

Forres Academy

Moving on with the Senior Phase into S5/6

Course Information



2017 - 2018

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The Senior School

We are very pleased that you are considering continuing your education by staying on at Forres Academy. We hope we can meet your needs and give you the opportunities and experiences that will allow you to achieve your goals when you leave school for the world of work, further or higher education.

Fifth Year

If you are entering S5, you will find it very different to S4. It is important that you do as much research as possible before making your final subject choices. This booklet is only part of the programme designed to help you make the right decisions. You must be prepared to consult with school staff, discuss options with the careers service (SDS – Skills Development Scotland), take advice from parents as well as research possible future university or college courses.

Sixth Year

If you are returning to S6 then much of this will be familiar to you. You have now had the experience of S5 and should be much more aware of not only the demands of courses but also your own strengths and areas that may require further development. You should now have a clearer idea of the subjects/type of subject you enjoy or are doing well in. You should be using this information as a basis for further investigation in terms of the opportunities available for when you leave school.

It should be remembered that decisions taken now will have an important bearing on future opportunities. It is advisable to spend as much time as possible on your choices to make sure that you make the right ones.

Expectations

It is essential that you start your new courses in June with enthusiasm and determination to succeed. We have high expectations of all of our senior students. We expect all our S5/6 students to be hard working and show commitment and co-operation at all times. We also expect you to set a good example to younger pupils by way of attitude, behaviour and dress. You in turn will receive every assistance in terms of advice, encouragement and support so that you can make the most of your final years at Forres Academy.

Provision of Advanced Highers

Moray Council are currently reviewing the provision of Advanced Higher courses in schools with a view to improving the equality of opportunity for pupils to access subjects. However, the difficulty of creating viable class groups in all schools means that to ensure the availability of courses in some subjects, a variety of methods of delivery will be used. These might include:

- Attendance at a neighbouring school
- Twilight classes
- Video conferencing with a neighbouring school
- Joint sessions with a neighbouring school
- Distance learning with mentor support

School staff will be able to advise pupils which subjects will be involved and of the likely arrangements.

New Qualifications

In S5 and S6 the qualifications available are National Qualifications (NQs) and are available at different levels.

The table below shows how the new qualifications will replace previous and existing ones.

Previous Qualifications	Replaced by	National Qualification
Access 1 and 2	→	National 1 and National 2
Access 3 and Standard Grade (Foundation level)	→	National 3
Standard Grade (General level) and Intermediate 1	→	National 4
Standard Grade (Credit level) and Intermediate 2	→	National 5
Higher	→	Higher (National 6)
Advanced Higher	→	Advanced Higher (National 7)

To find out more about the qualifications and how they compare with existing SQA (Scottish Qualifications Authority) qualifications visit www.sqa.org.uk/readyreckoner.

How will they be assessed?

National 1 – 5 courses are made up of Units and will be marked and assessed by the school. These courses also include an Added Value Unit (except for N5) and, in order to achieve a Course at national 4, learners need to pass all Units plus an Added Value Unit. Most National 5 courses have an exam at the end which must be passed to gain the award.

Higher and Advanced Higher courses will also include units that are assessed and marked by the school. In order to achieve a course at Higher or Advanced Higher, you must pass all units plus a course assessment which is normally an exam.

You can find out more at www.sqa.org.uk/cfeassessment.

How will they be graded?

All units will be assessed as Pass or Fail.

Courses at National 2 – 4 will not be graded, but will be assessed Pass or Fail.

Courses at National 5, Higher and Advanced Higher will be graded A – D, or 'No Award'.

If you do not receive a Course assessment at National 4, National 5, Higher or Advanced Higher, you will still receive credit for any units you have achieved. So when you receive your qualifications certificate, the units you have passed within the course will appear on the detailed Record of Attainment section of your qualifications certificate pack.

The Choices Procedure

S5 students

STEP 1 You must select **5** subjects. Your school week will be:

- | | |
|---------------------------------------|------------|
| • 5 subjects x 5 periods | 25 periods |
| • PSE (Personal and Social Education) | 1 period |
| • Driving Attainment | 1 period |
| • Core PE | 1 period |
| • Study | 2 periods |

Think carefully about the subjects you enjoy and be realistic about your ability in them. Your prelim results will be a fairly good indicator at this stage. Speak to the subject teacher if you are unsure.

If you are thinking about College or University, find out what the entry requirements are for the courses you are considering – this will influence the subjects you choose.

If you are considering leaving school and entering employment, find out what subjects will help you get the jobs you want. Speak to the Careers adviser.

STEP 2 Study the Choice form.

- There are 5 columns and you should choose one subject from each.
- Identify the subjects you think you would like to study and discuss with relevant Principal Teachers which level would be most appropriate for you. Ensure you have, or expect to have, the appropriate entry requirements.
- Ask the Principal Teacher to sign the relevant box at the bottom of each section to confirm that they are happy that your choice is appropriate.
- Make sure you clearly indicate the subject and the level (eg N 4/5 or Higher) that you wish to choose in the relevant box at the bottom of the form.
- Take the completed form to your Guidance Teacher who will discuss it with you.
- You will be asked to rank each choice 1 -5, 1 being your most preferred choice.
- The final date for forms to be completed is:
S4 – S5: 9th February
S5 – S6: 17th March

S6 Students

The procedure is the same as above however S6 students are required to select the equivalent of 4 courses. Each National 4, 5 and Higher course counts as 1 course. Each Advanced Higher counts as 1 ½ courses eg. AH English (1 ½), AH Biology (1 ½), Higher Mathematics (1) = 4 courses. Sixth year is when you can maintain your academic focus and also broaden your experiences to enable you to gain skills for life, learning and work. It is expected that you will become involved in the wider life of the school through a wider range of activities which allow you to take on extra responsibilities. Your commitment to the school will be discussed with your Guidance Teacher. For S6, completed forms must be submitted to your Guidance teacher by 17th March.

We will always endeavour to be flexible and creative to ensure we offer as many opportunities we can to our students. Unfortunately we cannot always guarantee that you will be able to study your chosen subjects. There are a number of reasons for this:

- You may not have achieved the necessary entry requirements and will be asked to either select another subject or consider studying the subject at a more appropriate level.
- There may be too few students opting for a subject. Occasionally, where there are very small numbers opting for a course, it is unviable to run and as such you will be asked to re-choose.
- There may be too many students opting for a subject. Where the number of students choosing a subject exceeds the maximum class size for that subject, some will be disappointed. In this case the ranking order given by the students will be used.

Courses available at Moray College

In addition to the courses offered in school, Senior Phase pupils also have the opportunity to follow a course at Moray College as one of their subject choices. The courses offered by the college lead to SQA qualifications at a range of different levels to match the needs of our students. Some courses can greatly benefit pupils who want a vocational course that will help prepare them for a possible career. Pupils following these courses attend Moray College on a Wednesday for the full day.

Pupils interested in following one of the courses will need to apply through the school and their Guidance teacher will support them with the process. If a pupil would like to follow a course at college in S5/6 then they should tick college on their subject choice form. S5 students must still pick a subject in the same column as college in case their application is not successful.

For any queries and further information please contact:

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Subjects in the shaded area are from the N4/5 die with 4 periods weekly plus one period for other opportunities such as work placement, college, wider achievements courses. Please rank your choices once complete. Students cannot be guaranteed their choices as explained in the choice booklet.

COLUMN A	COLUMN B	COLUMN C	COLUMN D	COLUMN E	
Administration and IT N4/5	Chemistry N4/5	Art and Design N4/5			
Computing Science N4/5	Fashion and Text tech N4/5	Business Man N4/5			
French N4/5	German N4/5	Chemistry N4/5			
Graphic Com N4/5	PE N4/5	Drama N4/5			
Music N4/5	Physics N4/5	Media Studies N4			
Physics N4/5	Practical Woodwork N4/5	PE N4/5			
		Physics N4/5			
Business Man Higher/N5	Art and Design Higher/N5	Biology Higher/N5	Biology Higher/N5	Art and Design AH/Higher	
Chemistry Higher/N5	Biology Higher/N5	Computing Science Higher/N5	Business Man Higher/N5	Art and Design Higher/N5	
Drama H/N5	English N5	English Higher	Chemistry Higher/N5	Biology AH	
Engineering Sc Higher/N5	English Higher	English N5	Chemistry AH	Chemistry Higher/N5	
Lifeskills Maths N5	English AH	French N5/Higher/AH	Geography AH	English Higher	
Maths N4	Graphic Com Higher N/5	History H	History Higher/N5	Geography Higher/N5	
Maths N5	Media Studies N5	History higher/N5	Hospitality Practical Cake N5	German N5/Higher/AH	
Maths Higher	Modern Studies Higher/N5	Hospitality N5	Leadership N4/5/Higher (CLD)	Graphic Communication AH	
Maths AH	Physics Higher/N5	Maths Higher	Maths Higher	History Higher/N5	
Modern Studies Higher/N5	Philosophy Higher/N5	Maths N5	Music N5/H/AH	Literacy N5	
Modern Studies AH	RMPS Higher/N5	Physics AH	Nummeracy and Personal Finance	PE Units /N5 PE	
Psychology Higher		Psychology Higher/N5		PE Higher/N5	
			Physics Higher/N5	Physics Higher/N5	
			Photography N4/5		
	PT signature	PT signature	PT signature	PT signature	
Subject and level	Rank	Subject and level	Rank	Subject and level	Rank
Subject and level	Rank	Subject and level	Rank	Subject and level	Rank

COURSE DESCRIPTION

EXPRESSIVE

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

DESIGN

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

Cost per year is **£30:00** (Includes large plastic portfolio, sketchbooks & access to specialist materials)

ASSESSMENT

2 x units assessed by Art Department on a pass/fail basis: *Expressive or Design Studies; Expressive or Design Enquiry* + 1 x Portfolio worth 100 marks - assessed externally by SQA

Unit work focuses on the development of knowledge & understanding of art/design practice & developing practical abilities to respond creatively to an agreed expressive stimuli, theme or concept/an agreed design brief.

