational skills required in the production of a dissertation.</p> <p>English: Creation and Production The purpose of this Unit is to provide learners with the opportunity to extend and refine their writing skills through the production of different types of writing. Learners will use language creatively for a variety of purposes and in a variety of forms. Learners will develop a range of skills necessary for the deployment of language to create effect.</p>	<p>Successful completion of this course may lead to:</p> <ul style="list-style-type: none"> Degree/HNC/HND Employment in Arts, Social Science, Communications and Media
Further Information:	
<p>Contact: Dr S Hall, PT</p> <p>SQA Website</p>	

HIGHER MEDIA STUDIES

Course Description	
<p>The main purpose of this Course is to analyse and create media content. The Course enables learners to understand and develop their media literacy skills and appreciate the opportunities and challenges that occur within the media industry. The Course provides learners with opportunities to develop both knowledge and understanding of the media and the ability to create media content.</p> <p>This is a challenging course with close links to English, Modern Studies and Sociology. You will not only learn about film but consider the role of media such as news and the internet has in our lives.</p>	
Entry to Course	Assessment
<ul style="list-style-type: none">National 5 English pass at A or B.	<p>Units are assessed internally by your teacher in accordance with SQA guidelines.</p> <p>External SQA assessment of the course.</p>
Course Outline	Progression
<p>Analysing Media Content The purpose of this Unit is to develop the skills to analyse media content. This Unit provides learners with the opportunity to develop knowledge and understanding of media contexts, roles and the key aspects of media literacy central to the detailed analysis of media content.</p> <p>Creating Media Content The purpose of this Unit is to develop the skills to plan and create media content, and evaluate production processes. This Unit provides learners with the opportunity to develop knowledge and understanding of the key aspects of media literacy central to creating media content</p>	<p>This Course or its Units may provide progression to:</p> <ul style="list-style-type: none">Degree/HND/HNC in Media, Arts, Journalism and SociologyOther qualifications in Media or related areas further study, employment or training
Further Information:	
Contact: Dr S Hall, PT	
SQA Website	

NATIONAL 3 APPLICATION OF MATHEMATICS (S4 only)

Course Description	
<p>This course will develop students' mathematical skills and will help students to select and apply mathematical skills to tackle straightforward real-life problems or situations. Students will engage in a wide variety of activities designed to further their understanding and skills.</p> <p>These activities will include individual, paired and group work, investigative and practical work, and appropriate use of technology.</p>	
Entry to Course	Assessment
<p>Students would enter this course following relevant progress in their broad general education in S1-S3.</p>	<p>All assessments are internal. Students must pass each of the three units.</p>
Course Outline	Progression
<p>Students will study three units of work</p> <p>Shape, Space & Measures This unit includes the study of perimeter area, volume, scale drawing, scale factors, measurement and time management.</p> <p>Manage Money & Data This unit includes budgeting, investigating factors affecting income and expenditure, saving and borrowing, using statistics to assess risk and collecting and presenting statistical information.</p> <p>Numeracy This unit would include selecting and carrying out calculations, recording and interpreting measurements and making and explaining decisions based on interpretation of data or probability.</p>	<p>Students achieving success in Applications of Mathematics National 3 could progress to Applications of Mathematics National 4.</p>
Further Information:	
<p>Contact: Mrs R Curran, PT</p> <p>SQA Website</p>	

NATIONAL 4 APPLICATION OF MATHEMATICS (S4 only)

Course Description	
<p>This course will develop students' mathematical skills and will help students to select and apply mathematical skills to tackle straightforward real-life problems or situations. Students will engage in a wide variety of activities designed to further their understanding and skills.</p> <p>These activities will include individual, paired and group work, investigative and practical work, and appropriate use of technology.</p>	
Entry to Course	Assessment
<p>Students would enter this course following completion of completion of the National 3 Application of Mathematics Course or relevant progress in the CfE Mathematics experiences and outcomes in their broad general education in S1-S3.</p>	<p>All assessments are internal. Students must pass each of the three units and are required to pass an added value test consisting of two papers:</p> <ul style="list-style-type: none"> • Non-calculator - 20 minutes • Calculator - 40 minutes
Course Outline	Progression
<p>Students will study three units of work</p> <p>Geometry & Measures This unit includes the study of perimeter, area, volume, scale drawing, scale factors, measurement, time management and Pythagoras' theorem.</p> <p>Managing Finance & Statistics This unit includes budgeting, investigating factors affecting income and expenditure, saving and borrowing, using statistics to assess risk, collecting and presenting statistical information and converting between currencies.</p> <p>Numeracy This unit would include selecting and carrying out calculations, recording and interpreting measurements and making and explaining decisions based on interpretation of data or probability.</p>	<p>Students achieving success in Application of Mathematics National 4 could progress to:</p> <ul style="list-style-type: none"> • Mathematics National 4 • N5 Application of Mathematics (not available in KGS)
Further Information:	
<p>Contact: Mrs R Curran, PT</p> <p>SQA Website</p>	

NATIONAL 4 MATHEMATICS

Course Description	
<p>This course will develop students' mathematical skills and will help students to select and apply straightforward mathematical techniques in a variety of mathematical and real-life situations. Students will develop skills in the use of numerical data, abstract terms and the concept of generalization. Learners will interpret, communicate and manage information in mathematical form. Students will engage in a wide variety of activities designed to further their understanding and skills. These activities will include individual, paired and group work, investigative and practical work and appropriate use of technology.</p>	
Entry to Course	Assessment
<p>Students would enter this course following completion of the National 4 Application of Mathematics course or relevant progression in S1-S4.</p>	<p>All assessments are internal. Students must pass each of the three units and in addition are required to pass an added value test consisting of two papers:</p> <ul style="list-style-type: none"> • Non-calculator - 20 minutes • Calculator - 40 minutes
Course Outline	Progression
<p>Students will study three units of work</p> <p>Expressions & Formulae This unit includes the study of manipulating expressions and working with formulae, applying geometric skills to circumference, area and volume and applying statistical skills to representing and analyzing data and to probability.</p> <p>Relationships This unit includes the study of straight line graphs and equations, Pythagoras' theorem, scale factors, using parallel lines, symmetry and circle properties to calculate angles, the trigonometry of right-angled triangles and working with scattergraphs.</p> <p>Numeracy This unit would include selecting and carrying out calculations, recording and interpreting measurements and making and explaining decisions based on interpretation of data or probability.</p>	<p>Students achieving success in Mathematics National 4 could progress to:</p> <ul style="list-style-type: none"> • Mathematics National 5
Further Information:	
<p>Contact: Mrs R Curran, PT</p> <p>SQA Website</p>	

NATIONAL 5 MATHEMATICS

Course Description	
<p>This course will develop students' mathematical skills and will help students to select and apply mathematical techniques in a variety of mathematical and real-life situations. Students will develop skills in the manipulation of abstract terms and generalization. Learners will interpret, communicate and manage information in mathematical form and engage in a wide variety of activities designed to further their understanding and skills.</p>	
Entry to Course	Assessment
<p>Students would enter this course following completion of the National 4 Mathematics Course or relevant progress in their CfE Mathematics experiences and outcomes in their broad general education in S1-S3.</p>	<p>Students are required to pass an external exam consisting of two papers:</p> <ul style="list-style-type: none"> • Non-calculator - 75 minutes • Calculator - 110 minutes <p>Some students who are not ready for the exam may be entered for individual stand alone S5 units.</p>
Course Outline	Progression
<p>Students will study three units of work</p> <p>Expressions & Formulae This unit includes the study of surds and indices, manipulating expressions, using formulae and algebraic fractions.</p> <p>Relationships This unit includes the study of the equations of straight lines, linear equations and inequations, function, quadratics, trigonometrical graphs and equations and the converse of Pythagoras' theorem.</p> <p>Applications This unit includes the study of the sine and cosine rules, vectors, fractions and percentages and analyzing statistical data.</p>	<p>Students achieving success in Mathematics National 5 could progress to:</p> <ul style="list-style-type: none"> • Mathematics Higher • Other qualifications in Mathematics or related areas • Further study, employment and/or training
Further Information:	
<p>Contact: Mrs R Curran, PT</p> <p>SQA Website</p>	

HIGHER MATHEMATICS

Course Description

The Higher Mathematics Course enables learners to select and apply mathematical techniques in a variety of mathematical situations. Learners interpret, communicate and manage information in mathematical form.

Entry to Course

- Maths at National 5 preferably an A or B pass

Assessment

Students are required to pass an external exam consisting of two papers:

- Non-calculator - 90 minutes
- Calculator - 105 minutes

Some students who are not ready for the exam may be entered for individual stand alone Higher units.

Course Outline

Students will study three units of work.

Mathematics: Expressions and Functions

The general aim of this Unit is to develop knowledge and skills that involve the manipulation of expressions, the use of vectors and the study of mathematical functions. The Outcomes cover aspects of algebra, geometry and trigonometry, and also skills in mathematical reasoning and modelling.

Mathematics: Relationships and Calculus

The general aim of this Unit is to develop knowledge and skills that involve solving equations and to introduce both differential calculus and integral calculus. The Outcomes cover aspects of algebra, trigonometry, calculus, and also skills in mathematical reasoning and modelling.

Mathematics: Applications

The general aim of this Unit is to develop knowledge and skills that involve geometric applications, applications of sequences and applications of calculus. The Outcomes cover aspects of algebra, geometry, calculus, and also skills in mathematical reasoning and modelling.

Progression

This Course or its Units may provide progression to:

- Advanced Higher Mathematics
- Other qualifications in Mathematics or related areas
- Further study, employment and/or training

Further Information:

Contact: Mrs R Curran, PT

SQA Website

ADVANCED HIGHER MATHEMATICS

Course Description	
<p>Advanced Higher Mathematics builds on your mathematical skills, knowledge and understanding and enables you to integrate your knowledge of different aspects of the subject. The course offers depth and breadth of mathematical experience and provides a sound basis for progression to further study or employment in the areas of mathematical and physical sciences, computer science engineering, biological and social sciences, medicine, accounting, business and management.</p>	
Entry to Course	Assessment
<ul style="list-style-type: none"> Higher Grade Mathematics preferably an A or B pass 	<p>Students must pass each of the three internally assessed units and in addition are required to pass an external exam consisting of one 3 hour paper. The use of a calculator is permitted for all assessments.</p>
Course Outline	Progression
<p>Students will study three units of work.</p> <p>Methods in Algebra and Calculus The outcomes in this unit cover partial fractions, standard procedures for both differential calculus and integral calculus, as well as methods for solving both first order and second order differential equations. The importance of logical thinking and proof is emphasised throughout.</p> <p>Applications of Algebra and Calculus The outcomes in this unit cover the binomial theorem, the algebra of complex numbers, properties of functions, and rates of change. Aspects of sequences and series are introduced, including summations, proved by induction. The importance of logical thinking and proof is emphasised throughout.</p> <p>Geometry, Proof and Systems of Equations The outcomes in this unit cover matrices, vectors, solving systems of equations, the geometry of complex numbers, as well as processes of rigorous proof. The importance of logical thinking and proof is emphasised throughout.</p>	<p>Successful completion of this course may lead to:</p> <ul style="list-style-type: none"> Degree/HND/HNC Employment in science and mathematics; computing and ICT; construction; engineering; finance; health and medicine; manufacturing industries; transport and distribution
Further Information:	
<p>Contact: Mrs R Curran, PT</p> <p>SQA Website</p>	

BUSINESS & TECHNOLOGIES

NATIONAL 5 ACCOUNTING & FINANCE

Course Description	
<p>This course enables learners to develop an awareness of the important function accounting performs in industry and society. Students will learn how to record transactions financially and present information in a way which is required in the financial industry. Students will develop accuracy in the preparation, presentation, interpretation and analysis of accounting information and apply a systematic approach to solving financial problems. Problem-solving and IT skills will be developed as coursework is undertaken using spreadsheet. It is important to practise layouts, so good memory and common sense really help develop accounting skills.</p> <p>The starting point for this course is National 5. <u>There is no National 4 level</u>, so students must be prepared to show commitment to the subject.</p>	
Entry to Course	Assessment
<p>It would be advantageous if students have N5 Business Management and at least N4 Maths.</p> <p>Due to the reflective and demanding nature of the course, it lends itself to S5 & S6 pupils. S4 pupils who show commitment and have the ability will be considered by the PT.</p>	<p>Coursework - a series of tasks are undertaken in closed book conditions with spreadsheet and marked externally by the SQA (50 marks)</p> <p>Final exam - 2 hour written exam, marked by the SQA (130 marks)</p>
Course Outline	Progression
<p>The course combines practical and theoretical aspects of learning related to accounting and will allow learners to use ICT when completing both computer and paper-based tasks.</p> <p>Accounting relates to many aspects of everyday life and therefore gives learners experiences which are topical and which develop skills for learning, life and work. The course encourages learners to think logically and to apply accounting principles in their everyday lives, thereby supporting their personal financial awareness.</p> <p>Units undertaken are:</p> <ul style="list-style-type: none"> • Preparing Financial Information • Preparing Management Accounting Information • Analysing Accounting Information 	<p>Successful completion of this course may lead to:</p> <ul style="list-style-type: none"> • Higher Accounting • National 5 or Higher Business Management • National 5 or Higher Administration & IT
<p>Further Information:</p> <p>Contact: Ms K Warman, PT</p> <p>SQA Website</p>	

NATIONAL 4/5 ADMINISTRATION & IT

Course Description	
<p>Students will continue to develop their IT and organisational skills to the best of their ability. Students will be guided by their subject teacher to the level which would best suit their needs. In addition to the high level of practical skills required, students will be engaged with workplace standards with regards to security, health and safety, customer care, sources of information, file management, corporate image and benefits of electronic communication. Events management is undertaken by students - planning, organising and evaluating. This is a course which can be developed into a career or can be used as a lifeskill, but is very useful to have - as students will learn how to use IT effectively.</p>	
Entry to Course	Assessment
<p>Completion of the S3 Broad General Education Administration & IT course at a satisfactory level is a pre-requisite for entry.</p> <p>This course is available to Senior pupils as a one-year course dependent on literacy skills, practical ability and negotiation with PT.</p>	<p>Assessments are carried out internally for the 3 units for N4:</p> <ul style="list-style-type: none"> • Administrative Practices • IT Solutions for Administrators • Communication in Administration <p>At National 4, unit passes and the Added Value Unit must be successfully completed to obtain a pass.</p> <p>At National 5, a 3-hour assignment determines the final grade awarded (70 marks; marked by SQA) A final 2 hour practical exam (50 marks; marked by SQA).</p>
Course Outline	Progression
<p>Pupils will learn both generic and subject-specific IT skills, using word processing, database, spreadsheet and desk top publishing software. Technology, including the internet, will be used to organise, manage and communicate findings.</p> <p>Pupils will develop the ability to organise and support events (including meetings); use problem solving skills in the context of administration; and learn about the skills, qualities and attributes required of administrators.</p>	<p>Progression is possible between National 4 and 5.</p> <p>National 5 would be beneficial if a pupil is considering Higher Administration and IT.</p>
Further Information:	
<p>Contact: Mrs K Warman, PT</p> <p>SQA Website</p>	

HIGHER ADMINISTRATION & IT

Course Description	
<p>This course develops learners' advanced administrative and IT skills and enables them to contribute to the effective functioning of organisations in supervisory administrative positions. It is also a very useful course to enhance lifeskills, as students learn how to record information effectively, how to use good communication skills and develop good file management.</p>	
Entry to Course	Assessment
<ul style="list-style-type: none">• Administration at National 5 and English at National 5.• Available to senior pupils as a one-year course, dependent on literacy skills, practical ability and on negotiation with the PT.	<p>External SQA assessment of the course consists of a written examination and a practical assignment which is completed in class (marked by SQA).</p>
Course Outline	Progression
<p>Students can expect to advance their knowledge and understanding of administration procedures in the workplace and its importance.</p> <p>They will develop a range of advanced IT skills for processing and managing information. Students will also develop a range of skills to communicate complex information effectively, making appropriate use of IT. Skills will also be advanced in managing the organisation of events.</p> <p>The units undertaken are:</p> <ul style="list-style-type: none">• Administrative Theory and Practice• IT Solutions for Administrators• Communication in Administration	<p>Successful completion of this course may lead to:</p> <ul style="list-style-type: none">• Degree/HND/HNC
Further Information:	
Contact: Ms K Warman, PT	
SQA Website	

NATIONAL 4/5 BUSINESS

Course Description

Students will build on themes such as enterprise and the understanding of different types of business and how they operate. We will learn how enterprise helps business development and study key business concepts.