The Course Units include, research, analysis & evaluation of art/design work & practice & creative experimentation with skills & techniques & personal exploration of ideas.

The portfolio will include:

- the Initial creative starting point for the portfolio & further development work
- one or more resolved piece(s) of expressive art work or a final design solution
- critical analysis of a single art or design work or a group of closely related art or design works
- An evaluation of the portfolio of art or design work

60 marks practical expressive art work

30 marks for critical analysis

10 marks evaluation

Homework

Regular & consistent homework must be undertaken.

Entry Requirements

Strictly A/B grade at Higher Level

Future Studies/Careers

This qualification will assist with progression to Higher Education (HNC/HND/Degree) and could lead to employment in areas such as:

- Visual Arts
- Performing Arts
- Art/Arts/Design Education
- Arts Management
- Communications and Media

ART & DESIGN

HIGHER

COURSE DESCRIPTION; The Higher Course is made up of two main units of study.

DESIGN UNIT

This unit is about developing creative design work, problem solving and critical thinking in response to a design brief. In this unit students will also make a study of designers and their working practices as it relates to the students chosen area of design

UNIT AWARD

- Research
- Ideas & Development
- Study of Designers & work

COURSE AWARD

- SQA Design Portfolio
- Written SQA Exam

PROGRESSION

ADVANCED HIGHER AND/OR
F.E. PORTFOLIO

EXPRESSIVE

This unit is about developing personal thoughts and ideas in visual form and the students will also develop a critical understanding of artists working practices and the social and cultural influences affecting their work.

UNIT AWARD

- Investigative drawings and studies
- Ideas & Development
- Study of Artists & work

COURSE AWARD

- SQA Expressive Portfolio
- Written SQA Exam

PROGRESSION

ADVANCED HIGHER AND/OR
F.E. PORTFOLIO

Internal Assessment
END OF UNIT

Design & Expressive

SENT
TO
SQA

Entry Requirements – Pass @ N5 Art & Design Course (A-C)

Cost £20.00 per Year. When monies are paid students will receive an A2 Folder and A3 sketchbook.

Homework – Students are expected to spend an additional 3 hours per week moving their ideas forward. Art Department is open every lunchtime for this purpose

FUTURE STUDIES/CAREERS

Year S6 - - Advanced Higher – (Forres Academy Art & Design Department) Year S6 – Portfolio Preparation Course (Forres Academy Art & Design Department) Entry into Degree courses of which there are many in Scotland, England & Ireland.

PHOTOGRAPHY

HIGHER

COURSE OUTLINE

Learning in the Higher Photography Course will include: active involvement in creative photographic tasks and activities; and understanding how contemporary culture and social factors influence photographers and their work. The Course will also provide opportunities for you to: explore and creatively use photographic media, camera techniques and processes; critically reflect on learning; develop personal autonomy and critical thinking skills when negotiating the context and the content of your photographic work.

This course is suitable if you have a general interest in photography. It would also appeal to those wanting to progress onto higher levels of study in Photography post school.

Please speak with Ms Cole if you require any further information.

Cost per year is £40.00 (includes memory stick and printing, portfolio and sketchbook)

ASSESSMENT

To gain Higher Photography, you must pass two mandatory Units (*Image Making; Contextual Imagery*) + the Course Assessment, '**the Project**', worth 100 marks.

Units are assessed as pass or fail by the Art Department.

The Course Assessment consists of **the Project** (allocation of 100 marks, see below). Evidence from the Project will be submitted to the SQA for marking externally.

Project: The assessment of the project is divided into 3 sections:

Research and Investigation - 25 marks

Development and Production - 60 marks

Evaluation - 15 marks

Higher Photography is graded from A to D or as No Award.

HOMEWORK

Regular homework is undertaken.

ENTRY REQUIREMENTS

Entry to this Course is at the discretion of the Art Department. Learners would normally be expected to have attained the skills, knowledge and understanding required by one or more of the following or equivalent qualifications and/or experience:

- relevant Photography Units (**NPA Level 5**)
- National 5 Art and Design **Grade A-C**
- Higher Art & Design **Grade A-C**
-

FUTURE STUDIES/CAREERS

This Course or its Units may provide progression to:

- other qualifications in Photography, Art and Design or related areas
- further study, employment and/or training

COURSE DESCRIPTION

The National Progression Awards (NPAs) in Photography may be useful to you if you are interested in photography and would like to develop your interest and skills further.

Cost per year is £40.00 (includes memory stick and printing, portfolio and sketchbook)

The aim of the course is to provide a short, flexible course in photography to develop an understanding of what photography has to offer.

NPA in Photography at SCQF level 4

At Level 4 this includes: photographing places; understanding of what makes a good image; and managing photographs.

The NPA in Photography at SCQF level 4 is very practical and will develop your interest in photography from your own starting point. You may be asked to discuss your willingness to learn about photography and to learn new skills.

Any examples of photographs you have taken may be useful in showing your interest.

NPA in Photography at SCQF level 5

At Level 5 the aim is to develop and broaden skills and experience. You will be expected to select a range of images (indoor and outdoors) taken by contemporary photographers describing the style, viewpoint and technical approaches used. You will plan five photograph sessions in a variety of locations using natural and artificial lighting and present your findings. You will be expected to identify the strengths and weaknesses of your chosen images, suggest improvements and how these can be achieved. Enhancing and resizing images will be undertaken and the finished result will involve peer discussion. You will learn how to present images in print, as a CD (including the original images and the edited version) and as an electronic presentation.

At SCQF level 5, the NPA builds on the practical skills developed at SCQF level 4 and encourages you to further develop and enhance photography skills, through exploring creativity and technical skills. You will use a range of equipment, techniques and specialist facilities.

To undertake the NPA in Photography at SCQF level 5, you may have completed the NPA in Photography at SCQF level 4 or have previous experience in photography. You may be asked to produce examples of your work.

Levels 4 & 5 are made up of 4 Units (listed below) & share the same titles.

- 1. UNDERSTANDING PHOTOGRAPHY**
- 2. PHOTOGRAPHING PEOPLE**
- 3. PHOTOGRAPHING PLACES**
- 4. WORKING WITH PHOTOGRAPHS**

Assessment 4/5 Units

NPA in Photography at SCQF level 4

The NPA in Photography at SCQF level 4 is very practical and will develop your interest in photography from your own starting point. You may be asked to discuss your willingness to learn about photography and to learn new skills.

Any examples of photographs you have taken may be useful in showing your interest.

NPA in Photography at SCQF level 5

At SCQF level 5, the NPA builds on the practical skills developed at SCQF level 4 and encourages you to further develop and enhance photography skills, through exploring creativity and technical skills. You will use a range of equipment, techniques and specialist facilities.

To undertake the NPA in Photography at SCQF level 5, you may have completed the NPA in Photography at SCQF level 4 or have previous experience in photography. You may be asked to produce examples of your work.

Level 4/5 Units	Outcomes
UNDERSTANDING PHOTOGRAPHY	<ol style="list-style-type: none">1. <i>Explain photographic terms and their meanings.</i>2. <i>Select iconic photographic images and describe their impact.</i>3. <i>Evaluate images in terms of technical and creative aspects</i>
PHOTOGRAPHING PEOPLE	<ol style="list-style-type: none">1. <i>Plan photography sessions based on a selection of images taken by leading people/portrait photographers.</i>2. <i>Take controlled and composed photographs of people on location.</i>3. <i>Present selected photographs of people</i>
PHOTOGRAPHING PLACES	<ol style="list-style-type: none">1. <i>Plan photography sessions based on a selection of images of interior and exterior places taken by location photographers.</i>2. <i>Take photographs of interior and exterior places on location.</i>3. <i>Present a selection of photographs of interior and exterior places.</i>
WORKING WITH PHOTOGRAPHS	<ol style="list-style-type: none">1. <i>Select images to evaluate giving reasons for your choice.</i>2. <i>Enhance images.</i>3. <i>Present images effectively for a given purpose.</i>4. <i>Store and handle images safely</i>

Development of skills for learning, life and work

The NPAs develop soft skills, Core Skills and vocational skills. They can also help you to develop knowledge, skills for learning and life which are reflected in the four capacities of A Curriculum for Excellence: *a successful learner, a confident individual, a responsible citizen and an effective contributor.*

POSSIBLE PROGRESSION IN THE SENIOR PHASE

NPA SCQF LEVEL 4 > NPA SCQF LEVEL 5 > N6 HIGHER PHOTOGRAPHY

COURSE DESCRIPTION

There are **two main areas** of study in Art & Design in year S5/6.

- **Expressive Activity**
- **Design Activity**

Art and Design: Expressive Activity (National 4)

In this Unit you will produce observational drawings, colour studies and expressive development work in 2D and/or 3D formats in response to given stimuli. Knowledge and understanding of expressive artists and art practice will also be included.

Art and Design: Design Activity (National 4)

In this Unit you will produce creative ideas in response to a given brief. You will generate investigative studies and market research and will use this to develop your own design ideas. Knowledge and understanding of designers and design practice will also be included.

National 4 Art and Design Course Award – the Added Value Unit will focus on challenge and application and you will produce one final expressive outcome and one final design solution developed from the work of the units.

Art and Design: Expressive Activity (National 5)

At this level you will produce a range of creative ideas and art work in response to stimuli. You will create analytical drawings, investigate studies and expressive development work showing visual continuity and progressive development of your ideas. Knowledge and understanding of expressive artists and art practice will also be studied.

Art and Design: Design Activity (National 5)

At this level you will produce a range of creative ideas in response to a design brief. You will do investigative studies and market research. You will experiment with and use materials, techniques and/or technology when developing and refining your design ideas. Knowledge and understanding of designers and design practice will also be studied.

National 5 Art and Design Course Award – the Added Value Unit

You will produce a **portfolio of work** and sit a **written exam**.

In the portfolio, you will produce one piece of expressive art work and one design solution following on from your unit work.

The **written exam questions** will be based on the integration and application of knowledge and skills from across both practical Units.

Cost £20.00 per Year. When monies are paid students will receive an A2 Folder and A4 sketchbook.

<p>Assessment (N4)</p> <p>Units are internally assessed pass/fail</p> <p>The Course Award.</p> <p>This will be assessed through the production of</p> <ul style="list-style-type: none"> • Expressive practical outcome • Design practical outcome <p>Internally assessed -Externally Moderated</p>	<p>Assessment (N5)</p> <p>Units are internally assessed – pass/fail</p> <p>The Course Award.-</p> <p>This will be assessed through the production of</p> <ul style="list-style-type: none"> • Expressive portfolio • Design portfolio • Written question paper (exam) <p>Externally Assessed</p>
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<p>Development of skills for learning, life and work</p> <p>N4 & N5</p> <p>3 Health and wellbeing</p> <p>3.1 Personal learning</p> <p>5 Thinking skills</p> <p>5.4 Analysing and evaluating</p> <p>5.5 Creating</p> <p>HEALTH & WELLBEING -Personal learning</p> <ul style="list-style-type: none"> ◆ Identifying areas for improvement and next steps for learning ◆ Investigating, researching, producing analysing, evaluating <p>THINKING SKILLS –Understanding</p> <ul style="list-style-type: none"> ◆ Understanding how others develop their ideas and work ◆ understanding how materials, techniques, composition and/or technology can be used expressively for visual impact and to communicate design ideas <p>-THINKING SKILLS –Applying</p> <ul style="list-style-type: none"> ◆ Applying knowledge and understanding when developing expressive art work and design ideas, <p>THINKING SKILLS –Creating</p> <ul style="list-style-type: none"> ◆ Developing original ideas and solutions to problems in art and design work <p>Learning through Art & Design is useful in all areas of Life & Work but is particularly valuable for students aspiring to follow careers in - architecture, animation, advertising, floristry, fashion industry, furniture design, gardening, beauty & make up, theatre arts, photography, film & TV, interior decorators, hairdressers, chefs, teachers and web design to name but a few.</p>
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<p>Personal Study/Homework</p> <p>In Art and Design in the Senior School students will be required to commit to spending a minimum of an additional 3 hours per week on personal subject development. Activities can range from practical work to historical and cultural studies in Art & Design.</p>

BIOLOGY

ADVANCED HIGHER

COURSE DESCRIPTION

This new (from 2015) course is designed to build on the work covered in the Higher Biology course. The Course provides pupils with the opportunity to develop a deeper understanding of the cell by studying the key roles of proteins within the cell. At the whole-organism scale, the Course explores the major drivers of evolution. The Course also provides a deeper understanding of laboratory and fieldwork techniques, and in carrying out a biological investigation the pupil will produce an extended piece of scientific work.

The course consists of three units:

Cells and Proteins

This Unit builds on understanding of the genome from Higher Biology. Pupils will develop knowledge and understanding of proteomics, protein structure, binding and conformational change; membrane proteins; communication within a 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.

Organisms and Evolution

This Unit builds on an understanding of selection, in the context of evolution. Pupils will develop their understanding of evolution. This includes the role of sexual reproduction and parasitism in the evolution of organisms.

This Unit covers suitable techniques for ecological field study. Methods of sampling and the classification and identification of organisms are introduced.

Investigative Biology (This unit will be partly integrated into the other units.)

Pupils will develop a 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.

Learners will develop these skills through the key aspects of the scientific method. The collection of experimental data will provide an opportunity to develop planning and organising skills.

ASSESSMENT

Units: The Cells & Proteins and Organisms & Evolution units are assessed using an end of topic question paper, similar to that used in the N5 and new CfE Higher course, on a pass/fail basis.

During the course each pupil must also complete an experimental report, from one of these units, which is also assessed on a pass / fail basis.

The assessment of the Investigative Biology unit will require pupils to analyse and evaluate reports of biological research and to carry out a biological investigation, which is also assessed on a pass / fail basis.

The **course** assessment consists of the extended investigation and report, completed in school (23% of total), as well as the final May exam paper (77%). Both of these are externally marked by the SQA and used to award the final grade for the course.

HOMEWORK

This will include regular classwork review, completion of set exercises covering both Knowledge and the application of skills as well as research tasks. In addition, the investigation report write-up will be completed out of school.

ENTRY REQUIREMENTS

A pass in Higher Biology. It is **strongly** recommended that pupils have taken a Chemistry course in S4-5.

FUTURE STUDIES/CAREERS

The course is seen as a valuable introduction to any tertiary biological courses at college or university. For some courses it may be a desirable entry qualification. Students should check this out.

BIOLOGY**HIGHER****COURSE DESCRIPTION**

This new course is designed to build on the work covered in the N5 course.

Within each of the Units, the scale of topics ranges from molecular through to whole organism and beyond, including the most relevant applications of current biological understanding.

There are three units:

DNA and the Genome

In this Unit, pupils will develop knowledge through a study of DNA and the genome.

The Unit covers the key areas of structure of DNA; replication of DNA; control of gene expression; cellular differentiation; the structure of the genome; mutations; evolution; genome sequencing.

Metabolism and Survival

This Unit includes the study of the central metabolic pathways of ATP synthesis by respiration and how control of the pathways is essential to cell survival.

The Unit covers the key areas of metabolic pathways and their control; cellular respiration; metabolic rate; metabolism in conformers and regulators; metabolism and adverse conditions; environmental and genetic control of metabolism; ethical considerations in use of microorganisms, hazards and control of risks.

Sustainability and Interdependence

In this Unit, pupils will investigate how humans depend on sufficient and sustainable food production from a narrow range of crop and livestock species, focusing on photosynthesis in plants.

The Unit covers the key areas of food supply, plant growth and productivity; plant and animal breeding; crop protection; animal welfare; symbiosis; social behaviour; mass extinction and biodiversity.

ASSESSMENT

Each unit is assessed using an end of topic question paper, similar to that used in the N5 course, on a pass/fail basis. During the course each pupil must also complete an experimental report, which is also assessed on a pass/fail basis.

The course assessment consists of an assignment, completed in school and under exam conditions, as well as the final May exam paper. Both of these are externally marked by the SQA and used to award the final grade for the course.

HOMEWORK

This will include regular classwork review and completion of set exercises covering both Knowledge and the application of skills.

ENTRY REQUIREMENTS

A – C in N5 Biology

A – B in N5 Physics or Chemistry

FUTURE STUDIES/CAREERS

At school level, in S6, Advanced Higher.

Higher Biology is a science subject suitable for entry into a wide range of scientific and non-scientific careers. It is directly applicable to agriculture, pharmacy, medicine, nursing, biological sciences and animal (zoology) and plant (botany) sciences.

BIOLOGY

NATIONAL 5

COURSE DESCRIPTION

The N5 course is made up of a broad and up-to-date selection of topics reflecting the vital place of Biology in today's world. An experimental and investigative approach will be used to develop knowledge and understanding of Biology.

The N5 course covers::

Cell Biology

The key areas covered are: cell division, DNA, genes and chromosomes, use of stem cells in medicine, enzymes, photosynthesis and respiration.

Biology: Multicellular Organisms

The key areas covered are: reproduction, growing plants, uses of plants, genetics and inheritance, growth and development of different organisms, and maintaining stable body conditions.