We will explore management of human resources, finances, marketing and operations - all critical to the smooth running of any business. Everyone comes into contact with business everyday as consumers.

Students will be using relevant software during the course, both for research and presentation purposes.

Entry to Course

- Good literacy skills are essential as pupils are required to analyse and evaluate business scenarios.
- This course is available to Senior pupils as a one-year course dependent on literacy skills and negotiation with PT.

Assessment

For National 4, there are Unit Assessments and an Added Value Unit.

For National 5, there is an Assignment undertaken in class and marked by the SQA (1,300 words and 30 marks) and Final 2-hour exam (90 marks and marked by the SQA)

Course Outline

For National 4, there are 2 units:

- Business in Action
- Influences on Business

An Added Value Unit - Business Assignment (set by SQA).

For National 5, there are 3 units:

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

Progression

Progression is possible between National 4 and 5.

National 5 would be useful for student's considering Higher Business Management.

Further Information:

Contact: Mrs K Warman, PT

SQA Website

HIGHER BUSINESS MANAGEMENT

Course Description	
<p>Business Management is a subject which is at the very heart of contemporary society - everyone comes into contact with business everyday as consumers, employees or employers. What businesses do affects everyone in society and has an impact on how they live their lives.</p> <p>The study of Business Management at higher level enables students to understand the role and operation of business (also considering ethics and sustainability), to develop analytical and decision-making skills and to apply these skills to business situations. This should benefit all pupils whether or not they go on to follow a career in business.</p>	
Entry to Course	Assessment
<ul style="list-style-type: none">• Business Management at National 5 and English at National 5• Available to senior pupils as a one-year course, dependent on literacy skills and negotiation with PT.	External SQA assessment of the course consists of a written examination and coursework undertaken in class (marked by SQA).
Course Outline	Progression
<p>The units undertaken are:</p> <ul style="list-style-type: none">• Understanding Business• Marketing and Operations• People and Finance <p>Students are encouraged to keep up-to-date with current business and economic developments.</p> <p>At N5 level, students only study small businesses as far as private limited companies. In Higher, students examine how businesses grow and become public limited companies and multi-nationals.</p> <p>IT is used for research purposes, but students are also encouraged to use IT to enhance communication and present information in a comprehensive way.</p> <p>At the end of this course you will have an understanding of how businesses operate and why they take the action they do. Along the way, you will gain transferrable skills that you will take with you to Further Education, into business itself or to enhance your general lifeskills, allowing you to make informed decisions and choices.</p>	<p>Successful completion of this course may lead to:</p> <ul style="list-style-type: none">• Advanced Higher Business Management• Degree/HND/HNC
Further Information:	
Contact: Mrs K Warman, PT	
SQA Website	

ADVANCED HIGHER BUSINESS MANAGEMENT

Course Description	
<p>This course will appeal to learners who have an enquiring, logical and analytical mind and have the ability to think laterally, critically and creatively. It will also interest learners who enjoy taking an active part in discussing current business issues with their teachers/lecturers and peers.</p>	
Entry to Course	Assessment
<ul style="list-style-type: none"> • Business Management at Higher and English at Higher • Available to senior pupils as a one-year course, dependent on literacy skills and negotiation with PT 	<p>Units are assessed internally by your teacher in accordance with SQA guidelines.</p> <p>Project - undertaken in class and sent to SQA to be marked (40 marks)</p> <p>SQA examination (80 marks)</p>
Course Outline	Progression
<p>The three mandatory units undertaken are:</p> <p>The External Business Environment Increasing knowledge about external influences on organisations at multi-national and global level.</p> <p>Internal Business Environment Expanding knowledge about traditional and contemporary management practices.</p> <p>Evaluating Business Information Studying different ranges of information which would allow learners to become competent and confident in business analysis and evaluation.</p>	<p>Successful completion of this course may lead to:</p> <ul style="list-style-type: none"> • Degree/HND/HNC
Further Information:	
<p>Contact: Mrs K Warman, PT</p> <p>SQA Website</p>	

NATIONAL 4/5 COMPUTING SCIENCE

Course Description

Computing Science is the study of computers and computing systems and not in the traditional form of thinking of computing as computers. Computing is everywhere in your home, car, and in workplaces. From Amstrad to Apple, and from sensor to server, you will learn how computers works and begin the journey to becoming an engineer of computing. 35% of jobs are at risk of total computerisation and 90% of the remaining jobs will have a large element of digital technology in the next 20 years and your ability to be able to use computing to your advantage will futureproof yourself and advance your field.

Students will develop their problem solving abilities (SSD - Software Design and Development) and develop an understanding how emerging innovative technologies can have an impact on society and the environment. Industry standard programming languages are used, therefore developing 'ready for industry' skills.

Information system design and development (ISSD) teaches learners the facinating world of 'big data' through database design and website creation. Students complete several projects throughout the year and immerse themselves in theory around the subject with activities that are followed on at home.

Entry to Course

Students must have either knowledge of this subject from S3 or evidence of experience of programming languages. A good level of numeracy skill is linked closely with students ability to succeed with the SDD unit.

This course is available to Senior pupils as a one-year course dependent on literacy and numeracy skills.

Assessment

In National 4 there are 2 Unit Assessments and an Added Value Unit that students must pass.

In National 5 there is a Question Paper, which is worth 69% of total marks, and a Coursework Assignment, worth 31% of total marks.

N5 pupils have the option of switching to N4 after the first unit assessment dependant on their progress.

Course Outline

National 4 comprises an Added Value Unit together with 2 others:

- Software Design and Development (programming skills)
- Information System Design & Development (databases and web design)

In National 5, the above 2 units are looked at in greater detail and in more complexity.

Progression

Progression is possible between National 4 and 5.

National 5 would be necessary if a student is considering undertaking Higher.

Continued development of mathematics in line with development in Computing Science is recommended to support success at Higher and Advanced Higher levels.

Further Information:

Contact: Mrs K Warman, PT

SQA Website

HIGHER COMPUTING SCIENCE

Course Description

Students continue to develop from the National 5 curriculum with computational thinking skills and more complex programming challenges being given. Skills in analysis, design and modeling will be advanced with developing, implementing and testing digital solutions across a range of contemporary contexts. The course takes account of modern technologies and development methodologies related to software development and information systems and teaches pupils industry processes to follow.

Software Design and Development problems are of greater depth and pupils develop independence to research solutions often with mathematical solutions to problems. Students will learn how processors function at the finest levels and appreciate how early pioneers of computing science developed their solutions using historical languages.

Those students interested in future technologies will enjoy working with database language over the internet and developing their advanced web design skills with an emphasis on server side technologies and style languages. The skills taught are fundamental to professional web design careers.

Entry to Course

- Computing Science at National 5
- Where pupils have strong programming experience alternative course entry requirements will be considered.

Assessment

Similar to N5, in Higher there is a Question Paper, which is worth 69% of total marks, and an Coursework Assignment, worth 31% of total marks.
N5 pupils also complete.

Course Outline

Software Design and Development

Software design with development of problem solving skills in Python or similar language.
Computer architecture theory with appreciation of assembly language.

Information Systems Design and Development

Development of advanced information system including database and website driven solutions. Pupils will expand their knowledge of additional languages such as PHP, SQL, and Javascript to solve complex problems.

Progression

Successful completion of this course may lead to:

- Advanced Higher Computing Studies
- Degree/HND/HNC
- Junior programming job roles
- Digital self employment opportunities

Further Information:

Contact: Mrs K Warman, PT

SQA Website

ADVANCED HIGHER COMPUTING SCIENCE

Course Description	
<p>Students continue to develop from the Higher curriculum by developing independent programming skills and developing a professional project to solve a real work problem for a local organisation. Research led learning and a self directed project allow pupils to delve into areas of interest and direct their learning. Common projects choices involve working with local businesses, app development, games programming, web technologies and big data.</p> <p>Pupils will develop an advanced understanding of core computing principles that can support entry to computing science careers and education pathways. Students learn advanced programming, development and research skills, and will understand the role and impact of contemporary computing technologies.</p>	
Entry to Course	Assessment
<ul style="list-style-type: none"> • Computing Science at Higher (\geqB). <p>Where pupils have strong programming experience alternative course entry requirements will be considered.</p>	<p>Students must pass two internally assessed units.</p> <ul style="list-style-type: none"> • Professional Project 60% • Question Paper - 40%
Course Outline	Progression
<p>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, complex modular programs through practical tasks, using appropriate programming languages.</p> <p>Information Systems Design and Development 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 using appropriate development tools. 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.</p>	<p>Successful completion of this course may lead to:</p> <ul style="list-style-type: none"> • Degrees in Computing Science and similar subjects • HND/HNC • Junior programming job roles • Digital self employment opportunities
Further Information:	
<p>Contact: Mrs K Warman, PT</p> <p>SQA Website</p>	

NATIONAL 4/5 DESIGN & MANUFACTURE

Course Description	
<p>The Course provides a broad practical introduction to design, materials and manufacturing processes. It provides opportunities for learners to gain skills in both designing and in communicating design proposals. It allows learners to explore the properties and uses of materials and to make models and prototypes of products. The Course is practical, exploratory & experiential in nature. It combines elements of creativity and designing for aesthetic or visual impact with a requirement to consider a product's function and performance. It helps the learner appreciate the tensions that exist between factors such as aesthetics, function, economics and the environment.</p> <ul style="list-style-type: none"> • Skills in design and manufacturing models, prototypes and products • Knowledge and understanding of manufacturing processes and materials • Understanding the impact of design & manufacturing technologies on our environment & society 	
Entry to Course	Assessment
<p>Completion of Broad General Education in a relevant subject.</p>	<p>Two internally assessed units plus Value Added at National 4.</p> <p>Two internally assessed units plus an Assignment & Question Paper at National 5</p>
Course Outline	Progression
<ul style="list-style-type: none"> • Evaluating existing products and using a range of research techniques. • Applying a range of basic idea generation techniques. • Writing a simple specification with some aspects of complex detail. • Applying a range of creative design skills when refining and resolving straightforward product design tasks • Using graphic techniques to visually represent design solutions in simple, straightforward and some new contexts. • Using a range of simple modeling & manufacturing techniques to represent design ideas in three dimensions. • Planning a simple manufacturing process. • Selecting and using a range of tools, equipment, software & materials in designing, making & testing models, prototypes and products. • Evaluation of own design proposals & associated manufacturing practicalities, and applying suggestions for improvement. • Knowledge and understanding of the impact of a range of design and manufacturing technologies on our environment and society. • Knowledge and understanding of a range of factors that influence the design & manufacture of artifacts and products. • Knowledge and understanding of a range of manufacturing processes and the properties and uses of materials. 	<p>This Course or its Units may provide progression to:</p> <ul style="list-style-type: none"> • Other SQA qualifications in Design and Manufacture or related areas eg Higher Design and Manufacture. • Further study, employment or training
Further Information:	
<p>Contact: Mr S Woodrow, PT</p> <p>SQA Website</p>	

HIGHER DESIGN & MANUFACTURE

Course Description	
<p>The Higher Design and Manufacture Course at this level develops learners' research skills, idea generation techniques, and ability to read drawings and diagrams. Learners also gain the ability to communicate design ideas and practical details, to evaluate and apply both tangible and subjective feedback, and to devise, plan and develop practical solutions to design opportunities.</p>	
Entry to Course	Assessment
<ul style="list-style-type: none"> • Design & Manufacture at National 5. • Art & Design at National 5. 	<p>Units are assessed internally by your teacher in accordance with SQA guidelines.</p> <p>External SQA assessment of the course consists of a written examination.</p>
Course Outline	Progression
<p>Design and Manufacture: 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.</p> <p>Design and Manufacture: Materials & Manufacturing 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 that would apply to a design proposal in an industrial/commercial context.</p>	<p>Successful completion of this course may lead to:</p> <ul style="list-style-type: none"> • Degree/HND/HNC • Further employment or training.
Further Information:	
<p>Contact: Mr S Woodrow, PT</p> <p>SQA Website</p>	

NATIONAL 5 ENGINEERING SCIENCE

Course Description	
<p>SQA's Engineering Science qualifications develop a range of technological skills, including skills in analysis and problem solving, design skills, skills in the use of equipment and materials, and skills in evaluating products and systems. The Courses bring together elements of science, technology, and mathematics, apply these to real-world challenges, and build challenging, coherent and enjoyable journeys for learners through all levels. With insights into the opportunities and challenges in engineering, the Courses provide a strong basis for further study or a career in any branch of engineering.</p>	
Entry to Course	Assessment
<ul style="list-style-type: none"> Maths at National 5 and/or Physics at National 5. 	<p>Units and assignments are assessed internally by your teacher in accordance with SQA guidelines.</p> <p>External SQA assessment of the course consists of a written examination.</p>
Course Outline	Progression
<p>Engineering Contexts and Challenges This Unit provides a broad context for the Course. It contributes to developing a deep understanding of engineering concepts by exploring a range of engineering problems with some complex features, and their solutions. This Unit allows the learner to explore some existing and emerging technologies and challenges, and to consider implications relating to the environment, sustainable development, and economic and social issues.</p> <p>Electronics and Control This Unit explores an appropriate range of key concepts and devices used in electronic control systems, including analogue, digital and programmable systems. Skills in problem solving and evaluating are developed through simulation, practical projects and investigative tasks in a range of contexts.</p> <p>Mechanisms and Structures This Unit develops a deepening understanding of mechanisms and structures. Skills in problem solving and evaluating are developed through simulation, practical projects and investigative tasks in a range of contexts.</p>	<p>This Course or its units may provide progression to:</p> <ul style="list-style-type: none"> Other qualifications in Engineering Science or related areas Engineering Science or other technological subjects at Higher Further study, employment or training
Further Information:	
Contact: Mr S Woodrow, PT	
SQA Website	