Biology: Life on Earth

The key areas covered are: biodiversity, population growth, fertilisers, adaptations for survival, and how learned behaviour helps species survive.

The purpose of the course is to develop interest and enthusiasm for Biology. The skills of scientific inquiry and investigation will be developed, through the N5 course by investigating how we use Biology in the world today. This will enable pupils to become scientifically literate citizens, able to review the science-based claims they will meet in everyday life on TV programs, in magazines and online.

ASSESSMENT

Pupils must pass the end of unit assessments for all 3 units.

The final course assessment consists of 80% through an SQA exam and 20% through an externally marked assignment. Time will be available for researching and carrying out practical work for the assignment. This will be written up in one hour under 'open book' exam conditions.

HOMEWORK

N5 will require regular homework to be done.

This will include work to evaluate learning progress as well as research tasks and personally reviewing the work done in class.

Revision will, of course, be required before the unit assessments and the external exam.

ENTRY REQUIREMENTS

N4 in Biology

N5 in Chemistry or Physics

FUTURE STUDIES/CAREERS

This Biology course can lead to a wide variety of jobs; from vet, dentistry and medicine through laboratory work in hospitals, forensic science, archaeology, biotechnology, brewing / distilling, beauty therapy, sports science, farming and forestry to business and management, where Biology is seen as an excellent "all round" qualification.

HUMAN BIOLOGY

HIGHER

COURSE DESCRIPTION

This new course is designed to build on the work covered in the N5 course, focusing on the understanding of the human body. Within each of the units, the topics range from cellular through to whole organism and beyond, including the most relevant applications and technology associated with health and disease.

There are two full units and two half units:

Human Cells: examines how cells are built up into human organs and systems, enzymes and their importance, the process of respiration, DNA and its importance to the cell and finally moral issues associated with DNA technology

Physiology and Health: studies human reproduction, pregnancy and health technology, the cardiovascular system and common diseases such as heart disease, obesity, diabetes and strokes.

Neurobiology and Communication: investigates the human brain and nervous system, memory and learning, nervous system related diseases such as Parkinson's and Alzheimer's and finally recreational drugs and their effects.

Immunology and Public Health: investigates the human defences against disease, issues surrounding infectious diseases and strategies available to prevent the spread of disease.

ASSESSMENT

Each unit is assessed using an end of topic question paper, similar to that used in the N5 course, on a pass/fail basis. During the course each pupil must also complete an experimental report, which is also assessed on a pass/fail basis.

The course assessment consists of an assignment, completed in school and under exam conditions, as well as the final May exam paper. Both of these are externally marked by the SQA and used to award the final grade for the course.

HOMEWORK

This will include regular classwork review and completion of set exercises covering both knowledge and the application of skills. It will also involve further research into specific conditions affecting humans and the benefits / drawback of a range of human technology.

ENTRY REQUIREMENTS

A – C in N5 Biology

A – B in N5 Physics or Chemistry

FUTURE STUDIES/CAREERS

At school level, in S6, Advanced Higher.

Higher Human Biology is a science subject suitable for entry into a wide range of scientific and non-scientific careers. It is directly applicable to pharmacy, medicine, nursing, biological and biomedical sciences.

COURSE DESCRIPTION

Business Management will give students an excellent grounding in a wide range of topics which will appear in a variety of courses at University, and will also help to prepare students for the world of work which lies ahead.

The course comprises three 40-hour units: Understanding Business, Managing People and Finance, and Managing Marketing and Operations.

The course aims to enable learners to develop and extend their:

- ✓ knowledge and understanding of the ways in which society relies on business
- ✓ an understanding of how to ensure customers' needs are met
- ✓ understanding of enterprising skills and attributes
- ✓ understanding of business-related financial matters
- ✓ an understanding of the ways businesses can use resources to achieve maximum efficiency
- ✓ knowledge and understanding of the main effects that external influences, such as economic impact and sustainability, have on organisations

A course award is gained by the candidate passing all elements,

- an externally-assessed assignment worth 30%
- an externally-assessed examination worth 70%
- three internally-assessed unit assessments

It should be noted that the internal assessment of these units will use a variety of methods which may range from the production of an information leaflet to a professional business presentation.

An outline of the three internally-assessed units is given below.

Business Management: Understanding Business

- ✓ understanding how organisations in the private, public and third sector operate
- ✓ understanding how businesses satisfy customers' needs and wants
- ✓ understanding of how opportunities and threats may impact business development
- ✓ understanding a range of business theory and concepts

Business Management: Management of People and Finance

- ✓ Understanding the factors influencing human resources, and looking at strategies used in recruitment, selection, training, and dismissal.
- ✓ Understanding the factors influencing financial management, and looking at sources of finance used by organisations, and evaluating their performance using basic accounting information.

Business Management: Management of Marketing and Operations

- ✓ Understanding the factors influencing marketing decisions, and looking at marketing concepts such as market research and the 7 P's (product, price, place, promotion, people, process and physical evidence)
- ✓ Understanding the factors influencing operations, and looking at operational matters such as methods of production, stock control and warehousing.

ASSESSMENT

See above.

HOMEWORK

Is handed out on a regular basis and designed to support learning.

ENTRY REQUIREMENTS

For Higher, we would expect pupils to have achieved a pass at National 5, or for S6 pupils we would expect to see a proven record of success at an appropriate level in S5.

For National 5 we would expect pupils to have achieved a pass at National 4, or a proven record of success in S4.

FUTURE STUDIES/CAREERS

Business Management will prove very useful to those intending to study a business orientated subject at College or University. Moreover, it will also be of benefit to those intending to go to University, especially those studying a social subject.

Business Management will be of benefit to anybody who wants to follow a management career or start their own business.

COURSE DESCRIPTION

The effect of business and economics is felt throughout society, so it is important for you to be aware of how businesses operate in the current dynamic, changing and competitive environment. This course aims to develop the knowledge, skills and enterprising attitudes to equip you with an understanding of the environment in which you live and work, regardless of your desired career path.

To do this we will study:

- Business concepts
- Business procedures
- Financial awareness
- Enterprise skills
- The impact of the economy on us

A main feature is the development of enterprise and employability skills. You will be expected to develop your literacy, numeracy and ICT skills, to work independently and in groups.

The course is split into three units:

Business in Action

You will develop an appreciation of how and why businesses exist and operate in our society. You will explore the functional areas of the firm – marketing, finance, operations and human resources.

Influences on Business

You will appreciate the influences – external and internal – on business decision making and the effect these influences can have on survival and growth.

Business Assignment

You will draw on your study of the other units to complete an assignment where you will investigate a specific aspect of a firm and present your findings.

Assessment (N4)

Assessment will be on a unit by unit basis.

Assessment (N5)

30% Assignment
70% Question Paper

Development of skills for learning, life and work

Throughout the course, your learning will be underpinned by the development of:

Literacy Skills – listening and talking

Numeracy – through information handling

Employability, enterprise and citizenship – through course content and ICT

Thinking Skills – remembering, understanding and applying

Personal Study/Homework

Homework will be set regularly and you will be expected to take a greater interest in international, national and local events which have significance for the subject.

COURSE DESCRIPTION

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

The key purpose of this Course is to develop learners' advanced administrative and IT skills and, ultimately, to enable them to contribute to the effective functioning of organisations in supervisory administrative positions.

The Course aims to enable learners to:

- develop knowledge and understanding of administration in the workplace and its importance
- develop a range of advanced IT skills for processing and managing information
- develop a range of skills to communicate complex information effectively, making appropriate use of IT
- acquire skills in managing the organisation of events

The course is split into three units plus an Added Value Unit and a final exam question paper:

ADMINISTRATIVE THEORY AND PRACTICE

- knowledge and understanding of administration in the workplace and related aspects
- knowledge and understanding of effective teams and time and task management
- knowledge and understanding of the features of good customer care and the benefits of good, and consequences of poor, customer care

COMMUNICATION IN ADMINISTRATION

- use advanced skills in using IT to communicate information with others in administration-related contexts
- apply knowledge and understanding of barriers to communication and ways of overcoming them
- apply knowledge and understanding of how to maintain the security and confidentiality of information

IT SOLUTIONS FOR ADMINISTRATORS

- skills in using a range of complex functions of the following IT applications — word processing, spreadsheets, databases — to solve problems in an administration-related context
- skills in analysing, processing and managing information in order to create and edit relatively complex business documents

ADDED VALUE ASSIGNMENT

Assesses learners' ability to apply their problem solving and advanced IT skills in the context of a complex scenario.

ASSESSMENT

Higher – The Added Value Assignment is worth 70% and the final exam question paper is worth 30%.

DEVELOPMENT OF SKILLS FOR LEARNING, LIFE AND WORK

The days when ICT and administration were the duties of the secretary are long gone - all workers are now expected to be able to perform their own administration duties and this course gives you the opportunity to develop these skills to an advanced standard. ICT has infiltrated so many professions, that this course will develop your employability skills regardless of your intended career.

In addition to ICT skills, the course will help to develop your literacy, numeracy and organisation skills. You will also be expected to work independently using your own initiative, as well as being able to co-operate with others in a group/team situation.