NATIONAL 4/5 FASHION & TEXTILE TECHNOLOGY

Course Description	
<p>The main purpose of the Course is to develop the practical skills, construction techniques and knowledge and understanding which support fashion/textile-related activities. The knowledge, understanding and skills that learners acquire by successfully completing the Course will be valuable for learning, for life and for the world of work.</p> <p>This Course is practical and experiential. Learners will plan, make and evaluate fashion/textile items.</p>	
Entry to Course	Assessment
<p>Entry into this course is at the discretion of the centre, although creative courses would be beneficial.</p>	<p>Internally assessed units plus Value Added at National 4.</p> <p>Internally assessed units plus an Assignment & Question Paper at National 5</p>
Course Outline	Progression
<p>Fashion and Textile Technology: Textile Technologies Learners develop detailed knowledge and skills related to textile technologies. This includes the characteristics and properties of a range of textiles and their uses. Learners will have the opportunity to make detailed fashion/textile items, to an appropriate standard of quality, using a pattern and a range of textile construction techniques.</p> <p>Fashion and Textile Technology: Fashion/Textile Item Development Learners explore fashion/textile trends and the fashion/textile item development process. They will work with given briefs to develop solutions for detailed fashion/textile items based on those trends. Learners will plan and make detailed fashion/textile items, to an appropriate standard of quality, that take into account fashion/textile trends.</p> <p>Fashion and Textile Technology: Fashion and Textile Choices Learners develop and apply their knowledge and understanding of a range of factors affecting the fashion and textile choices of consumers. Learners will investigate the fashion/textile choices of consumers and develop solutions for items to meet these choices. They will make and evaluate detailed fashion/textile items, with a focus on factors that affect fashion and textile choice. The Unit also provides learners with the opportunity to select, set up, adjust and use equipment and tools safely and correctly.</p>	<p>This Course or its Units may provide progression to:</p> <ul style="list-style-type: none"> • Higher Fashion and Textile Technology Course • 290Other SQA qualifications in health and wellbeing, technologies or related areas • Further education and employment or training
Further Information:	
<p>THERE IS A FEE FOR THIS COURSE FOR THE MATERIALS USED</p> <p>Contact: Mr S Woodrow, PT</p> <p>SQA Website</p>	

NATIONAL 4/5 GRAPHIC COMMUNICATION

Course Description	
<p>The aims of this course are to enable learners to:</p> <ul style="list-style-type: none"> • Develop skills in graphic communication techniques, including the use of equipment, materials and software • Extend and apply knowledge and understanding of graphic communication standards, protocols and conventions, where these apply • Develop an understanding of the impact of graphic communication technologies on our environment and society <p>On completing the course, learners will have developed skills in 2D and 3D graphics, as well as pictorial graphics. They will be able to apply these skills in order to produce graphics that require visual impact and graphics that transmit information.</p>	
Entry to Course	Assessment
<ul style="list-style-type: none"> • Completion of a Broad General Education in a related subject • Completion of a relevant course • At the discretion of the Principal Teacher D&T 	<p>The following units must all be completed to a prescribed tolerance & standard:</p> <ul style="list-style-type: none"> • 2D Graphic Communication • 3D and Pictorial Graphic Communication • Graphic Communication Assignment • External exam for National 5.
Course Outline	Progression
<p>The main things you will learn:</p> <ul style="list-style-type: none"> • Produce and interpret pictorial sketches, pictorial drawings and 3D models • Produce pictorial and 3D colour illustrations • Create pictorial or 3D promotional displays • Produce and interpret 2D sketches and drawings • Produce preliminary 2D colour designs and illustrations for single-page promotional displays • Create 2D promotional graphic layouts 	<p>This Course or its units may provide progression to:</p> <ul style="list-style-type: none"> • Other qualifications in Graphic Communication or related areas • Graphic Communication or other technological subjects at Higher • Further study, employment or training
Further Information:	
Contact: Mr S Woodrow, PT	
SQA Website	

HIGHER GRAPHIC COMMUNICATION

Course Description	
<p>Learners initiate and develop their own ideas graphically. It allows them to develop skills in reading and interpreting graphics produced by others and to continue to develop graphic awareness in often complex graphic situations, expanding their visual literacy. The Course is practical, exploratory and experiential in nature. It combines elements of creativity and communicating for visual impact with elements of protocol and an appreciation of the importance of graphic communication standards, where these are appropriate.</p> <p>The Course allows learners to engage with technologies. It allows learners to consider the impact that graphic communication technologies have on our environment and society.</p>	
Entry to Course	Assessment
<p>Entry into S5:</p> <ul style="list-style-type: none"> • Graph Comm at National 5. <p>Entry into S6:</p> <ul style="list-style-type: none"> • Graph Comm at National 5 or • Design & Manufacture at National 5 or • Art & Design at National 5 <p>Other relevant technological, graphic courses or similar at teacher's discretion.</p>	<p>Units are assessed internally by your teacher in accordance with SQA guidelines.</p> <p>External SQA assessment of the course consists of a written examination and an assignment.</p>
Course Outline	Progression
<p>2D Graphic Communication</p> <p>This Unit helps learners to develop their creativity and presentation skills within a 2D graphic communication context. It will allow learners to initiate, plan, develop and communicate ideas graphically, using two-dimensional graphic techniques. Learners will develop a number of skills and attributes within a 2D graphic communication context, including spatial awareness, visual literacy, and the ability to interpret given drawings, diagrams and other graphics. Learners will evaluate the effectiveness of their own and given graphic communications to meet their purpose.</p> <p>3D and Pictorial Graphic Communication</p> <p>This Unit helps learners to develop their creativity and presentation skills within a 3D and pictorial graphic communication context. It will allow learners to initiate, plan, develop and communicate ideas graphically, using two-dimensional graphic techniques. Learners will develop a number of skills and attributes within a 3D graphic communication context, including spatial awareness, visual literacy, and the ability to interpret given drawings, diagrams and other graphics. Learners will evaluate the effectiveness of their own and given graphic communications to meet their purpose.</p>	<p>Successful completion of this course may lead to:</p> <ul style="list-style-type: none"> • Advanced Higher Graphic Communication. • Higher Design & Manufacture • Degree/HND/HNC • Further training or employment.
Further Information:	
<p>Contact: Mr S Woodrow, PT</p> <p>SQA Website</p>	

HOSPITALITY: PRACTICAL CAKE CRAFT

Course Description	
<p>This Course is designed for those wishing to acquire cake-baking and cake-finishing skills and to develop and demonstrate innovativeness in these areas. An interest in the creative and artistic aspect of the Course would be an important consideration.</p>	
Entry to Course	Assessment
<p>Entry into this course is at the discretion of the centre</p>	<p>Units are assessed internally by your teacher in accordance to SQA guidelines.</p> <p>Assignment is internally assessed by your teacher and Externally moderated by the SQA</p>
Course Outline	Progression
<p>The Course, which is practical and experiential in nature, develops a range of cakebaking and cake-finishing skills in hospitality-related contexts. It enables learners to develop, consolidate and demonstrate creative techniques in the production of cakes and other baked items. It develops the thinking skills of understanding, analysing and evaluating, and creating. Aspects of numeracy, employability skills, and the ability to work safely and hygienically are similarly developed. This Course has two mandatory Units. Both Units form a coherent whole, with learners' skills and related knowledge and understanding being systematically developed throughout the Course.</p> <p>Cake Baking The purpose of this Unit is to enable learners to develop the ability to bake a range of cakes and other items safely and hygienically. In the production of a range of cakes and other baked items, learners will demonstrate specialist skills, techniques and processes. To promote personalisation and choice, this Unit provides opportunities to investigate baking trends and allows learners to apply this knowledge in a range of practical contexts.</p> <p>Cake Finishing The purpose of this Unit is to enable learners to develop the ability to finish a range of cakes and other baked items safely and hygienically. In the finishing processes learners will apply specialised skills and creative techniques. To promote personalisation and choice, this Unit allows opportunities to investigate trends in cake finishing and allows learners to apply this knowledge in a range of practical contexts.</p>	<p>Further Education (HNC/HND/ Degree) or Employment in</p> <ul style="list-style-type: none"> • Hospitality • Catering
Further Information:	
<p><u>THERE IS A FEE FOR THIS COURSE FOR THE INGREDIENTS SUPPLIED AND PUPILS MAY BE REQUIRED TO BRING INGREDIENTS</u></p>	
<p>Contact: Mr S Woodrow, PT</p> <p>SQA Website</p>	

NATIONAL 4/5 HOSPITALITY: PRACTICAL COOKERY

Course Description	
<p>The general aim of this Course is to develop organizational and planning skills, food preparation techniques and follow cookery processes, in the context of producing dishes with minimal guidance. Learners will also develop an understanding on the importance of safety and hygiene and follow safe and hygienic practices at all times.</p> <p>Learners who complete this Unit will be able to:</p> <ul style="list-style-type: none"> • Use cookery skills, with minimal guidance, to prepare ingredients, follow cookery processes with minimal guidance, to produce dishes and be able to plan, prepare and organize themselves throughout. 	
Entry to Course	Assessment
<p>Entry to this Unit is at the discretion of the centre. However, learners would normally be expected to have attained the skills and knowledge required by the following or by equivalent qualifications or experience:</p> <ul style="list-style-type: none"> • S3 Broad General Education Hospitality course. • National 3 Hospitality: Practical Cookery Course or relevant component Units 	<p>The following is a list of methods which could be used for assessment and gathering necessary evidence:</p> <ul style="list-style-type: none"> • Questioning – written, oral. • Observation of learners carrying out practical activities. • Presentations, group discussions, peer-/self-assessment. • Matching exercises, various forms of e-assessment. • Working logs/portfolios of evidence.
Course Outline	Progression
<p>The Units covered include:</p> <ul style="list-style-type: none"> • Elementary Food Hygiene: This is certificated by The Royal Environmental Health Institute Scotland. • Cookery Skills, Techniques and Processes. • Understanding and Using Ingredients. • Organisational Skills for Cooking • Added Value Unit - Producing a Meal - this will be an externally set Practical Exam which involves the preparation, cooking, serving and garnishing of a 2 Course Meal within a 90 minute time frame. 	<p>This Course or its components may provide progression to:</p> <ul style="list-style-type: none"> • National 5 Hospitality: Practical Cookery Course or relevant component Units • A Pass at National 5 level could lead to entrance for Higher Health & Food Technology • Further study, employment and/or training • Other progression pathways are also possible including progression to other qualifications at the same or different levels.
Further Information:	
<p><u>THERE IS A FEE FOR THIS COURSE FOR THE INGREDIENTS SUPPLIED</u></p> <p>Contact: Mr S Woodrow, PT</p> <p>SQA Website</p>	

NATIONAL 4/5 PRACTICAL METALWORKING

Course Description	
<p>The aims of the Course are to enable learners to develop:</p> <ul style="list-style-type: none"> • Skills in metalworking techniques • Skills in measuring out and marking metal sections and sheet materials • Safe working practices in workshop environments • Practical creativity and problem-solving skills • An understanding of sustainability issues in a practical metalworking context 	
Entry to Course	Assessment
<ul style="list-style-type: none"> • Completion of a Broad general Education in a related practical subject. • Completion of a relevant course. • At the discretion of the Principal Teacher D&T 	<p>The following units must all be completed to a prescribed tolerance and standard.</p> <ul style="list-style-type: none"> • Bench Skills • Machine Processes • Fabrication and Thermal Joining • Added Value Unit
Course Outline	Progression
<p>The main things you will learn:</p> <ul style="list-style-type: none"> • Using, with guidance, a range of metalworking tools, equipment and materials safely and correctly for straightforward and familiar metalworking tasks. • Reading and interpreting simple drawings and diagrams in familiar contexts. • Measuring and marking out metal sections and sheet materials in preparation straightforward cutting and forming tasks. • Practical creativity in the context of simple and familiar metalworking tasks. • Following, with guidance, given stages of a practical problem-solving approach metalworking tasks. • Applying knowledge and understanding of safe working practices in a workshop environment as they relate to simple and familiar tasks. • Knowledge of the basic properties and uses of common metals and metalworking materials. • Knowledge of sustainability issues in a practical metalworking context. 	<p>May include:</p> <ul style="list-style-type: none"> • Next National in hierarchy for metalworking. • Skills for Work. • Employment, apprenticeship or work training.
Further Information:	
<p>Contact: Mr S Woodrow, PT</p> <p>SQA Website</p>	

THERE IS A FEE FOR THIS COURSE FOR THE MATERIALS SUPPLIED

NATIONAL 4/5 PRACTICAL WOODWORKING

Course Description	
<p>The aims of this course are to develop skills & knowledge in:</p> <ul style="list-style-type: none"> • Woodworking processes & techniques • Material identification and uses • Safe practices • Creativity and problem solving • Numeracy, enterprise and citizenship <p>The course consists of units in which previous skills are reinforced and new skills introduced and developed.</p>	
Entry to Course	Assessment
<ul style="list-style-type: none"> • Completion of a Broad General Education in a related practical subject • Completion of a relevant course • At the discretion of the Principal Teacher D&T 	<p>The following units must all be completed to a prescribed tolerance & standard:</p> <ul style="list-style-type: none"> • Carcase construction • Flat frame construction • Machining and Finishing • Final Project
Course Outline	Progression
<p>The main things you will learn:</p> <ul style="list-style-type: none"> • How to read project drawings and obtain part dimensions. • To adjust and use safely a range of tools, hand and machine. • Measure and mark out common materials. • To cut and shape materials, some with complex features. • To plan tasks. • To contribute by suggesting improvements to given tasks. • Common properties and uses of common materials in use. • The importance of sustainability in a practical woodworking context. • To work in a manner which is safe for all. 	<p>May include:</p> <ul style="list-style-type: none"> • Next National in hierarchy for woodworking. • Skills for Work • Employment, apprenticeship or work training.
Further Information:	
<p><u>THERE IS A FEE FOR THIS COURSE FOR THE MATERIALS SUPPLIED</u></p>	
<p>Contact: Mr S Woodrow, PT</p> <p>SQA Website</p>	

EXPRESSIVE

NATIONAL 3 ART & DESIGN

Course Description	
<p>This course provides opportunities for learners to experiment with art and design materials; be imaginative and creative; present basic facts and ideas; and apply practical skills in response to given expressive and design tasks.</p> <p>It combines practical experiences in expressive and design activities along with developing a basic knowledge and understanding of artists and designers' practice.</p>	
Entry to Course	Assessment
<p>You will have completed Art and Design in S3.</p>	<p>National 3 units are internally assessed. There is no Added Value unit or external exam at NAT3.</p>
Course Outline	Progression
<p>Expressive Activity</p> <ul style="list-style-type: none"> • Consider some of the things that inspire artists and how they use art materials, techniques and technology. • Pupils will select, use and experiment with art materials, techniques and /or technology. • Produce art work at a basic level in response to chosen stimuli for an expressive art activity. <p>Design Activity</p> <ul style="list-style-type: none"> • Consider some of the things that inspire designers and how they use design materials, techniques and technology. • Pupils will develop their personal design ideas in 2D and/or 3D work, select use and experiment with materials, techniques and/or technology at a basic level when producing design work in response to a design brief. • Pupils will reflect on and evaluate their own and other designers' work. 	<p>Successful completion of National 3 could provide progress to:</p> <ul style="list-style-type: none"> • Art & Design National 4
Further Information:	
<p>Contact: Mrs N Watson, PT</p> <p>SQA Website</p>	

NATIONAL 4/5 ART & DESIGN

Course Description	
<p>Learners will begin by focusing on the investigation and experimental development of creative ideas. The ideas should be informed and influenced by aspects of the candidates' understanding of how artists and designers create their work and the things which influenced them.</p> <p>Candidates will be working to an agreed theme/brief and will have had some involvement in choosing the context and scope for their art and design work.</p> <p>Learners will provide evidence of reflecting on their work and creative options and choices. They will show their ability to identify creative choices, to reach decisions and to use problem solving skills while developing their ideas; helping them communicate their ideas about their subject or theme.</p>	
Entry to Course	Assessment
<p>You will have completed Art and Design in S3.</p> <p>Pupils will not be placed at their levels until they have worked through the units. Decisions on working levels will be based on the quality of both written and practical work produced by the pupils.</p> <p>Pupils in S5 and S6, who have not studied Art and Design since S2 may undertake the Nat4 or Nat5 course following a discussion with Mrs Watson.</p>	<p>National 4 units and the further Added Value portfolio are internally assessed. There is no external exam at NAT4. At National 5 level, pupils complete a portfolio of work consisting of both Expressive and Design work. The hand in date for this is the end of the Spring Term. The folios will then be submitted to the SQA for assessment.</p> <ul style="list-style-type: none"> • Expressive Unit -80 marks • Design Unit - 80 marks • External written exam - 40 marks
Course Outline	Progression
<p>Expressive Activity</p> <ul style="list-style-type: none"> • Identifying and investigating themes. • Research artists' working practices, describing how social and cultural influences affect the artists' work. • Reflecting on and evaluating their own and other artists' work. • Analytical drawing from first hand sources. • Developing media handling skills. • Developing and resolving personal ideas imaginatively in 2D/3D. <p>Design Activity</p> <ul style="list-style-type: none"> • Identifying and investigating themes. • Research into designers' working practices, describing how social and cultural influences affect the designers' work. • Reflecting on and evaluating their own and other designers' work. • Investigating requirements, constraints and problems. • Considering ideas towards a solution. • Developing skills, making informed choices and evaluation. 	<p>Successful completion of National 4 will provide progress to:</p> <ul style="list-style-type: none"> • Art & Design National 5 <p>Successful completion of National 5 will provide progress to:</p> <ul style="list-style-type: none"> • Art & Design Higher
Further Information:	
<p>Contact: Mrs N Watson, PT</p> <p>SQA Website</p>	

HIGHER ART & DESIGN

Course Description	
<p>The purpose of the Course is to provide a broad practical experience of Art and Design and related critical activity. The Course provides opportunities for learners to be inspired and creatively challenged as they explore how to visually represent and communicate their personal thoughts, ideas and feelings through their work. Learners will analyse the factors influencing artists' and designers' work and practice. They will use this understanding when developing and producing their own creative and personal expressive and design work.</p>	
Entry to Course	Assessment
<ul style="list-style-type: none"> National 5 Art and Design Course or relevant component Units. 	<p>At Higher pupils complete a portfolio of work consisting of both an Expressive and Design folio of work. The hand in date is the end of the Spring Term. This folio will then be submitted to the SQA for assessment.</p> <ul style="list-style-type: none"> Expressive unit - 80 marks Design unit - 80 marks External written exam - 60 marks
Course Outline	Progression
<p>Expressive Activity</p> <p>This folio of work helps learners to develop their personal thoughts and ideas in visual form. Learners will develop critical understanding of artists' working practices and the social and cultural influences affecting their work. After selecting stimuli and producing investigative studies, pupils will develop and refine their expressive ideas and artwork. They will experiment with and use a range of materials, techniques and/or technology in 2D and/or 3D formats in response to the stimuli.</p> <p>Design Activity</p> <p>In this unit learners will plan research and develop work in response to a design brief. They will further develop their creativity, problem-solving and critical thinking skills as they consider complex design opportunities and work to resolve design issues and constraints. They will develop and refine their ideas by experimenting with and using a range of materials, techniques and/or technology in 2D and/or 3D formats.</p> <p>Learners will evaluate their own and other work in both expressive and design folios.</p> <p>The written critical understanding of both artists' and designers' work will inform the written external in the May exam diet.</p>	<p>Successful completion of this course may lead towards:</p> <ul style="list-style-type: none"> Advanced Higher Art & Design Portfolio Preparation Course HNC/HND/Degree Higher Art & Design is required for some Architecture and other interior & exterior spatial design courses. 24 SCQF Credit points to support application to other further and higher education courses.
Further Information:	
<p>Contact: Mrs N Watson, PT</p> <p>SQA Website</p>	

ADVANCED HIGHER ART & DESIGN

Course Description	
<p>In this course learners will engage in a creative and personally selected Expressive or Design enquiry. They will explore the creative potential of their selected expressive stimuli and experiment using materials, advanced techniques and/or technology to communicate and express their ideas in 2D and/or 3D formats.</p> <p>The course provides opportunities for personalisation and choice by allowing learners to select creative and challenging contexts for self-directed learning. It will allow learners to broaden and extend their creativity and critical thinking skills and to work independently in an area of personal interest. This distinct focus on sustained self-directed learning is part of the course's unique contribution to the learners' creative development.</p> <p>Learners will choose to work in the area of either Design or Expressive and will choose artists or designers which they will research in order to inform their own area of study. This will form the basis for the compulsory written unit.</p>	
Entry to Course	Assessment
<ul style="list-style-type: none"> Higher Art and Design. 	<p>The internal combined unit of practical and in-depth responses to artists'/designers' research will be internally assessed before learners make progress onto the portfolio.</p> <p>The portfolio will be marked out of 100 and will be submitted to the SQA for external assessment.</p> <p>The course award is graded A to D.</p> <ul style="list-style-type: none"> Initial starting point and resolved pieces of artwork and design - 60 marks. Supporting contextual research-30 marks and evaluation - 10 marks.
Course Outline	Progression
<p>Learners will choose to work in the area of either Design or Expressive and will choose artists or designers which they will research in order to inform their own area of study. This will form the basis for the compulsory written unit. Progression onto the portfolio will follow the completion of the unit.</p> <p>The practical & written elements of the portfolio are:</p> <ul style="list-style-type: none"> The ability to identify the development potential in their work. Confident and highly skilled use of a variety of art materials, equipment, advanced techniques and/or technology. Applied understanding of artists'/designers' work and practice informed by in-depth research. Personal creativity through the development of progressive lines of expressive/design enquiry. Advanced visual problem solving, planning and evaluation skills. The ability to create highly refined outcomes in 2D and/or 3D formats. The ability to review, edit and present their work for assessment. 	<p>Successful completion of this course may lead towards:</p> <ul style="list-style-type: none"> Portfolio Preparation Course HNC/HND/Degree courses Some Architecture and other interior & exterior spatial design courses may require a portfolio. The Advance Higher course will enable pupils to create a portfolio. 32 SCQF Credit points to support application to other further and higher education courses.
Further Information:	
<p>Contact: Mrs N Watson, PT SQA Website</p>	

NATIONAL 4/5 DRAMA

Course Description	
<p>All pupils taking this course will gain basic skills in a wide variety of production skills expertise: lighting and sound using IT; costume; make-up and hair; set design; prop-making and acting.</p> <p>In May learners will have the opportunity to be assessed in the National 4/5 Production Skills unit through the successful completion of a performance that will allow them to demonstrate and apply the skills they have learned. To complete this unit a final written evaluation has to be completed in June.</p>	
Entry to Course	Assessment
<p>Prior experience and understanding of drama and the skills involved or a willingness to participate in the practical application of skills.</p>	<p>Performance/Folio evaluating the drama skills process and presentation/Folio of Production skills. Both folios are pass/fail and internally assessed.</p> <p>Performance is 60% of final mark Section 1 - performance (50 marks) Section 2 - preparation for performance (10 marks)</p> <p>Exam is 40% of final grade: Section 1 - assesses the candidate's ability to evaluate their own work and the work of others Section 2 - assesses the candidate's ability to respond to stimuli and create their own piece of drama suitable for performance.</p> <p>(There is no written exam for National 4)</p>
Course Outline	Progression
<p>Introductory Unit (approx 3 weeks)</p> <p>Drama Skills Unit (approx 12 weeks) This unit will also introduce production skills and final performance of devised drama.</p> <p>Production Skills Unit (approx 6 weeks) This unit of devised drama will introduce the text for the final added value unit and will include a presentation. Pupils will be given the opportunity to see and experience the use of professional performance arts as part of the course.</p> <p>Added Value Unit (approx 10 weeks) This will include a final performance in front of an audience and will be externally assessed. The written paper will be about the performance and the skills involved.</p> <p>Evaluation of process and preparation for exam.</p>	<p>Successful completion of National 4 will provide progress to:</p> <p>Drama National 5</p> <p>Successful completion of National 5 will provide progress to:</p> <p>Drama Higher (or units within Higher) or National units in Performance/Technology.</p>
Further Information:	
<p>Contact: Mrs G Dearness, PT</p> <p>SQA Website</p>	

HIGHER DRAMA

Course Description	
<p>The Higher Drama Course develops skills in creating and presenting drama. Learners develop and use complex drama skills and production skills to present drama. This Course is practical and experiential. The aims of the Course are to enable learners to:</p> <ul style="list-style-type: none"> • Generate and communicate thoughts and ideas when creating drama • Develop a knowledge and understanding of the complex social and cultural Influences on drama • Develop complex skills in presenting drama • Develop knowledge and understanding of complex production skills when Presenting drama • Explore form, structure, genre and style • 	
Entry to Course	Assessment
<ul style="list-style-type: none"> • National 5 A or B pass in Drama • A good pass in English at National 5 and an interest in Theatre with a willingness to participate in drama. <p>Note - if pupils do not have an A or B pass at National 5 then this course can be sat over two years or pupils may sit internal units only.</p>	<ul style="list-style-type: none"> • Internal assessment of units • Externally assessed practical assessment • SQA Examination - written paper <ul style="list-style-type: none"> Section A - Demonstrate a knowledge of text, social and historical context through performance. Section B - Performance analysis of a production the candidate has seen live or recorded (if necessary).
Course Outline	Progression
<p>Drama Skills In this Unit, learners will explore and develop complex drama skills and ways of communicating thoughts and ideas to an audience. They will learn how to respond to text, including stimuli. They will also learn how to develop character in a range of ways and develop understanding of form, structure, genre and style when creating and presenting drama. Learners will develop knowledge and understanding of the social and cultural influences on drama. They will also learn how to evaluate their own progress and that of other learners.</p> <p>Drama: Production Skills In this Unit, learners will develop complex production skills. They will use these skills to enhance drama when presenting. Learners will use problem-solving skills in order to generate ideas for presenting drama.</p>	<p>Successful completion of this course may lead to:</p> <ul style="list-style-type: none"> • Degree/HND/HNC • Employment in Theatre studies, musical theatre and/or technical theatre.
Further Information:	
Contact: Mrs G Dearness, PT	
SQA Website	

NATIONAL 4/5 MUSIC

Course Description	
<p>This course will develop pupils' skills in Performing, Composing and Understanding Music. Pupils will learn to how to understand music of different styles. You will develop skills on your preferred instruments by performing, inventing and appreciating music in a variety of styles. You will engage in a wide variety of activities which will include both individual and ensemble work. Participation in extra-curricular activities (ie Choirs, Windband, and String Groups etc) is strongly encouraged to further your understanding and skills.</p>	
Entry to Course	Assessment
<p>Completion of BGE Phase with Music as an elected subject in S3.</p>	<p>Performing A Recital Performance to visiting examiner around February/March of at least equivalent of Associated Board Grade 3. The first instrument must have a prepared programme of 2-6 minutes, the second instrument must have a programme of 2-6 minutes with a total of 8 mins. Each instrument is worth 25% of overall grade.</p> <p>Listening Listening exam at National 5 (45 mins) in May/June - identifying concepts covered in coursework. The listening element is worth 35% of overall grade.</p> <p>Composing An assignment that is worth 15% of overall grade.</p>
Course Outline	Progression
<p>The aims of the Course are to enable learners to:</p> <ul style="list-style-type: none"> • Develop performing skills in solo and/or group settings on their selected instruments or on one instrument and voice. • Perform challenging music with sufficient accuracy while maintaining the musical flow. • Create original music using compositional methods and music concepts creatively. • When composing, arranging or improvising broaden their knowledge and understanding of music and musical literacy by listening to music and identifying a range of music signs, symbols and music concepts. • Critically reflect on and evaluate their own work and that of others. 	<p>Successful completion of this course may lead to:</p> <p>Higher Grade Music</p> <p>National & vocational qualification at college</p> <p>Employment in performing arts</p>
Further Information:	
<p>Contact: Mrs R Harvey, PT</p> <p>SQA Website</p>	

NATIONAL 5 MUSIC TECHNOLOGY

Course Description

This course enables learners to develop basic skills in the use of music technology hardware and software to capture and manipulate audio.

Learning will be based around short demonstrations, followed by hands - on activities for the learners with the production of short radio programmes and podcasts.

The Course also enables learners to use music technology creatively in sound production and to develop an understanding of a range of 20th and 21st century music styles and genres - including ragtime, swing, skiffle, synth pop, electronica, dance music, rap, jazz, blues, rock and disco.

Entry to Course

Entry to this course is at the discretion of the centre.
Candidates should have achieved the BGE level 4 or the National 4 Music Technology course or equivalent qualifications and/or experience prior to starting this course.

Assessment

Assignment

This is worth 70% of overall grade.

Question Paper

Exam at National 5 (approx 1 hour) in May/June - identifying concepts covered in coursework. The listening element is worth 30% of overall grade.

Course Outline

The aims of the Course are to enable learners to:

- Develop skills in the analysis of music in the context of a range of 20th and 21st century musical styles and genres.
- Develop an understanding of aspects of the music industry, including a basic awareness of implications of intellectual property rights.
- Develop skills in the use of music technology hardware and software to capture and manipulate audio.
- Use music technology creatively in sound production in a range of contexts.
- Critically reflect on their own work and that of others.

Progression

Successful completion of this course may lead to:

Higher Music Technology

National & vocational qualification at college

Employment in performing arts

Further Information:

Contact: Mrs R Harvey, PT

SQA Website

HIGHER MUSIC

Course Description	
<p>The Higher Music Course provides a broad practical experience of performing and creating music and develops related knowledge and understanding of music. Learners develop their skills and creative capabilities as musicians, and gain the skills they need to perform and create music and to confidently discriminate between music concepts and styles. Participation in extra-curricular activities (ie Choirs, Windband, and String Groups etc) is strongly encouraged to further your understanding and skills.</p>	
Entry to Course	Assessment
<ul style="list-style-type: none"> National 5 Music preferably A or B pass 	<p>Performing A Recital Performance to visiting examiner in Feb/March of at least equivalent of Associated Board Grade 4. The performance time on either of the two selected instruments, or instrument and voice, must be a minimum of four minutes within the overall 12-minute programme. Each instrument is worth 25% of overall grade.</p> <p>Listening Listening exam (50 mins) in May/June - identifying concepts covered in coursework. The listening element is worth 35% of overall grade.</p> <p>Composing An assignment that is worth 15% of overall grade.</p>
Course Outline	Progression
<p>The aims of the Course are to enable learners to:</p> <ul style="list-style-type: none"> Develop performing skills in solo and/or group settings on their selected instruments or on one instrument and voice. Perform challenging music with sufficient accuracy while maintaining the musical flow. Create original music using compositional methods and music concepts creatively. When composing, arranging or improvising broaden their knowledge and understanding of music and musical literacy by listening to music and identifying a range of music signs, symbols and music concepts. Critically reflect on and evaluate their own work and that of others. 	<p>Successful completion of this course may lead to:</p> <ul style="list-style-type: none"> Advanced Higher Music Degree/HNC/HND Employment in Performing Arts
Further Information:	
Contact: Mrs R Harvey, PT	
SQA Website	