Most Universities and Colleges now assume that their students do have a good command of ICT skills, so we urge all pupils to consider the course in preparation for the future demands of education and employment.

PERSONAL STUDY/HOMEWORK

Homework will be issued as and when required to support learning.

ADMINISTRATION & IT

NATIONAL 4/5

COURSE DESCRIPTION

This course will provide you with the opportunity to develop the transferable skills essential for further education, the work place and the demands of modern society.

The course aims to develop:

- An understanding of the admin function
- The ICT skills required to perform admin tasks
- The skills necessary to organise and support small-scale event such as meetings and business trips
- An appreciation of good customer care
- A knowledge of the various legislation in force in the workplace and how they impact on employees

The course is split into three units plus an Added Value Unit:

ADMINISTRATIVE PRACTICES

Designed to provide an overview of administration in the workplace.

COMMUNICATION IN ADMINISTRATION

Designed to improve your skills in gathering information and using technology to prepare and communicate your findings efficiently and effectively.

IT SOLUTIONS FOR ADMINISTRATORS

Designed to improve your knowledge of and develop your skills in the common ICT applications – word processing, database and spreadsheets, by performing practical tasks.

ADMINISTRATION AND IT ASSIGNMENT – ADDED VALUE UNIT

Designed to test your understanding of the work through completion of tasks for the purpose of assessment.

ASSESSMENT

National 5 – 100% course assignment. In addition, pupils are required to pass each unit, which is assessed internally.

National 4 – this award is based on the successful completion of the Added Value Unit plus the completion of each unit assessment.

DEVELOPMENT OF SKILLS FOR LEARNING, LIFE AND WORK

The days when ICT and administration were the duties of the secretary are long gone - all workers are now expected to be able to perform their own basic administration duties and this course gives you the opportunity to develop these skills to a good standard. ICT has infiltrated so many professions, that this course will develop your employability skills regardless of your intended career.

In addition to ICT skills, the course will help to develop your literacy, numeracy and organisation skills. You will also be expected to work independently using your own initiative, as well as being able to co-operate with others in a group/team situation.

Most Universities and Colleges now assume that their students do have basic command of ICT skills, so we urge all pupils to consider the course in preparation for the future demands of education and employment.

PERSONAL STUDY/HOMEWORK

Homework will be issued as and when required to support learning.

CHEMISTRY

ADVANCED HIGHER

COURSE DESCRIPTION

Revised Advanced Higher Chemistry allows students the opportunity to develop their flair for practical work and independent research in preparation for a wider range of science courses at university.

Investigating Chemistry (1 Unit)

Pupils develop the skills and background understanding of a wide range of chemical techniques. The knowledge gained will help with the investigation and is assessed in the final exam,

Inorganic Chemistry (½ unit) Develops knowledge of atomic structure, atomic orbitals and spectroscopy, molecular shapes and the chemistry of transition metals including colour.

Physical Chemistry (½ unit) Study of reaction kinetics, thermodynamics, equilibria and pH of strong and weak acids and of buffer solutions, and the application of equilibria to indicators in acid/base titration.

Organic Chemistry (1 unit) Investigates the synthesis and uses of a wide range of organic compounds, chromophores in coloured molecules, drug development, methods of analysis and identification.

In addition, 20% of the examination grade is based on a practical investigation of the students' choice, externally marked.

ASSESSMENT

NAB test on completion of each unit

Prelim (Feb)

SQA exam (May/June)

Investigation report – 25 marks (adds to SQA exam)

HOMEWORK

Regular revision of coursework

Regular exercises to reinforce classwork

Scholar Programme (Internet)

ENTRY REQUIREMENTS

Higher Chemistry (A – C grade)

FUTURE STUDIES/CAREERS

Further Education – HNC/HND/Degree courses e.g. Chemistry, Pharmacy, Medicine, Veterinary, Dentistry, Engineering, Medical Chemistry, Biochemistry etc.

Employment – Chemical/Oil Industry, Distilling, Medicine/Nursing, Food Industry, Teaching etc.

Valuable qualification – especially for further Chemistry Studies at University.

CHEMISTRY

HIGHER

COURSE DESCRIPTION

This year will see the second year running of the CfE Higher.

Consumer Chemistry: Production and uses of alcohols and acids e.g. vinegar, the chemistry of fruity flavours, edible fats and oils and their relationship to health and possible source as alternative fuels. Proteins and their structure and importance in the body e.g. as enzymes.

Chemistry of cooking e.g. flavour, aroma, antioxidants, role and analysis of vitamin C, emulsions (e.g. in low fat foods).

Cosmetics – Detergent and soap manufacture and action, perfumes and essential oils, need for free radical prevention.

Principles to Production: How to turn expensive raw materials into useful products, the Principles of green Chemistry, factors affecting yield and how this can be maximised and measured, Factors affecting rates of reaction and how these must be balanced against cost, analysis of products to check for purity and analysis for investigative purposes e.g. drug testing.

Periodicity, Polarity and Properties (1/2 Unit) Investigating the factors that affect chemical behaviour e.g. position in periodic table, type of bonding present and applying these in a range of contexts.

Researching Chemistry (1/2 Unit) An opportunity for individualised work based around a starter question that will involve background research into a topic, planning and carrying out of practical work and presentation of the findings in a suitable format. This aspect of the course is both internally and externally assessed. This is excellent skills preparation for the investigations at AH in any science.

ASSESSMENT

UASP test on completion of each unit.

Prelim February 2½ hour paper – 100 marks (Graded A – D)

SQA exam (May/June)

Researching chemistry investigation which will be both internally and externally assessed.

HOMEWORK

Regular exercises to reinforce coursework and SCHOLAR on-line Revision/Tests

ENTRY REQUIREMENTS

A-C at National 5 Chemistry

If otherwise, negotiation with the P.T.

FUTURE STUDIES/CAREERS

School – Advanced Higher Chemistry

Further Education – HNC/HND/Degree courses (e.g. Pharmacy, Medicine, Veterinary Studies, Dentistry, Engineering, and Chemistry etc.).

Employment – Oil Industry, Distilling, Medicine/Nursing, Food Industry, Teaching etc.

Generally – Higher Chemistry is a well respected qualification suitable for many interesting courses.

COURSE DESCRIPTION

This course is available at 2 levels 4 and 5.

Outline

The courses consist of three units and seek to engage you in the study of chemistry and how it relates to everyday life. You will undertake practical investigations as well as research based challenges to explore the application of their studies in a range of contexts.

The course will develop numeracy and literacy skills as well as team work and practical scientific skills such as handling equipment, planning experiments and processing results in a meaningful way. You will experience using a wide range of practical equipment and analytical techniques. You will extend your chemistry skills to include writing formula equations and calculations of mass changes in chemical reactions.

Chemical Reactions: A wide range of practical activities will allow you to study reaction rates and energy changes during chemical reactions, including luminescence. You will develop your skills at writing word equations for reactions and investigate how the structure of atoms affects how they react, with progression to writing formulae and formulae equations. Further development will allow you to explore the relationship between the way substances behave and the way atoms bond, as well as why some are radioactive. There will be practical investigation of acids and alkalis and you can develop your ability to predict the products formed in the reactions of acids.

Nature's Chemistry looks at how natural compounds are used as fuels, foods, preservatives, and as a source of alcoholic drinks and medicines. Progression introduces pupils to the reactions and uses of alcohols, carboxylic acids and esters, including polymers such as polyesters. Organic compounds are widely found in foods, cosmetics and cleaning products. You will research novel plastics e.g. those used for OLEDs .

Chemistry in Society is a study of the materials used in everyday products. The extraction and uses of metals, including alloys is included. You will look at the reactions of metals, including corrosion and methods of prevention, as well as the use of metals in making batteries. You will progress to studying the reactions of metals in terms of 'redox' and how this applies to the prediction of the size of voltage and direction of current flow in simple batteries. The structure, properties and design of new materials for a range of applications and the possibility of using alternative materials such as ceramics and plastics will be investigated.

For each unit, the depth of understanding you will study will depend on the level you are following and working towards.

ASSESSMENT

NAB test on completion of each unit.

Assessment tasks internally assessed: practical investigation (Task 1) and a research task (Task 2)

Prelim February 2 hour paper – 100 marks (Graded A – D)

Assignment completed in school but externally marked by SQA (20% of final mark)

SQA exam (May/June)

HOMEWORK

Regular revision of coursework

Regular exercises to reinforce coursework.

ENTRY REQUIREMENTS

Previous experiences of chemistry is not essential. This course provides progression for students who have achieved N4 pass in S4 or for pupils who have achieved a pass in another science at N5 and wish to broaden their science knowledge base.

S5 pupils with SG Chemistry (grades 3/4), SG Biology, Physics

If otherwise, by negotiation with P.T. Chemistry.

FUTURE STUDIES/CAREERS

School – Progression to H Chemistry

Employment – Chemical/Oil Industries, Distilling, Nursing, Food Industry, etc.

Senior Phase Programme 2017/2018

As you are now about to choose the subjects you will study in 5th or 6th year, I would like to draw your attention to the opportunities which exist within the Schools Senior Phase Programme. It may be that you already know which career path you intend to follow, however, you may still be undecided and choosing a vocational option may well help with your decision making in the future.

There will be a range of SCQF 7 courses available for those of you in 6th year who intend to continue in your studies at University or College, these will be intimated to you in the very near future.

Skills for Work Uniformed services SCQF 4

If you're interested in a career in any of the uniformed services (police, army navy etc), this course will give you good all-round knowledge, skills and understanding of the main aspects of the uniformed services industry.

The main aim of the course is to develop your skills and awareness in the following areas:

- Career opportunities available within the uniformed services.
- Participate and evaluate practical activities in relation to chosen profession.
- Understanding the importance of a healthy lifestyle and the physical fitness levels required within the services.
- Importance of risk assessments and dealing with emergencies
- Understanding the local community, and the roles people employed within the services play within that community.
- Team working and its relevance to the services.

Once you have successfully completed this course, there are different options open to you, which will allow you to progress your learning even further. Along with other qualifications that you gain from school, you can apply to the level 5 or level 6 Sport and Fitness courses.

Skills for Work Construction SCQF 4

This course will enable pupils to develop practical vocational skills and to improve their employment prospects by developing a range of employability skills.

The course comprises:

- Half Brick Walling
- Construction Crafts Employability Skills
- Site Carpentry and Bench Joinery
- Plumbing
- Decorative Painting

Successful completion allows progression onto NPA Built Environment. Successful completion will also enhance a pupil's prospects of gaining an apprenticeship and develop skills and knowledge required within the Construction Industry.

Skills for Work Rural Skills National 4

This is a course with 5 units which aims to develop basic **practical skills in the land-based sector** (including farms, crofts, town parks) and explore the very diverse employment prospects that exist in the land-based industry sector. You will look at how estates are maintained, you will develop manual dexterity skills by using a **range of tools and equipment**. You will also explore the job opportunities that exist and find out the skills involved. There will be **practical tasks in soft landscaping within a horticulture landscape environment** and you will learn how to **prepare and grow your own plants** within the working College gardens and grounds.

The 5 units would be:

Estate maintenance

Land based industries: An Introduction

Employability Skills for Land-based Industries

Crop Production: An Introduction

Soft Landscaping: An Introduction

Skills for Work Early Education and Childcare SCQF 4

The Early Education and Childcare National Course has been designed to link closely to the proposed National Occupational Standards for Children's Care, Learning and Development, and also for Play work. The Courses provide some of the underpinning knowledge that is required for the Occupational Standards and also experience of the practical skills required to work at this level in the sector. At level 4, students study 4 modules:

Child Development

This Unit is designed to introduce students to aspects of child development and the key milestones of development for children aged 0–12 years. Building on this knowledge they will, working as part of a group, investigate one aspect of child development in detail. They will present their findings and review and evaluate both the investigative process and the presentation.

Working in Early Education and Childcare

This Unit allows the student to develop a basic understanding of different types of provision in the early education and childcare sector and to describe how the sector supports children and families. Candidates will discuss some of the main skills and qualities required to work with children aged 0–12 years.

Play in Early Education and Childcare

This is an introductory Unit which allows students to develop a basic understanding of a variety of types of play and how play contributes to the development of the child. It allows students to explore a variety of play types, and describe a range of play experiences within each type of play. Students develop an understanding of the appropriateness and value of play opportunities for the development of children aged 0–12 years.

Care of Children

This Unit is designed to allow the student to gain a basic understanding of how the needs of children aged 0–12 years can be met. They are required to plan, demonstrate and review caring skills that meets these needs. Building on this knowledge they will, working as part of a group, investigate and present information on one of the needs in detail.

NPA Beauty Therapy (consisting two NPA Awards) SCQF 4

This course consisting of two NPA Awards will enable pupils to develop vocational skills within the Beauty Therapy area and help improve employment prospects by developing a range of employability skills.

NPA Beauty Skills (Semester 1)

Beauty Skills: An Introduction – Candidates will work towards achieving practical skills in nail care of the hand and feet, skincare and eyebrow tweezing.

Cosmetology: Make-Up Artistry – Candidates will explore a range of make-up trends to inform their own treatment planning and application.

Creative Nail Finishes to the Hand and Feet – Candidates will research a range of creative finishes to the nails using a range of enhancements to inform their own treatment planning and application.

NPA Creative Beauty (Semester 2)

Combined Beauty Practical Skills - Candidates will research a chosen theme to inform a treatment package which includes skincare, make-up application and a relevant nail finish.

Create and Present an Image using Beauty Techniques – Candidates will photograph their Combined Beauty Practical Skills treatment and present their work in an on-line portfolio.

Personal Development: Practical Abilities – Candidates will work together with their peers to plan and carry out a group task.

Successful completion of this course would allow access to SCQF Level 5 course in Beauty Therapy.

Skills for Work Hairdressing SCQF 4

This course provides an introduction to hairdressing and consists of four units. The emphasis throughout the course is on employability skills and attitudes that will help to prepare pupils for the workplace.

Practical experience of general salon duties to support stylists and assist with client care is included.

Specific skills involved in shampooing, conditioning and drying hair are developed and the creative side of hairdressing is also explored.

The course comprises:

- Salon Awareness
- Working in the Salon
- Employability Skills
- Creativity

Successful completion may provide access to SVQ Level 1 Hairdressing or SVQ Level 2 if candidate has necessary qualifications.

Skills for Work Automotive SCQF 4

The Automotive programme consists of four units to give a basic understanding of the Motor Vehicle. There are both classroom and workshop activities, and the course includes Employability Skills required to enable the student to be competent in holding down a number of different jobs within the motor industry. Students will be aware of Health and Safety aspects through undertaking a range of workshop activities including removal and replacement of certain components, and full inspection for pre-delivery of new cars. The student will also learn how to valet a car to an acceptable standard.

Students will undertake on line research to ascertain the work involved in the running of a large car dealership, and will visit a couple of local companies. Small project work involving the modification of a system on a vehicle e.g. fitting extra lights, reversing sensors, or perhaps a tow-bar will be undertaken.

Moray College Certificate Bakery SCQF 5

The Moray College Certificate in Bakery at SCQF level 5, aims to provide candidates with a range of bakery skills and understanding of the many processes involved in baking including bakery processing, cake decoration and sugar and chocolate confectionery. As a result, the course consists of units covering a range of skills and techniques.

The course is designed to enable candidates to progress either towards employment or further study on successfully completing the course

Skills for Work Creative Industries Course National 5

Moray School of Art (Scotland's 5th Art School) and **Out of the Darkness Theatre Company** (the professional theatre company located in Elgin) have united their experience to deliver the **Skills for Work: National 5 Creative Industries Course**.

Semester 1

Creative Industries: An Introduction

Creative Industries: Skills Development

Semester 2

Creative Industries: Creative Process

Creative Industries: Creative Project

This qualification will encompass a multitude of various creative skills that will focus solely between the mediums of Art & Multi Arts Theatre training.

You will experience a real life-working scenario and will be treated like a professional in a creative working environment throughout your working year.

You as the committed team member will develop and obtain the following skillset

- Textile Skills
- Performance Skills
- Film Performance
- Contemporary Performance Practice
- Sketch & Portfolio
- Event Management
- Exhibition Performance
- Technical Theatre Skills
- Site Specific Performance
- Voice - Recording & Performance

The list above will be incorporated into a "Long Project" that will be ongoing throughout the academic year. This course demands a mature learner with a passion to experiment and devise with both creative practices of Art & Theatre to develop and make a performance which will conclude in a public showing at the end of the academic year which will be managed by you and your team.

Our priority is to equip you the learner with all essential tools and skills of both practices to further your learning experience in the future. This will allow you to deliver with confidence and understanding from a management / artistic point of view with ease and confidence.

Skills for Work Laboratory Science National 5

This is a course with 4 units designed for students to introduce them to the **Science skills needed for employment** in a wide arrange of industries and services using laboratory Science, in a local, national and global setting. By developing **key practical Science skills within a laboratory**, looking at the health and safety aspects, what careers are involved within Science and being able to communicate those skills. It will overall provide opportunities for their own personal development of skills and attitudes, to improve their own employability potential within the Science sector.

They will develop basic **practical skills for working in a laboratory**: measuring, weighing, preparing compounds and solutions and understanding the health and safety requirements for a safe working environment. They will also gain **specific practical skills in Microbiology, Chemical handling, laboratory instrumentation** and develop scientific investigation skills to test a scientific hypothesis and report on their findings.

The 4 units would be:

- Laboratory Science: **Careers using Laboratory science**
- Laboratory Science: **Working in a Laboratory**
- Laboratory Science: **Practical Skills**
- Laboratory Science: **Practical Investigation**

They need either to **have or be studying** a Nat 4 in Biology and Chemistry or have Nat 5 units in those subjects **and also** have a Nat 4 in maths or units at Nat 5.

So come and find out what it takes to become a **mad Scientist!**

Skills for Work Sport and Recreation SCQF 5

If you're interested in a career in sport and recreation, this course will give you good all-round knowledge, skills and understanding of the main aspects of the sport and leisure industry.