ADVANCED HIGHER MUSIC

Course Description	
<p>The course provides you with the opportunity to develop musical versatility and particular areas of interest. Flexibility within the overall structure allows you to select a stimulating course, well matched to your individual interests and needs. It also allows you to develop the skills and knowledge if you wish to proceed to further study and/or follow a career in music. Participation in extra-curricular activities (ie Choirs, Windband, and String Groups etc) is strongly encouraged to further your understanding and skills.</p>	
Entry to Course	Assessment
<ul style="list-style-type: none"> • Higher Grade Music at A or B • English at Higher Level would be a distinct advantage 	<p>Performing A Recital Performance to visiting examiner in May of at least equivalent of Associated Board Grade 5. The performance time on either of the two selected instruments, or instrument and voice, must be a minimum of six minutes within the overall 18-minute programme. Each instrument is worth 30 marks.</p> <p>Listening Listening exam (60 mins) in May/June - identifying concepts covered in coursework. The listening element is worth 40 marks.</p>
Course Outline	Progression
<p>The aims of the Course are to enable learners to:</p> <ul style="list-style-type: none"> • Develop performing skills in solo and/or group settings on their selected instruments or on one instrument and voice. • Perform challenging music with sufficient accuracy while maintaining the musical flow. • Create original music using compositional methods and music concepts creatively. • When composing, arranging or improvising broaden their knowledge and understanding of music and musical literacy by listening to music and identifying a range of music signs, symbols and music concepts. • Critically reflect on and evaluate their own work and that of others. 	<p>Successful completion of this course may lead to:</p> <ul style="list-style-type: none"> • Degree/HND/HNC • Employment in Performing Arts
Further Information:	
<p>Contact: Mrs R Harvey, PT</p> <p>SQA Website</p>	

HIGHER PHOTOGRAPHY

Course Description	
<p>Higher Photography will give you the opportunity to improve your practical and analytical skills and to develop a greater understanding of image making. It will develop your creativity and will provide you with the opportunity to reflect upon and interpret the world around you.</p> <p>The course culminates in a self directed folio which allows you to demonstrate your creativity and applied photography skills in a new and appropriately challenging context. A mandatory payment of £10 will be requested to cover most costs leading up to the final prints. A final shoot of 12 images will be printed out at the cost of the pupil. This will normally be around £10.</p>	
Entry to Course	Assessment
<ul style="list-style-type: none"> • A pass at Nat 5 English or Art and Design, as there are analytical and evaluative written elements to the course. • A keen interest in photography and use of a good camera would be beneficial, although the school cameras can be used within the school premises. 	<p>The hand in date for the Photography Project is the end of the Spring Term. This folio will then be submitted to SQA for assessment. The Photography Project will include:</p> <p>Research & Investigation Development & Production work Evaluation</p>
Course Outline	Progression
<p>This is a folio based course with all work being sent away to SQA for assessment</p> <p>Camera Techniques - an introduction to photography, how to use camera settings and take interesting shots.</p> <p>Image Making - analyse factors that influence photographers and their work then produce images in a similar style using a range of camera techniques and processes.</p> <p>Contextual Imagery - produce personal and creative images then evaluate use of imaging techniques.</p> <p>Project - Pupils are encouraged to make personal choices and produce a creative, self-directed folio, which demonstrates applied photography skills in a challenging context.</p>	<p>Higher Photography would be excellent preparation for those young people who are considering a career in Photography.</p> <p>It is an ideal way of building a portfolio for college. Likewise, those considering Art school would find it invaluable in enhancing their portfolio.</p> <p>Photography can lend itself well to various employment opportunities such as; Graphic design, Magazine editing, Advertising, Film and TV, Teaching, Web design, Fashion and many more</p>
Further Information:	
Contact: Mrs N Watson, PT	
SQA Website	

NATIONAL 4 PHYSICAL EDUCATION

Course Description	
<p>In this course pupils will learn how to identify factors that are impacting on their performance in a variety of activities. They will learn how to improve these factors and how to monitor and evaluate their progress. This course focuses on the development of practical skills as well as thinking and interpersonal skills by giving pupils a variety of roles and responsibilities.</p>	
Entry to Course	Assessment
<p>Ideally pupils should have completed the S3 BGE course prior to starting National 4 PE.</p> <p>If pupils have not taken this course but have shown commitment to participating in PE with the appropriate attitude and work rate then they will be considered for the course.</p>	<p>In order to achieve National 4, pupils will have to successfully complete all of the internally assessed units:</p> <ul style="list-style-type: none"> • Practical Performance - pupils will be required to meet the specific National 4 criteria for performance in a minimum of 2 physical activities throughout the course. • FIP - pupils will be required to demonstrate their knowledge of all factors impacting on performance as well as their ability to monitor and reflect on progress. • Added Value - pupils will be required to meet the specific National 4 Added Value criteria for performance by completing a challenging single performance in an activity of their choosing.
Course Outline	Progression
<p>The course is split into 3 units of work:</p> <ul style="list-style-type: none"> • Performance Skills - pupils will be expected to demonstrate and develop a range of movement and performance skills in a variety of activities throughout the course. • Factors Impacting on Performance - pupils will be expected to: demonstrate their knowledge of factors that can impact on performance, develop their performance in a number of physical activities and review their development process. This unit makes up the majority of the course and as a result homework will be issued regularly and pupils must complete their Factors Impacting on Performance workbooks successfully in order to pass the unit. • Added Value - pupils will be expected to plan for and carry out a single performance in an activity of their choosing. This performance must be in a challenging context and show pupils' application of the movement skills they have developed throughout the year. 	<p>The course or its units may provide progression to:</p> <p>National 5 Physical Education Course or relevant component Units.</p> <p>Success at National 5 level could lead to progression in Higher Physical Education.</p> <p>Wellbeing Award (SCQF level 5)</p>
Further Information:	
<p>Contact: Mr M Garson, PT</p> <p>SQA Website</p>	

NATIONAL 5 PHYSICAL EDUCATION

Course Description	
<p>In this course pupils will develop an understanding of the factors that impact on performance in a range of physical activities and the methods used to identify them. Pupils will be expected to use their understanding to plan and implement a training programme using a variety of approaches to improve their performance. Throughout the course, there will be a focus on practical skills where pupils will be expected to demonstrate a comprehensive range of performance skills.</p>	
Entry to Course	Assessment
<p>Ideally pupils will have completed the S3 BGE course or National 4 for senior pupils.</p> <p>Entry is at the discretion of the centre and attitude, effort and behaviour will all be taken into consideration. Continual participation and a demonstration of commitment to the subject are essential for entry to this course.</p>	<p>Portfolio. The purpose of the portfolio is to assess the candidate's knowledge and understanding of the performance development process. The portfolio gives candidates an opportunity to demonstrate the following skills, knowledge and understanding:</p> <ul style="list-style-type: none"> ◆ understanding factors that impact on performance ◆ planning, developing and implementing approaches to enhance personal performance ◆ monitoring, recording and evaluating performance development ◆ decision-making and problem-solving <p>The portfolio has a total of 60 marks.</p> <p>One-off Performance. The purpose of this component is to assess the candidate's ability to effectively perform in two different physical activities. Each performance is a single event in a challenging, competitive and/or demanding context. The performance has a total of 60 marks. This is 50% of the overall marks for the course assessment. Each single performance event is marked out of 30.</p>
Course Outline	Progression
<p>Pupils will learn how to select, demonstrate and adapt their skills in order to apply them in a variety of contexts. A number of activities will be covered throughout the course which can include the likes of volleyball, basketball and badminton. There will be opportunities for pupils to choose the activity which they are assessed in and to demonstrate the skills they have acquired.</p> <p>Factors Impacting on Performance - pupils will be expected to demonstrate their knowledge and understanding of the physical, social, emotional and mental factors which impact on performance.</p> <p>Throughout the course pupils will gain an insight in to the variety of data collection methods and approaches used in order to assess and develop these factors.</p>	<p>The course or its units may provide progression to:</p> <p>National 5 Physical Education Course or relevant component Units.</p> <p>Success at National 5 level could lead to progression in Higher Physical Education.</p> <p>Wellbeing Award (SCQF level 5)</p>
Further Information:	
<p>Contact: Mr M Garson, PT</p> <p>SQA Website</p>	

HIGHER PHYSICAL EDUCATION

Course Description	
<p>The Higher Physical Education Course allows learners to develop and demonstrate a broad and comprehensive range of complex movement and performance skills in challenging context. Pupils will use different methods of data collection to analyse their performances and then use this information to plan their next steps in a training programme. Candidates will be responsible for creating their Personal Development Programme (PDP), utilising relevant approaches and methods to monitor their progress.</p>	
Entry to Course	Assessment
<ul style="list-style-type: none"> • National 5 PE (preferably A or B pass) • National 5 English (preferably A or B pass) • Higher English • An adequate level of practical performance 	<p>One-Off Performance. The purpose of this component is to assess the candidate's ability to effectively perform in different physical activities. Each performance is a single event in a challenging, competitive and/or demanding context.</p> <p>Question Paper. The purpose of this question paper is to assess the learner's ability to integrate and apply knowledge and understanding from different topics of the course. It will give learners an opportunity to demonstrate the following skills, knowledge and understanding:</p> <ul style="list-style-type: none"> ◆ analysing factors that impact on performance ◆ explaining a range of approaches for developing performance ◆ analysing the recording, monitoring and evaluation of performance development
Course Outline	Progression
<p>The main aims of the Course are to enable learners to develop, demonstrate and evaluate performance:</p> <ul style="list-style-type: none"> • Develop a broad and comprehensive range of complex movement and performance skills, and demonstrate them safely and effectively across a range of challenging contexts. • Demonstrate and apply skills to make informed decisions to effectively perform in physical activities. • Analyse factors that impact on performance. • Understand how skills, techniques and strategies combine to produce an effective performance. • Evaluate performance to enhance personal effectiveness and the future development. 	<p>Successful completion of this course may lead to:</p> <ul style="list-style-type: none"> • Degree/HND/HNC • Further study, employment and/or training.
Further Information:	
<p>Contact: Mr M Garson, PT</p> <p>SQA Website</p>	

ADVANCED HIGHER PHYSICAL EDUCATION

Course Description	
<p>The Higher Physical Education Course allows learners to develop and demonstrate a broad and comprehensive range of complex movement and performance skills in challenging context. Pupils will use different methods of data collection to analyse their performances and then use this information to plan their next steps in a training programme. Candidates will be responsible for creating their Personal Development Programme (PDP), utilising relevant approaches and methods to monitor their progress.</p>	
Entry to Course	Assessment
<ul style="list-style-type: none"> • National 5 PE • Higher PE (A or B pass) • National 5 English (preferably A or B pass) • Higher English • An adequate level of practical performance 	<p>One-Off Performance. The purpose of the performance is to assess the learner's ability to carry out a single, high-level performance in one physical activity in a challenging, demanding and/or competitive context. It will be worth 30 marks (30% of the total marks available).</p> <p>Project. The purpose of the project is to assess the learner's ability to integrate and apply skills, knowledge and understanding from across the Units. The project will have 70 marks (70% of the total marks available). The project is designed to assess learners' research and investigation skills, as well as their ability to apply their knowledge and understanding to performance development. This research could be into a topic which impacts either on the learner's performance, or the performance of another person, team or group.</p>
Course Outline	Progression
<p>The main purpose of the Course is to research and analyse factors which underpin and impact on performance, and use this knowledge to develop their 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. During the Course, learners will also understand how to develop consistency of performance in challenging environments and become proficient in their ability to analyse and apply strategies and techniques to make appropriate decisions about their personal performance.</p>	<p>Successful completion of this course may lead to:</p> <ul style="list-style-type: none"> ◆ Higher National Diplomas in areas such as sports science, sports coaching, or health and fitness ◆ degrees in areas such as physical education, physical activity and health, sport and exercise science, health promotion, or sports psychology ◆ further study, employment and/or training related to personal training or health promotion
Further Information:	
<p>Contact: Mr M Garson, PT</p>	
<p>SQA Website</p>	

MODERN LANGUAGES

NATIONAL 4/5 FRENCH/SPANISH

Course Description	
<p>Pupils will continue to build on their knowledge of structures and vocabulary. They will study a wide range of topics and have the opportunity to progress at a pace suited to them. This year of study will pave the way for continued study of languages at Higher and beyond, but will also in itself, provide a solid grounding in language while embracing the themes of Health & Wellbeing, literacy and numeracy.</p>	
Entry to Course	Assessment
<ul style="list-style-type: none"> • Previous learning in S3 or before (level 2 or level 3). • It has to be noted that students can embark on the course with little or no previous experience of Spanish or French. However, hard-work and commitment are required. 	<p>N5 Course Assessment:</p> <ul style="list-style-type: none"> • Final performance of talking, assessed and recorded internally - 30 marks - scaled marks 30 = 25% • Reading - 30 marks - scaled marks 30 = 25% • Directed Writing - 20 marks - scaled marks 15 = 12.5% • Listening - 20 marks - scaled marks 30 = 25% • Assignment - Writing (completed in class and submitted to the SQA for external marking) - 20 marks - scaled marks 15 = 12.5% <p>All assessment at N4 is pass/fail and includes the Understanding Language, Using Language units and an Added Value Unit.</p>
Course Outline	Progression
<p>The four main contexts of study are society, culture, learning and employability. Learners will study a variety of topics and have a wide choice of materials to develop knowledge and understanding of language and their skills for life and work.</p> <p>Understanding Language The purpose of this Unit is to provide learners with the opportunity to develop reading and listening skills in the modern language, and to develop their knowledge and understanding of detailed language in the contexts of society, learning, employability, and culture.</p> <p>Using Language The purpose of this Unit is to provide learners with the opportunity to develop talking and writing skills in the modern language, and to develop their knowledge and understanding of detailed language in the contexts of society, learning, employability, and culture.</p>	<p>This course or its units may provide progression to:</p> <ul style="list-style-type: none"> • Other qualifications in Modern Languages or related areas. • Further study, employment or training.
Further Information:	
<p>Contact: Mr B Pesci, PT</p> <p>SQA Website</p>	

HIGHER FRENCH/SPANISH

Course Description	
<p>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.</p>	
Entry to Course	Assessment
<ul style="list-style-type: none"> National 5 in French/German (preferably A or B pass) 	<p>Higher course assessment:</p> <ul style="list-style-type: none"> Paper 1: reading & writing (40 marks) Paper 2: listening & writing (30marks) Performance: talking (30 marks) <p>Total marks 100 marks</p> <p>It must be noted that changes to the Spanish and French Higher courses will operate next year (2018-19 session):</p> <p>The current course assessment approach requires candidates to complete internally assessed National Units. These units have been withdrawn. Removing unit assessments means that the SQA needs to strengthen the course assessments to ensure that the full content of the course is evaluated.</p> <p>Next year, it is anticipated that the SQA will make one or more of the following changes to the course assessment:</p> <ul style="list-style-type: none"> Extend the existing question paper Introduce a new question paper component Introduce a new coursework component
Course Outline	Progression
<p>The Course aims to enable learners to develop the ability to:</p> <ul style="list-style-type: none"> Read, listen, talk and write in a modern language. Understand and use a modern language. Develop the language skills of translation Apply knowledge and understanding of a modern language. <p>The Course contributes towards the development of literacy skills by providing learners with opportunities to read, listen, talk and write in a modern language, and to reflect on how this relates to English and develop higher-order thinking skills used in translation.</p>	<p>Successful completion of this course may lead to:</p> <ul style="list-style-type: none"> Degree/HND/HNC Further study, employment and/or training.
Further Information:	
<p>Contact: Mr B Pesci, PT</p> <p>SQA Website</p>	

ADVANCED HIGHER FRENCH

Course Description	
<p>The study of a modern language is vital to success in disciplines such as business, marketing, financial sectors, law, media, the arts, sport, and travel and tourism. Statistics prove that having a level of competence in a language enhances employment prospects both at home and abroad (particularly given that we live in a multilingual global context). It is worth noting that over 90% of people who work in a world business context do not speak English as their first language.</p>	
Entry to Course	Assessment
<ul style="list-style-type: none"> • Higher Grade in French 	<p>Pupils are internally assessed in Speaking/Writing/Listening and Reading</p> <p>External Assessment:</p> <ul style="list-style-type: none"> • Speaking worth 25% (external assessor) • Folio (essay) worth 15% • Listening worth 15% • Reading worth 25% • Writing worth 20%
Course Outline	Progression
<p>Advanced Higher Modern Languages Courses develop advanced skills of reading, listening, talking and writing, in order to understand and use a modern language. Learners also develop advanced language skills of translation, and apply knowledge and understanding of a modern language to a range of contexts:</p> <p>Context(s)/topics studied:</p> <ul style="list-style-type: none"> • Marriage/partnership/Marriage for all • Becoming an adult/"cutting the cord" • Living in a multi-cultural society/Immigration and racism • Importance of language learning in education • Jobs/planning for the future/telework • Social issues (Poverty & unemployment) • European issues • Environmental problems <p>Extended Reading and viewing</p> <p>Extended reading/viewing provides the opportunity to extend your linguistic experience through literary texts, with or without the related videos or films. Students must write one essay of 1500 words.</p>	<p>Successful completion of this course may lead to:</p> <ul style="list-style-type: none"> • Degree/HND/HNC • Employment in arts, social science and religion; hospitality, catering and tourism; languages; law etc.
Further Information:	
<p>Contact: Mr B Pesci SQA Website</p>	

SCIENCES

NATIONAL 5 BIOLOGY

Course Description	
<p>The purpose of the National 5 course in Biology is to develop all learners' interest and enthusiasm for the subject within a wide range of contexts. Skills including scientific inquiry and investigation are developed throughout the course, using an applied biological approach. The aim of the course is to enable learners to become scientifically literate within the field of biological science.</p>	
Entry to Course	Assessment
<p>Successful completion of the S3 Biology course to the equivalent of National 4 level.</p>	<p>SQA end of unit test for each of the three units.</p> <p>Added Value Unit Investigation / assignment.</p> <p>SQA exam at end of course.</p>
Course Outline	Progression
<p>The course has three mandatory units;</p> <p>Cell Biology Cell structure, transport across membranes, cell division, DNA and protein synthesis, enzymes, genetic engineering, photosynthesis and respiration.</p> <p>Multicellular Organisms Cells, tissues, organs, stem cells, meristems, control and communication, reproduction, variation and inheritance, transport and exchange systems.</p> <p>Life on Earth Biodiversity, energy flow in ecosystems, sampling techniques, measurement of biotic and abiotic factors, adaptation, natural selection, evolution, human impact on the environment.</p>	<p>A qualification in Biology at National 5 may provide progression to:</p> <ol style="list-style-type: none"> 1. Higher Biology/Higher Human Biology 2. Entry to further education 3. Related employment and training.
Further Information:	
<p>Contact: Dr E Johnston, PT</p> <p>SQA Website</p>	

HIGHER BIOLOGY

Course Description	
<p>The Higher Biology Course offers a broad and up-to-date selection of concepts and ideas relevant to the central position of life science within our society. Learners develop deeper understanding of the underlying themes of biology – evolution and adaptation; structure and function; genotype and niche – and the scale of topics ranges from molecular through to whole organism and beyond.</p>	
Entry to Course	Assessment
<ul style="list-style-type: none"> National 5 Biology at grade A-C 	<ul style="list-style-type: none"> Three Unit Tests (internally assessed) One practical assessment Assignment and final exam - marked externally and graded <p>Note - this is subject to change for 2018-19</p>
Course Outline	Progression
<p>Biology: DNA and the Genome This Unit explores the molecular basis of evolution and biodiversity, while the unity of life is emphasised in the study of gene expression. This approach enables the development of both analytical thinking and problem solving skills in context. An understanding of gene expression, at the cellular level, leads to the study of differentiation in organisms. In addition, the Unit covers the evolution and structure of the genome and genomics, including personal genomics.</p> <p>Biology: Metabolism and Survival The Unit covers the key areas of metabolisms as essential for life, maintaining metabolism, and metabolism in microorganisms. Analytical thinking and problem solving skills will be developed in context, through investigation of how cellular respiration is fundamental to metabolism and by examining the stages of respiration. In whole organisms, it considers adaptations for the maintenance of metabolism for survival. It examines the importance of the manipulation of metabolism in microorganisms, both in the laboratory and in industry, including ethical considerations.</p> <p>Biology: Sustainability and Interdependence The Unit covers the key areas of the science of food production, interrelationships and dependence, and biodiversity. Analytical thinking and problem solving skills will be developed contextually within these topics. The importance of plant productivity and the manipulation of genetic diversity to maintain food security are emphasised. The Unit also covers interrelationships and dependence, through symbiosis and social behaviour. By studying biodiversity, the Unit attempts to measure, catalogue, understand and address the human impact, including mass extinction.</p>	<p>Successful completion of this course may lead to:</p> <ul style="list-style-type: none"> AH Biology Degree/HND/HNC Employment in land, animals and environment; health and medicine; manufacturing industries; science and mathematics; sports and leisure; medicine; dentistry
Further Information:	
<p>Dr E Johnston, PT SQA Website</p>	

ADVANCED HIGHER BIOLOGY

Course Description	
<p>Advanced Higher Biology covers a wide range of biological topics that build on concepts developed in Higher Biology. The course content forms the basis for study in applied fields of Biology and further study or employment in areas related to Biology. It also enables you to develop understanding of the ways in which biological principles can be applied to the issues facing the individual and society and fosters positive attitudes to others and the environment. In addition, the course provides opportunities for you to improve your problem solving and investigative skills and develop your practical abilities. This course is excellent preparation for the demands of scientific degree courses.</p>	
Entry to Course	Assessment
<ul style="list-style-type: none"> • Higher Biology/Higher Human Biology at Grade A-B • Higher Biology/Higher Human Biology Grade C on discussion with PT and Class Teacher 	<ul style="list-style-type: none"> • Three Unit Tests (internally assessed) • One practical assessment • Investigation and final exam - marked externally and graded
Course Outline	Progression
<p>Cells and Proteins This unit builds on understanding of the genome from Higher Biology and Higher Human Biology. Learners develop knowledge and understanding of proteomics, protein structure, binding and conformational change, membrane proteins, detecting and amplifying a stimulus, communication within multicellular organism and protein control of cell division. The study of protein is primarily a laboratory based activity so the unit includes important laboratory techniques for biologists.</p> <p>Organisms and Evolution This unit build on understanding of selection in the context of evolution and immune response from Higher Biology and Higher Human Biology. Learners develop knowledge and understanding of evolution, variation and sexual reproduction, sex and behaviour and parasitism. It covers the role of sexual reproduction and parasitism in the evolution of organisms. Biological variation is a central concept in this unit and is best observed in the natural environment.</p> <p>Investigative Biology This unit builds on understanding of the scientific method from Higher Biology/Human Biology. Learners will develop knowledge and understanding of the principles and practice of investigative biology and its communication. The unit covers scientific principles and processes, experimentation and critical evaluation of biological research.</p>	<p>Successful completion of this course may lead to:</p> <ul style="list-style-type: none"> • Degree/HND/HNC • Employment in land, animals and environment; health and medicine; manufacturing industries; science and mathematics; sports and leisure; medicine; dentistry
Further Information:	
<p>Dr E Johnston, PT SQA Website</p>	

HIGHER HUMAN BIOLOGY

Course Description	
<p>This course develops learners' interest in and enthusiasm for human biology in a range of contexts. Learners acquire a deeper understanding of cellular processes, physiological mechanisms, communication between organisms, and the biology of populations as they apply to the human species.</p>	
Entry to Course	Assessment
<ul style="list-style-type: none"> National 5 Biology at grade A-C. 	<ul style="list-style-type: none"> Unit Tests (internally assessed) One practical assessment Assignment and final exam - marked externally and graded <p>Note - this is subject to change for 2018-19</p>
Course Outline	Progression
<p>Human Biology: Human Cells Stem cells, differentiation in somatic and germline cells, and the research and therapeutic value of stem cells and cancer cells. Division and differentiation in human cells, structure and function of DNA, gene expression and the genome. Analytical thinking and problem solving skills will be developed in context, through investigation of DNA, the expression of the genotype, and protein production, which allows study of mutations and genetic disorders. DNA technology is covered, including sequencing and medical and forensic applications. Metabolic pathways and their control, through enzymes, with emphasis on cellular respiration and the role of ATP.</p> <p>Human Biology: Physiology and Health Reproduction covers hormonal control and the biology of controlling fertility, including fertile periods, treatments for infertility, contraception, antenatal care and post-natal screening. The Cardiovascular system, relevant tissues and circulation and the pathology of cardiovascular disease, including the impact on society and personal lifestyle.</p> <p>Human Biology: Neurobiology and Communication The nervous system and communication and social behaviour. The approach is more on function than structure, and covers neural communication and the links between neurotransmitters and behaviour, while considering personal and social citizenship.</p> <p>Human Biology: Immunology and Public Health The immune system and infectious diseases and immunity. This Unit details the immune system's role through allergic and defence responses. The Unit emphasises the control of infectious diseases and the principles of active immunisation and vaccination.</p>	<p>Successful completion of this course may lead to:</p> <ul style="list-style-type: none"> Advanced Higher Biology Other qualifications in Biology or related areas Further study, employment and/or training in nursing, midwifery and paramedic
Further Information:	
<p>Dr E Johnston, PT SQA Website</p>	

NATIONAL 5 CHEMISTRY

Course Description

The purpose of the National 5 course in chemistry is to develop all learners' curiosity, interest and enthusiasm for the subject through a wide range of contexts. The key skills of scientific inquiry and investigation are integrated and developed throughout the course. The relevance of chemistry is highlighted by the study of applications of chemical science in everyday life.

Entry to Course

Successful completion of S3 chemistry course to equivalent of National 4 level.

Assessment

- Assignment
- SQA exam at end of course

Course Outline

The course has three units:

Chemical Changes and Structures

Rates of reaction, neutralisation reactions, balancing chemical equations, concept of the 'mole', chemical formulae and chemical bonding.

Nature's Chemistry

Cycloalkanes, branched chained alkanes and alkenes, straight chain alcohols and carboxylic acids, energy from fuels.

Chemistry in Society

Bonding, reactions, uses of metals, plastics, fertiliser manufacture, nuclear radiation, monitoring the environment.

Progression

A qualification in National 5 chemistry may provide progression to:

- Higher Chemistry
- Further education
- Related employment/training

Further Information:

Dr E Johnston, PT
SQA Website

HIGHER CHEMISTRY

Course Description

The Higher Chemistry Course develops learners' curiosity, interest and enthusiasm for chemistry in a range of contexts. The skills of scientific inquiry and investigation are developed throughout the Course, and the relevance of chemistry is highlighted by the study of the applications of chemistry in everyday contexts.

Entry to Course

- +

Assessment

- Three Unit Tests (internally assessed)
- One practical assessment
- Assignment and final exam - marked externally and graded

Note - this is subject to change for 2018-19

Course Outline

Chemical Changes and Structure

Controlling reaction rates and periodic trends, recognising underlying patterns and principles. Investigation into collision theory and the use of catalysts. Exploring the concept of electro- negativity and intra-molecular & intermolecular forces. The connection between bonding and a material's physical properties is investigated.

Researching Chemistry

Research the relevance of chemical theory to everyday life by exploring the chemistry behind a topical issue. Development of key investigative skills and use of common chemistry apparatus and techniques. Using scientific literacy skills, learners will communicate results and conclusions, leading in to the assignment.

Nature's Chemistry

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

Chemistry in Society

The principles of physical chemistry which allow a chemical process to be taken from the researcher's bench through to industrial production. Calculating quantities of reagents and products, percentage yield and the atom economy of processes. Develop skills to manipulate dynamic equilibria and predict enthalpy changes. Oxidising or reducing agents and their use in analytical chemistry through the context of volumetric titrations.

Progression

The course is particularly suitable for students wishing to:

- Study AH Chemistry
- Continue to study chemistry or a course in which chemistry is a major component of the course, eg. medicine, chemical engineering or environment and health services.
- The course will also be of benefit to those aiming for direct entry to chemistry related employment.

Further Information:

Dr E Johnston, PT
SQA Website

ADVANCED HIGHER CHEMISTRY

Course Description

The study of chemistry at Advanced Higher develops the knowledge and skills gained at Higher in relation to the physical and natural environments. The course is relevant, highlighting the importance of chemistry to everyday life and creating a positive image of chemistry and its associated industries. Students will develop the skills necessary for independent study and research that will be of benefit in the world of work and further education.

Entry to Course

- Higher Chemistry at Grade A-B
- Higher Chemistry Grade C on discussion with PT and Class Teacher

Assessment

- National Unit Assessment for each unit.
- Investigation report (30 marks)
- External exam (100 marks)

Course Outline

Inorganic and Physical Chemistry

Electromagnetic radiation is used in atomic spectroscopy to identify elements. Atomic structure, atomic orbitals and electronic configuration related to the periodic table. Using electron pair theory, they will predict the shape of molecules and gain an understanding of the physical and chemical properties of transition metals and their compounds and investigate the quantitative component of chemical equilibria. They will develop their understanding of the factors which influence the feasibility of chemical reactions and understand reaction kinetics by exploring the order and mechanism of chemical reaction.

Organic Chemistry and Instrumental Analysis

Structure of organic compounds, including aromatics and amines, and draw on this to explain the physical and chemical properties of the compounds. They will consider the key organic reaction types and mechanisms and link these to the synthesis of organic chemicals. They will discover the origin of colour in organic compounds and how elemental analysis and spectroscopic techniques are used to verify chemical structure. They will study the use of medicines and the interactions of drugs.

Researching Chemistry

Learners will gain understanding of calculations involving balanced equations to develop practical skills and to carry out research in Chemistry. They will develop the key skills associated with a variety of different practical techniques including related calculations. Equipped with the knowledge of chemistry apparatus, techniques and an understanding of concepts, learners will identify, research, plan and safely carry out a chemistry practical investigation of their choice.

Progression

The course is particularly suitable for students wishing to:

- Continue to study chemistry or a course in which chemistry is a major component of the course, eg. medicine, chemical engineering environment and health services.
- The course will also be of benefit to those aiming for direct entry to chemistry related employment.

Further Information:

Dr E Johnston, PT
SQA Website

NATIONAL 5 PHYSICS

Course Description	
<p>The National 5 course in Physics gives all learners the opportunity to develop their interest in, and understanding of, the Laws of the Universe. The course focuses on investigative tasks, developing the skills required to become creative, inventive and enterprising in a world where the skills and knowledge developed by Physicists are in demand across all sectors of society today.</p>	
Entry to Course	Assessment
<p>Successful completion of and S3 course in Physics to the equivalent of National 4 level.</p>	<ul style="list-style-type: none"> • Assignment • SQA exam at the end of the course
Course Outline	Progression
<p>The course has three units:</p> <p>Electricity and Energy Energy transfer, heat and gas laws, analytical thinking and scientific inquiry, electrical circuits, power, specific heat capacity, kinetic theory.</p> <p>Waves and Radiation Types and properties of waves, nuclear radiation, diffraction, light, electromagnetic spectrum.</p> <p>Dynamics and Space Velocity and acceleration, Newton's Laws of Motion, space exploration, cosmology.</p>	<p>A qualification in National 4 Physics may provide progression to:</p> <ul style="list-style-type: none"> • Higher Physics • Further education • Related training/employment
Further Information:	
<p>Dr E Johnston, PT SQA Website</p>	

HIGHER PHYSICS

Course Description	
<p>The Higher Physics Course develops learners' curiosity, interest and enthusiasm for physics in a range of contexts. The skills of scientific inquiry and investigation are developed throughout the course, and the relevance of physics is highlighted by the study of the applications of physics in everyday contexts.</p>	
Entry to Course	Assessment
<ul style="list-style-type: none"> National 5 Physics and National 5 Mathematics at grade A - C. 	<ul style="list-style-type: none"> 3 unit tests internally assessed 1 practical assessment Research project and Assignment SQA Examination <p>Note - this is subject to change for 2018-19</p>
Course Outline	Progression
<p>Physics: Our Dynamic Universe Kinematics, dynamics and space-time.</p> <p>Physics: Particles and Waves Particles and waves.</p> <p>Physics: Electricity Electricity, and electrical storage and transfer.</p> <p>Researching Physics Development of skills relevant to undertaking research in Physics. Learners will collect and synthesize information from different sources, plan and undertake a practical investigation, analyse results and communicate information related to their findings.</p>	<p>Successful completion of this course may lead to:</p> <ul style="list-style-type: none"> Study AH Physics Further study of Physics at HNC/HND/Degree level Employment in areas involving physics such as construction, engineering, health and medicine, archaeology
Further Information:	
<p>Dr E Johnston, PT SQA Website</p>	

NATIONAL 4 SCIENCE

Course Description

The National 4 Science course is of value to those wishing to develop knowledge, understanding and skills within Biology, Chemistry and Physics. It provides a skill set for progressing on to the National 5 courses. It aims to develop scientific understanding with an emphasis on practical activities. An investigative approach is used to develop knowledge and understanding of science key areas.