The main aim of the course is to develop your skills and awareness in the following areas:

- Health and safety issues relevant to a range of activities.
- Communication and customer care.
- Technical aspects of setting up and checking equipment.
- Good practice in maintaining a clean, tidy and safe working environment.
- Planning, reviewing and evaluating activity sessions.
- Developing physical training plans, reviewing progress and setting goals for others.

Once you have successfully completed this course, there are different options open to you, which will allow you to progress your learning even further. Along with other qualifications that you gain from school, you can apply to the level 5 or level 6 Sport and Fitness courses.

Skills for Work Early Education and Childcare SCQF 5

The Level 5 Course in Early Education and Childcare introduces students to the care, learning and development of children aged 0–12 years. It is concerned with the holistic study of the child and to working practices which are guided by legislation, policy and professional ethics.

Four units are studied and all have to be successfully achieved to gain the award. These are:

- Working in Early Education and Childcare
- Child Development and Health
- Care of Children
- Parenting

In essence, SfW Early Education and Childcare provides an effective introduction to working with children. More than this, it incorporates life skills and an understanding of values and principles which will be of worth in whatever career the school leaver eventually embarks on.

Pathways into Hospitality SCQF 5

This Level 5 programme will introduce pupils to the varied basic skills and knowledge required within the Hospitality Industry. It will cover a range of areas, giving a structured introduction to Professional Cookery, Food & Beverage Service and also Events. This course will act as a pathway to full-time courses, in any of these areas, within the Hospitality Department. It will allow pupils to work towards a more focused area of study, where their strengths lie, on completion of the course

Pupils will undertake a number of different units in both theory and practical sessions and will be able to spend time working in the Beechtree Restaurant & Kitchen, our Realistic Working Environment. Pupils will also work on valuable Core Skills, continuing the school focus on the Curriculum for Excellence.

Skills gained whilst studying the accredited units will include:

- Table Service
- Hot & Cold Drinks Service

-
- Basic Food Preparation & Professional Cookery
 - Teamwork
 - Event Organisation
 - Customer Service
 - Food Theory

Skills for Work Construction SCQF 5

This course will enable pupils to develop practical vocational skills and to improve their employment prospects by developing a range of employability skills.

The course comprises:

- One Brick Walling
- Employability Skills
- Bench Joinery
- Plumbing of Sanitary Appliances (Optional)
- Decorative Painting Techniques (Optional)

Successful completion will also enhance a pupil's prospects of gaining an apprenticeship and develop skills and knowledge required within the Construction Industry.

NPA Web Design Fundamentals SCQF 5

The NPA Web Design Fundamentals introduces the student to the fundamental knowledge and skills required in modern web design. The student will gain knowledge and understanding of key technical and design issues in developing websites, including design principles, copyright law and technical standards. Students will also gain practical skills in a range of software applications used in the development of websites, including graphics packages, web authoring tools and animation software. Students will be involved mainly in practical activities, including interviewing clients, designing website layouts, constructing web pages, developing animations and interactive media, and conducting evaluations of completed work.

The course comprises:

Computing: Website Design Fundamentals
Computing: Web Design and Development
Computing: Interactive Multimedia for Website Development

NC Engineering SCQF 5

This engineering framework delivered at SCQF Level 5 is designed to provide an introduction to basic Electrical, Electronic and Mechanical engineering disciplines to students who have no prior knowledge of the subject matter. It has been designed for delivery over one day (6 working hours) per week for two college academic semesters, or 1 school year. By combining three engineering disciplines the course of study will provide a varied and diverse introduction to practical craft level activity through four laboratory or workshop based units.

Entry qualifications

Students applying for this programme should be in S4 or S5 at the time of study. Applicants must hold either three National 4s, including English and Maths or be studying towards National 5 in English, Maths and one science subject during the academic year for which they are applying. Applicants should have an interest in the wider Science, Chemistry, Physics or Technical topics and be committed to the full duration of the course. There are no barriers to participation in this programme to students requiring additional support. In particular, applications are welcomed from female students, from those looking to apply to study science or technical subjects at university and from those looking towards local employment in the manufacturing industry.

Progression routes

The four units do not combine to form a recognised SQA Group Award but would certainly count towards remission from some modern apprenticeships in future study. Completed units will be credited to the students' SQA profile.

Progression opportunities are as follows:

- Progress to a second year of Senior Phase programme to complete 12 Level 5 units.
- Progress to College to study at Level 5 (with National 4s) or Level 6 (with National 5s) or Level 7 (with Highers).
- Enrolment into a modern apprenticeship Scheme
- Entry into first year of University.

In each of the above cases, where the applicant is continuing to study technical subjects the influence of this programme will be to provide a vital grounding in a range of engineering processes that will serve to improve their overall appreciation of the sector.

National 5 Care

National 5 Care consists of three units and an externally marked project. Students taking this course will consider the values and principles involved in the delivery of care. They will also consider human development and the social influences that impact on care delivery.

Successful completion of this course at Grade C or above will enable students to progress to Higher Care.

Candidates should have attained National 4 English plus a social subject or be working towards National 5 English and a social subject.

Psychology National 5

On the National 5 Psychology course you will study the following units:

Psychology: Research

This unit will enable you to understand the research process, research methods and ethics used in psychology. You will develop knowledge and understanding of factors to consider when planning and carrying out psychological research. You will also develop numerical skills and an understanding of psychological terminology.

Psychology: Individual Behaviour

This unit will enable you to use psychology to explain individual behaviour. You will investigate topics and learn how these topics can be explained using psychological approaches and theories. You will also consider the strengths and weaknesses of the different approaches and theories investigated. There is a mandatory topic which is sleep and dreams and you will study an additional topic – memory.

Psychology: Social Behaviour

This unit will explain how interaction with others shapes social behaviour. You will investigate social psychological topics, and use relevant concepts and research evidence to explain how the thoughts, feelings and behaviours of individuals are developed through interaction with others and within the social environment. You will use psychological knowledge and understanding to explain examples of everyday behaviour. There is a mandatory topic which is Conformity you will study an additional topic– Altruism (Pro-Social Behaviour).

These units will each carry their own assessment for example a research investigation, short response paper or academic poster.

End of Course Assessment

You will also do an external component for your National 5 Psychology will consist of 2 assessments. The first is a report that equates to 30 marks and is sent to SQA for external marking, this is sent at the end of February. There is also an exam which equates to 50 marks and is sat at the end of May.

Sociology National 5

On the National 5 Sociology course you will study the following units:

Sociology: Human Society (H26J-75)

This unit will give you a foundational introduction to sociology, its main theories and its research methods. You will look at the nature versus nurture argument and you will be encouraged to describe how theory can help us explain aspects of society such as poverty or disability. You will also look at research methods and understand how carrying out research helps us in our explanations of these issues.

Sociology: Culture and Identity (H26K-75)

This unit will apply some of your foundational understanding to particular aspects of society. You will describe cultural differences and the ways that culture teaches us what is important and acceptable. You will look at the development of cultural identity and the influence of society has on that identity, for example "what does it mean to be Scottish?". You will also describe different types of culture and subculture and their norms and values.

Sociology: Social Issues (H26L-75)

This unit will carry on building on your foundational understanding of sociological theory but focus more on looking at the sociological research that surrounds a particular social issue. This unit will help you explain social inequalities by looking at how particular groups in society are treated and perceived e.g. the disabled, the working class or the LGBT community.

These units will each carry their own open book assessments which might be in the form of case studies or literature reviews. You will also carry out the course assignment which incorporates all three units and contributes towards 37% of your final mark. You will have a final SQA exam for the remaining 63%.

ESOL National 5 / Higher

If English is not your first language, ESOL courses with Moray College will help you to develop your English skills at advanced levels, as well as gain an SQA qualification which in many cases can be used for entrance to university.

These courses are language-focused and less literature-based than traditional English. The ESOL course content includes:

- How to give a professional presentation
- Essay writing tips, including academic referencing
- Understanding university lectures (advanced listening skills)
- Writing formal letters (including job applications and personal statements)
- Discussing topical issues
- Advanced grammar and expanding your vocabulary

Some universities accept Higher ESOL as an equivalent of Higher English, but ESOL can also be useful to help you progress more quickly in your English classes.

The college also offers ESOL courses for lower levels from beginners to National 4. For further information on these courses please see your school EAL or guidance teacher.

Foundation Apprenticeships

Foundation Apprenticeships are part of the Senior Phase Programme and is available to pupils in S5 and S6. In most cases the Foundation Apprenticeship takes 2 years to complete however pupils wishing to undertake the qualification in S6 may be able to complete the programme in 1 year.