Entry to Course

Successful completion of an S3 course in Physics, Chemistry or Biology.

Assessment

- SQA end of unit test for each of the three units.
- Added Value Unit - Science assignment

Course Outline

The course has three units:

Fragile Earth

Your teacher will select two from;

- Energy
- Metals
- Water
- Food

Human Health

- What is health?
- Threats to health
- Health claims

Applications of Science

- Telecommunications
- Materials
- Risks and Safety

Progression

A qualification in National 4 Science may provide progression to:

- National 5 Biology, Chemistry or Physics
- National 5 Lab skills
- Further Education
- Related employment/training

Further Information:

Dr E Johnston, PT
SQA Website

SOCIAL SUBJECTS

NATIONAL 4/5 GEOGRAPHY

Course Description	
<p>The study of <i>Geography</i> at National 4/5 levels gives you the opportunity to develop skills in investigative work and research. The purpose of <i>Geography</i> is to develop your understanding of our changing world and its human and physical processes. Opportunities for practical activities, including fieldwork, will be encouraged, so that you can interact with your environment.</p>	
Entry to Course	Assessment
<p>Completion of <i>Geography</i> Broad General Education to S3.</p>	<p>At National 4: 3 Unit Assessments plus Added Value Unit (AVU). No final exam.</p> <p>At National 5: Assignment and final exam in May.</p>
Course Outline	Progression
<p>Geography: Physical Environments You will develop geographical skills and techniques in the context of physical environments. You will develop a detailed knowledge and understanding of the processes and interactions at work within physical environments. Key topics include: location of landscape type; formation of key landscape features; land use management and sustainability; and weather. You will study a selection of landscape types from contexts within Scotland and/or the UK. Landscape types will be chosen from: glaciated upland; upland limestone; coastal landscapes; and rivers and valleys.</p> <p>Geography: Human Environments You will develop geographical skills and techniques in the context of human environments. You will develop a detailed knowledge and understanding of the processes and interactions at work within human environments. You will study and compare developed and developing countries drawn from a global context. Key topics include: contrasts in development; world population distribution and change; and issues in changing urban and rural landscapes.</p> <p>Geography: Global Issues You will develop skills in the use of numerical and graphical information in the context of global issues. You will develop a detailed knowledge and understanding of significant global geographical issues. Key topics include climate change; the impact of human activity on the natural environment; environmental hazards; trade and globalisation; tourism and health. You will study major global issues and the strategies adopted to manage these.</p>	<p>Successfully completing National 4 <i>Geography</i> may lead into National 5 <i>Geography</i>.</p> <p>Successfully completing National 5 may lead into</p> <ul style="list-style-type: none"> • Higher <i>Geography</i> • National or vocational qualification at college • Ultimately employment in cartography, landscape architecture, climatology, leisure and recreation, demography, meteorology, ecology, nature conservation, environmental management, rural development, environmental education, surveying, estate agency work, teaching, geographical information, town and country planning, geology, transport and distribution, geophysics, travel and tourism, hydromorphology.
Further Information:	
<p>Contact: Ms J Devlin, PT SQA Website</p>	

HIGHER GEOGRAPHY

Course Description	
<p>This Course develops a range of cognitive and practical skills. It encourages active learning, including fieldwork, in the process of developing an understanding of geographical issues. The theme of sustainability will permeate the Course as appropriate. Learners will acquire and apply relevant knowledge. Through using a wide range of sources of information they will develop investigating, evaluating and analysing skills in order to understand and explain complex geographical issues.</p> <p>Learners will develop a wide range of transferable skills, including using, interpreting, evaluating and analysing a wide range of geographical information; interpreting and explaining complex geographical phenomena; using a wide range of maps and other data to process and communicate complex geographical information; and researching skills, including fieldwork.</p>	
Entry to Course	Assessment
A-C pass in National 5 Geography	Three units internally assessed according to SQA guidelines: <ul style="list-style-type: none"> • A written examination • An Assignment
Course Outline	Progression
<p>1. Geography: Physical Environments In this Unit, learners will develop and apply geographical skills and techniques in the context of physical environments. Learners will develop mapping skills in geographical contexts. Learners will develop and apply knowledge and understanding of the complex processes and interactions at work within physical environments on a local, regional and global scale.</p> <p>2. Geography: Human Environments In this Unit, learners will develop and apply geographic skills and techniques in the context of human environments. Learners will develop research skills in geographical contexts. Learners will develop and apply knowledge and understanding of the complex processes and interactions at work within urban and rural environments and the management of urban and rural land use change in developed and developing countries.</p> <p>3. Geography: Global Issues Learners will develop and apply geographical skills and techniques in the context of global geographical issues. They will develop skills of numerical and graphical analysis in geographical contexts. They will develop and apply knowledge and understanding of complex global geographical issues which demonstrate the interaction of physical and human environments and the strategies adopted in the management of these issues.</p> <p>4. Application of Geographical Skills This unit applies Geographical skills taught throughout the course. Learners use their mapping and research skills, as well as their ability to process numerical and graphical information to carry out geographical decision making tasks.</p>	Successful completion of this course may lead to: <ul style="list-style-type: none"> • Advanced Higher Geography • Degree/HNC/HND • Employment in cartography, landscape architecture, climatology, leisure and recreation, demography, meteorology, ecology, nature conservation, environmental management, rural development, environmental education, surveying, estate agency work, teaching, geographical information, town and country planning, geology, transport and distribution, geophysics, travel and tourism, hydromorphology.
Further Information	
Contact: Ms J Devlin PT SQA Website	

ADVANCED HIGHER GEOGRAPHY

Course Description	
<p>The purpose of <i>Geography</i> is to further develop the learner's understanding of our changing world and its human and physical processes. Opportunities for practical activities including fieldwork will be essential parts of this <i>Course</i>, so that learners can interact with their environment. At <i>Advanced Higher</i>, learners will experience depth and challenge in the level of higher order skills, knowledge and understanding required.</p>	
Entry to Course	Assessment
An A or B grade in <i>Higher Geography</i>	<p>Two units, internally assessed according to SQA guidelines:</p> <ul style="list-style-type: none"> • A written examination • A folio: <ol style="list-style-type: none"> a. Critical essay (1,800 words) b. Geographical study (3,000 words)
Course Outline	Progression
<p>Geographical Skills</p> <p>In this Unit, learners will develop a range of geographical methods and techniques including mapping skills, graphical techniques and a range of statistical techniques for analysing and interpreting geographical data. Learners will develop a range of investigating skills while undertaking independent research such as scoping or identifying appropriate research topics; how to plan and manage a complex programme of research; techniques to source, collect and record appropriate and reliable primary and secondary information; methods of independent fieldwork; techniques to present findings using appropriate conventions; and how to evaluate research methodology.</p> <p>Geographical Issues</p> <p>In this Unit, learners will develop critical thinking and the ability to evaluate sources and viewpoints on current geographical issues.</p>	<p>Successful completion of this course may lead to:</p> <ul style="list-style-type: none"> • Degree/HNC/HND • Employment in cartography, landscape architecture, climatology, leisure and recreation, demography, meteorology, ecology, nature conservation, environmental management, rural development, environmental education, surveying, estate agency work, teaching, geographical information, town and country planning, geology, transport and distribution, geophysics, travel and tourism, hydromorphology.
Further Information	
<p>Contact: Ms J Devlin PT</p> <p>SQA Website</p>	

NATIONAL 4/5 HISTORY

Course Description	
<p>National 4/5 History will develop skills in historical understanding, investigative work, research and source handling. The aim is to continue building upon skills and standards reached at the end of S3. Learners will also develop skills in investigative tasks, group work and critical skills, as well as reporting and presentation skills.</p>	
Entry to Course	Assessment
<p>Completion of History Broad General Education to S3.</p>	<p>At National 4: Three Unit Assessments plus Added Value Unit (AVU). No final exam.</p> <p>At National 5: Assignment and final exam in May.</p>
Course Outline	Progression
<p>Migration and Empire, 1830 - 1939 The experience and impact of Scottish emigrants on the British Empire, and the impact and experience of immigrants on Scotland.</p> <p>The Atlantic Slave Trade, 1770- 1807 An examination of the triangular trade, the slave experience and slave resistance. The impact of the slave trade on Africa, Britain and the Caribbean. The abolitionist campaigns.</p> <p>Free at Last? Civil Rights in the USA, 1919-1968 A study of the development of race relations in the USA during the years 1918-68, illustrating themes of ideas, identity and power. Immigration to the USA from Europe in the 1920s; black Americans and the struggle for Civil Rights in the USA before and after World War Two.</p>	<p>Successfully completing National 4 History may lead to National 5 in S5 or 6.</p> <p>Successfully completing National 5 may lead to Higher History in S5 or 6.</p> <p>History develops skills in English language (especially extended and analytical writing) and critical thinking. History students are therefore prepared for any employment that requires these skills. Examples are: employment in the Arts, media, journalism, law, civil Service, politics, tourism, archive work, archaeology, museum service, library work, teaching, publishing, administration, sociology, genealogy, cultural heritage, restoration work, anthropology, diplomatic service.</p>
Further Information:	
<p>Contact: Ms J Devlin, PT</p> <p>SQA Website</p>	

HIGHER HISTORY

Course Description	
<p>In National 4/5 Modern Studies pupils will develop skills in statistical analysis, research, investigation, source handling and essay structure. Our aim is to continue building on the skills and standards reached at the end of S3. Pupils will learn to recognise bias, exaggeration and selectivity, as well as making and justifying conclusions and decisions.</p> <p>Pupils will learn by engaging in a variety of activities designed to further their understanding and skills. This will include investigative work, personal research, group work, debating, critical thinking tasks alongside reporting and presentation skills.</p>	
Entry to Course	Assessment
<ul style="list-style-type: none"> A-C pass in National 5 History 	<ul style="list-style-type: none"> Essay writing and source analysis tasks are used to assess the course. Three internally assessed unit assessments A research Assignment Exam in May
Course Outline	Progression
<p>Historical Study: Scottish <u>The Scottish Wars of Independence, 1249 - 1328</u> A study of political change and military conflict arising from the Wars of Independence, illustrating the themes of authority, conflict and identity.</p> <p>Historical Study: British <u>Britain, 1851 - 1951</u> A study of the development of the United Kingdom into a modern democracy and the development of the role of the state in the welfare of its citizens, illustrating the themes of authority, ideology and rights.</p> <p>Historical Study: European and World <u>The Road to War, 1919 - 1939</u> A study of Fascist foreign policy after 1933 and the reactions of the democratic powers to it, the development of the policy of appeasement, its failure and the outbreak of war in Europe in 1939, illustrating the themes of ideology, conflict and diplomacy.</p>	<p>Successful completion of this course may lead to :</p> <ul style="list-style-type: none"> Advanced Higher History Degree/HND/HNC Employment in the Arts, media, journalism, law, civil Service, politics, tourism, archive work, archaeology, museum service, library work, teaching, publishing, administration, sociology, genealogy, cultural heritage, restoration work, anthropology, diplomatic service.
Further Information:	
Contact: Ms J Devlin, PT SQA Website	

ADVANCED HIGHER HISTORY

Course Description	
<p>The purpose of this Course is to allow learners to acquire depth in their knowledge and understanding of historical themes and to develop further the skills of analysing complex historical issues, evaluating sources and drawing conclusions.</p> <p>Through the detailed study of a chosen field, learners are able to engage with the issues which arise from significant historical events and developments. The depth of study enables them to engage fully with historical debate and thereby develop a deeper appreciation of the forces which have shaped historical developments.</p>	
Entry to Course	Assessment
An A or B in Higher History	<ul style="list-style-type: none"> • Three unit assessments internally assessed according to SQA guidelines • A written examination • Two internal assessments • A dissertation-project.
Course Outline	Progression
<p>Historical Study</p> <p>In this Unit, learners will undertake a detailed study of the Soviet Union 1917-1945. Through this study they will develop their ability to evaluate a wide range of historical sources which have some complex features, taking into account their provenance, content and historical and historiographical contexts. In doing this, they will engage with the views of a range of historians, analyse the issues to sustain a coherent line of argument and draw well-reasoned conclusions supported by detailed evidence.</p> <p>Researching Historical Issues</p> <p>In this Unit, learners will develop a range of skills relevant to undertaking independent research including how to: identify appropriate research issues; plan and manage a complex programme of research; source, collect and record appropriate and reliable information; evaluate, analyse and synthesise evidence; and organise, present and reference findings using appropriate conventions.</p> <p>Conditions of award</p> <p>Russia: from Tsarism to Stalinism, 1914-45</p> <p>A study of political ideology as found in the Communist state, the changing nature of authority and the policy outcomes of that authority, focusing on the themes of ideology, authority and revolution.</p>	<p>Successful completion of this course may lead to:</p> <ul style="list-style-type: none"> • Degree/HND/HNC • Employment in the Arts, media, journalism, law, civil Service, politics, tourism, archive work, archaeology, museum service, library work, teaching, publishing, administration, sociology, genealogy, cultural heritage, restoration work, anthropology, diplomatic service.
Further Information	
<p>Contact: Ms J Devlin PT</p> <p>SQA Website</p>	

NATIONAL 4/5 MODERN STUDIES

Course Description	
<p>In National 4/5 Modern Studies pupils will develop skills in statistical analysis, research, investigation, source handling and essay structure. Our aim is to continue building on the skills and standards reached at the end of S3. Pupils will learn to recognise bias, exaggeration and selectivity, as well as making and justifying conclusions and decisions.</p> <p>Pupils will learn by engaging in a variety of activities designed to further their understanding and skills. This will include investigative work, personal research, group work, debating, critical thinking tasks alongside reporting and presentation skills.</p>	
Entry to Course	Assessment
<p>Completion of Modern Studies broad general education to S3.</p>	<p>At National 4:</p> <ul style="list-style-type: none"> • 3 Unit Assessments plus an Added Value Unit research Assignment (AVU). No final exam. <p>At National 5:</p> <ul style="list-style-type: none"> • Assignment and final exam in May.
Course Outline	Progression
<p>Political Issues Pupils will study the nature of the democratic political system in Scotland, how the political institutions interact with one another, and will examine the main political rights and responsibilities of citizens.</p> <p>Social Issues Pupils will explore Crime and the Law in the UK. They will understand the causes of Crime, the impact these social issues have on individuals and society, and will evaluate the various attempts to tackle these issues at all levels.</p> <p>International Issues Pupils will study an International Issue - terrorism - focussing on causes, consequences and attempts to tackle terrorism at national and international levels, together with the successes and difficulties organisations such as the UN have in tackling this issue.</p>	<p>Successfully completing National 4 Modern Studies may lead into National 5 class.</p> <p>Successfully completing National 5 may lead into Higher Modern Studies.</p> <p>Modern Studies develops skills in literacy, critical thinking, statistical analysis and decision-making and is useful for careers in broadcasting and the media, civil service, economics, public relations, journalism, advertising, the Arts, social sciences and international work, law, police, welfare rights, politics, administration, management, banking, marketing, community work, fund raising, local government, information/advice work, trade union work, anthropology.</p>
Further Information:	
<p>Contact: Ms J Devlin, PT</p> <p>SQA Website</p>	

HIGHER MODERN STUDIES

Course Description	
<p>The purpose of Modern Studies is to develop the learner's knowledge and understanding of contemporary political and social issues in local, Scottish, UK and international contexts. Learners will develop an awareness of the social and political issues they will meet in their lives as well as develop the skills to help them interpret and participate in the social and political processes they will encounter now and in the future. This includes skills in statistical analysis, research, investigation, source handling and essay structure.</p>	
Entry to Course	Assessment
<p>A-C pass in National 5 Modern Studies</p>	<ul style="list-style-type: none"> • Essay writing, source handling and the completion of a research Assignment. The Assignment will allow learners to apply decision making skills as they research a contemporary issue. • Three internal unit assessments.
Course Outline	Progression
<p>Democracy in Scotland and the United Kingdom Learners will be required to give evidence of evaluating and synthesising a wide range of written, numerical and graphical sources of evidence to demonstrate skills of detecting and explaining the degree of objectivity about political issues in Scotland and the UK</p> <p>Social Issues in the UK Learners will be required to give evidence of:</p> <ul style="list-style-type: none"> • Researching, evaluating and synthesising a wide range of written, numerical and graphical sources of evidence to demonstrate skills of making and justifying decisions about social issues within the UK • Descriptions, explanations and analysis, demonstrating factual and theoretical knowledge and understanding of social issues within the UK. <p>International Issues Learners will be required to give evidence of:</p> <ul style="list-style-type: none"> • Evaluating and synthesising a wide range of written, numerical and graphical sources of evidence to demonstrate skills of drawing and supporting conclusions about international issues. • Descriptions, explanations and analysis, demonstrating factual and theoretical knowledge and understanding of international issues drawn from either the political and socio-economic study of a major world power or a contemporary world issue. 	<p>Successful completion of the course may lead to:</p> <ul style="list-style-type: none"> • Advanced Higher Modern Studies • Degree/HNC/HND • Employment and/or training <p>Modern Studies develops skills in literacy, critical thinking, statistical analysis and decision-making and is useful for careers in broadcasting and the media, civil service, economics, public relations, journalism, advertising, the Arts, social sciences and international work, law, police, welfare rights, politics, administration, management, banking, marketing, community work, fund raising, local government, information/advice work, trade union work, anthropology.</p>
Further Information:	
<p>Contact: Ms J Devlin, PT</p> <p>SQA Website</p>	

ADVANCED HIGHER MODERN STUDIES

Course Description	
<p>The purpose of Modern Studies is to develop learners' knowledge and understanding of contemporary political and social issues in local, Scottish, United Kingdom and international contexts. In these contexts, learners will develop an awareness of the political, social and economic issues they will encounter in their lives. This purpose will be achieved through successful study of the Course Units which focus on an in depth study of either political issues or social issues and which adopt an international comparative approach and develop a wide range of skills.</p>	
Entry to Course	Assessment
<p>Modern Studies at Higher level grade A or B</p>	<ul style="list-style-type: none"> • Units are assessed internally by your teacher in accordance with SQA guidelines. • Exam in May • Dissertation
Course Outline	Progression
<p>Contemporary Issues In this Unit, learners will study one of two contexts: Political Issues and Research Methods or Social Issues and Research Methods. Whether the Political Issues or Social Issues context is chosen for study, learners should develop an in depth knowledge and understanding of issues in the United Kingdom and adopt an international comparative approach to their study. Learners should examine case studies related to the context studied to critically evaluate a range of social science research methods.</p> <p>Researching Contemporary Issues In this Unit, learners will develop a range of skills relevant to undertaking independent research including how to identify appropriate research issues; plan and manage a complex programme of research; source, collect and record appropriate and reliable information; evaluate, analyse and synthesise evidence; organise, present and reference findings using appropriate conventions; and evaluate research methodology.</p>	<p>Successful completion of this course may lead to:</p> <ul style="list-style-type: none"> • Degree/HND/HNC <p>Modern Studies develops skills in literacy, critical thinking, statistical analysis and decision-making and is useful for careers in broadcasting and the media, civil service, economics, public relations, journalism, advertising, the Arts, social sciences and international work, law, police, welfare rights, politics, administration, management, banking, marketing, community work, fund raising, local government, information/advice work, trade union work, anthropology.</p>
Further Information:	
<p>Contact: Ms J Devlin, PT</p> <p>SQA Website</p>	

NATIONAL 4/5 RMPS

Course Description	
<p>The purpose of this Course is to develop knowledge and understanding of religious, moral and philosophical issues that affect the world today. Religious and non-religious perspectives will be included. The Course will explore the questions they raise and the solutions or approaches they offer. You will learn by engaging in a variety of activities designed to further your understanding and skills. This will include investigative work, group work and critical skills tasks as well as reporting and presentation skills.</p>	
Entry to Course	Assessment
<p>Completion of RMPS Broad General Education to S3.</p>	<p>At National 4: 3 Unit Assessments plus Assignment (Added Value Unit). No final exam.</p> <p>At National 5: 3 Unit Assessments, Assignment and final exam in May.</p>
Course Outline	Progression
<p>World Religion You will develop skills to explain and comment on the meaning and context of sources related to the religion selected for study. You will gain knowledge and understanding of the impact and significance of religion today through studying some key beliefs, practices and sources found within one of the world's six major religions (Buddhism) and the contribution these make to the lives of followers.</p> <p>Morality and Belief Religion and justice: You will develop skills to explain and express reasoned views about contemporary moral questions and responses. You will develop detailed understanding of contemporary moral questions and religious and non-religious responses.</p> <p>Religious and Philosophical Questions You will develop skills to analyse religious and philosophical questions and responses. You will develop knowledge and understanding of these. Religious viewpoints studied will be from one or two of the world's six major religions (Buddhism and Christianity).</p>	<p>Successfully completing National 4 RMPS may lead into National 5 class.</p> <p>Successfully completing National 5 may lead into Higher RMPS.</p> <p>Employment in the arts, administration, social care, retail and sales, broadcasting, social work, charities administration, civil service, community work, human resources, counselling, teaching, youth work, health care, psychology, fund-raising, law, religious leadership, management, local government, advisory services, politics.</p>
Further Information:	
<p>Contact: Ms J Devlin, PT</p> <p>SQA Website</p>	

HIGHER RMPS

Course Description	
<p>The Higher Religious, Moral and Philosophical Studies course enables learners to investigate, critically analyse and evaluate religious, moral and philosophical questions and responses, and to develop the ability to express detailed, reasoned and well-structured views.</p>	
Entry to Course	Assessment
<p>A-C pass in National 5 RMPS or another social subject.</p>	<ul style="list-style-type: none"> • Three units assessed internally according to SQA guidelines <p>External SQA assessment of the course consists of:</p> <ul style="list-style-type: none"> • A written examination • An Assignment
Course Outline	Progression
<p>World Religion Learners will develop skills to interpret and comment on the meaning and context of sources related to the religion selected for study. They will develop in-depth factual and abstract knowledge and understanding of the impact and significance of religion today through studying some key beliefs, practices and sources found within one of the world's six major religions (Buddhism, Christianity, Hinduism, Islam, Judaism or Sikhism) and the contribution these make to the lives of followers and wider society.</p> <p>Morality and Belief Learners will develop skills to evaluate and express detailed, reasoned and well-structured views about contemporary moral questions and responses. They will develop in-depth factual and theoretical knowledge and understanding of contemporary moral questions and religious and non-religious responses. The range of contexts for study will be flexible to allow for personalisation and choice. Religious viewpoints studied must be from one of the world's six major religions (Buddhism, Christianity, Hinduism, Islam, Judaism or Sikhism).</p> <p>Religious and Philosophical Questions Learners will develop skills to critically analyse religious and philosophical questions and responses. They will develop in-depth factual and theoretical knowledge and understanding of these. The range of contexts for study will be flexible to allow for personalisation and choice. Religious viewpoints studied must be from one of the world's six major religions.</p>	<p>Successful completion of this course may lead to:</p> <ul style="list-style-type: none"> • Advanced Higher RMPS • Degree/HNC/HND • Employment in the arts, administration, social care, retail and sales, broadcasting, social work, charities administration, civil service, community work, human resources, counselling, teaching, youth work, health care, psychology, fund-raising, law, religious leadership, management, local government, advisory services, politics.
Further Information:	
<p>Contact: Ms J Devlin, PT</p> <p>SQA Website</p>	

ADVANCED HIGHER RMPS

Course Description	
<p>This Course provides learners with an opportunity to apply skills, knowledge and understanding in their appraisal of the role of religion, morality and philosophy in the modern world. This Course will enable learners to develop an understanding of how religion, morality and philosophy are at the core of human history and culture and continue to have a significant impact on the world today. This distinct focus is part of the Course's contribution to developing learners' skills, knowledge and understanding.</p>	
Entry to Course	Assessment
An A or B grade in Higher RMPS	<ul style="list-style-type: none"> • Three unit assessments internally assessed according to SQA guidelines • A written examination • A project
Course Outline	Progression
<p>Philosophy of Religion In this Unit, learners will develop skills to critically evaluate key theological and philosophical issues from the philosophy of religion. They will develop in-depth knowledge and understanding of how these arguments and responses to them contribute to the development of a stance for living.</p> <p>Researching Religious, Moral and Philosophical Studies - the dissertation-project In this Unit, learners will develop a range of skills relevant to undertaking independent research including: how to identify appropriate research issues, plan and manage a complex programme of research; source, collect and record appropriate and reliable information; evaluate, analyse and synthesise evidence; and organise, present and reference findings using appropriate conventions.</p> <p>Medical Ethics In this Unit, learners will develop skills to critically evaluate a range of complex issues involving medical ethics. Learners will develop in-depth knowledge and understanding of the issues and religious and non-religious responses, including the philosophical reasoning behind these responses.</p>	<p>Successful completion of this course may lead to:</p> <ul style="list-style-type: none"> • Degree/HND/HNC • Employment in the arts, administration, social care, retail and sales, broadcasting, social work, charities administration, civil service, community work, human resources, counselling, teaching, youth work, health care, psychology, fund-raising, law, religious leadership, management, local government, advisory services, politics.
Further Information:	
Contact: Ms J Devlin, PT	
SQA Website	

PERSONAL DEVELOPMENT

ESSENTIAL SKILLS DEVELOPMENT/WORK EXPERIENCE

Course Description

What is it that will make you stand out from the crowd when you are applying for a College or University Course or Employment?

How can you make sure that you are the preferred candidate?

All College and University Courses as well Employment have a minimum requirement in terms of qualifications. When you apply you will already have the necessary qualifications or be working towards them. So will everyone else! How are you going to make sure that you are the candidate that is chosen?

Essential Skills/Work Placements gives you the opportunity to develop the Skills that Admission Officers and Employers are looking for. You will then have examples of how you developed these skills and be able to speak about them in an Application Form, Personal Statement or Interview.

Essential Skills/Work Placement will involve a combination of time in School and time spent on Work Placements.

Entry to Course

This course is available to Senior pupils. Entry will be dependant on a recommendation from Guidance. If you would like to do this course, discuss it with your Guidance teacher.

Assessment

While there is no formal assessment, all pupils will complete an Essential Skills Development Profile and a report will be written by employers at the end of each work placement.

Course Outline

Each student will:

- Identify Essential Skills they want to develop.
- Find and organise Work Experience Placements where they can develop those Essential Skills.
- Develop identified Essential Skills in the work place supported by the employer.
- Reflect on Essential Skills Development before, during and after Work Placements.
- Develop their ability to write Applications and Personal Statements.
- Develop Interview Skills.
- Create an Essential Skills Development Profile which they will take away and use for future applications.

Progression

- More work experience
- Foundation apprenticeships
- Modern Apprenticeships
- Entry to college
- Entry to University
- SQA accreditation
- Employment

Further Information:

Contact: Mr A Harvey, DHT

PRINCE'S TRUST ACHIEVE AWARD

Course Description	
<p>Choose a section of units from within</p> <ul style="list-style-type: none"> • Personal and social development: By working in small groups, you'll be able to meet new people and make new friends • Life skills: Through fun and interactive sessions, you'll learn how to manage money, be healthy and stay safe • Active citizenship: You'll work as part of a team to make a difference to your local community • Enterprise project: This is a Dragons' Den style challenge. Ready to put your entrepreneurial skills to the test? • Preparation for work: Create a tip-top CV, practice for future interviews and explore your skills and talents <p>The Achieve program gives you the opportunity to develop leadership, teamwork, creative thinking, problem solving within real life situations and preparation for moving into employment or college.</p>	
Entry to Course	Assessment
This as a stand alone course. No pre-requisite to have completed previous courses.	A folio will be completed to evidence completion of the units.
Course Outline	Progression
<p>Choose at least one of:</p> <ul style="list-style-type: none"> • Career Planning • Interpersonal and self-management • Planning for personal development • Work experience <p>An optional choice unit:</p> <ul style="list-style-type: none"> • Community Project • Managing Money • Participating in sport • Planning for a healthy, active lifestyle • Presentation skills • Supporting others in the community • Teamwork • Understanding an enterprise project 	Achieve is offered at N3/4/5.
Further Information:	
Contact: M Phillips, PT	

CORE SUBJECTS

S4 pupils have one period each week of RME and PSE and two periods of PE.

RELIGIOUS AND MORAL EDUCATION

The RME department has linked with the English department to enable pupils to use the content of their RME research as the basis of the discursive writing piece required for their English portfolio in S4 at National 4 or 5 level. Students follow a curriculum based on the BGE experiences and outcomes, but at a level appropriate to SQF level 6. Beliefs, values, issues, practises and traditions, both religious and secular will be explored. A range of relevant perspectives (including religious) will be considered in each topic. Students will practise and develop skills for life, learning and work include critical thinking, debating, and the practical application of philosophy. Putting it into practise: in each module practical aspects of the topics will be explored through a wide range of settings and contexts that build on previous skills.

Topics studied over 2 years

- Justice: global and local
- Environmental issues: global and local e.g. environmental justice, rights, fairness
- Conflict: local and global
- Medical ethics
- Critical analysis - Aesthetics

PHYSICAL EDUCATION



It is important that all pupils get exercise and given that the Scottish Executive is currently very concerned about obesity in children it is even more vital that exercise and fitness be part of the school curriculum. Most of this at present is provided by team games.

PERSONAL AND SOCIAL EDUCATION

PSE is a taught subject which covers a range of health and wellbeing topics - aspects of planning for choices & changes, substance misuse, relationships, sexual health & parenthood, in addition to aspects of physical & emotional health. Also during PSE we invite partners to speak to pupils on relevant topical subjects such as internet safety.

HEALTH AND WELLBEING

Pupils will also be given the opportunity to study various aspects of health and wellbeing in all of their timetabled subjects.



More detailed information about Course Content, Structure and Assessment can be obtained from Subject Principal Teachers.