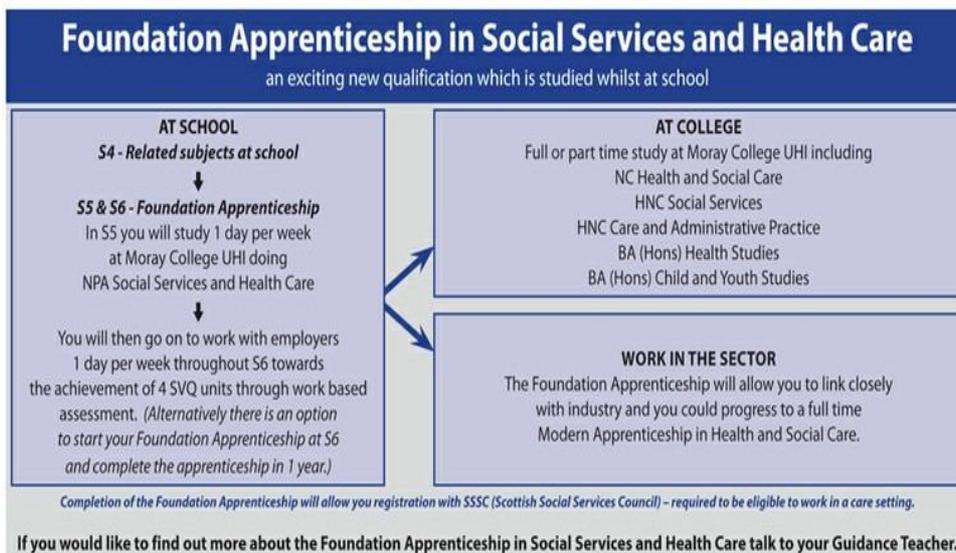
The aim is to give young people earlier experience of the world of work, by introducing them to industry much earlier, increasing their awareness of industry requirements and opening up their career choices.

Pupils will undertake 1 day per week in year 1 attending college studying towards an NPA and then in year 2 will work 1 day per week with an employer, where they will undertake part of an SVQ qualification.

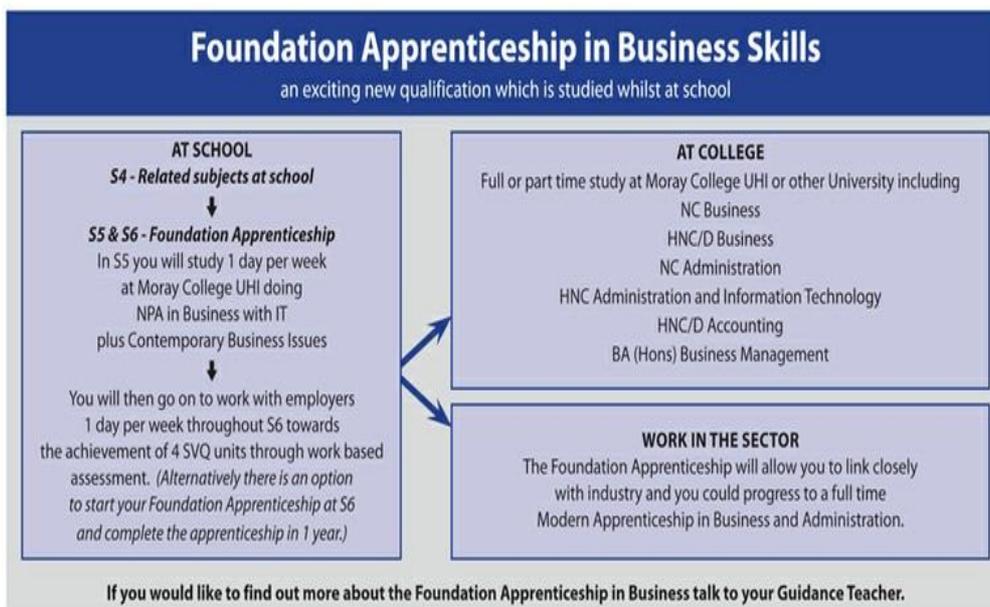
Moray College UHI is offering Foundation Apprenticeships for 2017/18 session in Social Services and Health Care and Business Skills. We expect to offer more frameworks in 2018 onwards as they are developed.

Entry requirements for the Foundation Apprenticeships is 4 National 5s (including English).

Foundation Apprenticeship in Social Services and Health Care Progression route



Foundation Apprenticeship in Business Skills



Students applying for Higher courses must be appropriately qualified.

Higher Politics

On the New Higher Politics course you will study the following units:

Politics: Political Theory

This unit will give you an introduction to politics and its theoretical base. You will look at political concepts such as power and authority, you will study some of the key ideologies for example liberalism and nationalism, and you will develop research skills in order to find the evidence of these concepts in reality. You will be encouraged to look deeper at political ideas and concepts and ask questions such as 'what does it mean to be democratic?' or 'what does it mean to be right/left wing?'

Politics: Political Systems

This unit will introduce you to a number of different political systems including the Parliamentary and the federal systems amongst others. You will develop your understanding of these systems through research and will look at where they have come from in terms of written and unwritten constitutions. You will compare different systems and evaluate their individual effectiveness.

Politics: Political Parties and Elections

This unit will introduce you to political parties and electoral data. You will look in more depth at the ideologies of our current parties and will analyse how these ideas influence their performance at election time. You will also evaluate the impact of other factors on voting behaviours e.g. gender, social class, age and geography. You will learn how to analyse election data and draw conclusions about political and social expectations.

These units will each carry their own open book assessment which might be in the form of a case study or a literature review. You will also carry out a course assignment where you will research a chosen political topic and then be assessed on your knowledge and understanding of that topic under closed book conditions. You will be permitted to bring 1 resource sheet of notes with you. This element constitutes 33% of your grade, with the final external exam making up the remaining 66%

This course would be appropriate for those who are considering studying social sciences at level 7 and above. Successful completion of this qualification at Grade C or above would enable progression onto the full-time HNC Social Sciences at Moray College. Candidates must have attained National 5 English plus a National 5 social subject or be working towards Higher English plus a National 5/Higher social subject.

Higher Environmental Science

The Higher Environmental Science course looks at interactions between humans and the environment, incorporating a mix of geography, geology, history, modern studies, and biology. The units you will study are Living Environment, Earth Resources, and Sustainability. A range of assessment types will be used, including an investigation, reports, end of unit tests or portfolio, and an end of year exam. The course is useful for anyone with an interest in their environment.

For more information on Higher Environmental Science, visit the SQA website
<http://www.sqa.org.uk/sqa/47914.html>

NPA in Geographical Information Systems SCQF 6

Geographic information locates and describes the distribution and patterns of physical and human features existing on the Earth's surface. A Geographical Information System (GIS) is a computer-based tool which takes this information and allows you to analyse and manipulate it to highlight issues and suggest possible solutions.

You will study 3 units:

- GIS: handling data
- Using a GIS
- GIS project

To study this course you should have achieved Standard Grade Credit/National 5 English and Maths, and it is recommended that you have basic IT skills.

Criminology SCQF 6

There is no Higher in Criminology at present, the course being a collection of modules examining different aspects of Criminology. Nature and Extent of Crime looks at who commits crime, broadly adopting a sociological approach. Crime Control Strategies looks at policing, courts, prisons and alternatives to Prison. Forensic Criminology takes a scientific look at crime with a focus on the psychology of crime. This course will only be available to S6 students, or those who have previously taken Highers.

Sociology Higher

On the New Higher Sociology course you will study the following units:

Sociology: Human Society (H26J-76)

This unit will give you a foundational introduction to sociology, its main theories and its research methods. You will look at the nature versus nurture argument and you will challenge commonly held assumptions of social aspects such as immigration, poverty and disability. This unit will encourage you to develop sociological explanations for aspects of your own society.

Sociology: Culture and Identity (H26K-76)

This unit will apply some of your foundational understanding to 2 particular aspects of society. You will learn about cultural differences and about the ways that cultures instil their own norms and values. You will also look at the development of cultural identity and assess the social influences on our sense of belonging particularly looking at how different groups in society assert their own identities.

Sociology: Social Issues (H26L-76)

This unit will carry on building on your foundational understanding of sociological theory but focus more on looking at the sociological research that surrounds a particular social issue. This unit will look particularly at the inequalities that are linked to social class and at the health implications of these.

These units will each carry their own open book assessments which might be in the form of case studies or literature reviews. You will also carry out the course assignment which incorporates all three units and contributes towards 33% of your final mark. You will have a final SQA exam for the remaining 67%.

Candidates must have attained National 5 English plus a National 5 social subject or be working towards Higher English plus a National 5/Higher social subject.

NPA Food Manufacture SCQF 6

The National Progression Award in Food Manufacture would introduce students to the food and drink manufacturing industry by **highlighting the Science techniques involved in the production of food and drink** in Morayshire and the surrounding area which has a wealth of food, drink manufacturers and processors and this qualification would be relevant for students who wish to work in this area within a Scientific field. This award is at SCQF level 6 (higher level).

The units that make up this qualification look at various **Scientific** aspects of manufacture from “gate to plate” and the Scientific disciplines required in Food Science, Production and Sustainability e.g. **Chemistry, Biotechnology and Environmental Sciences**. By following various foods or drinks from “gate to plate” and by looking at how you as a consumer can influence the range of products available due to the latest trends that year.

In order to undertake Level 7 courses, pupils need to have a suitable range of Highers.

PDA Psychology SCQF 7

This course allows students who have studied Psychology to level 6 to undertake a stand-alone Level 7 unit that will develop their knowledge and understanding. This PDA would be appropriate for those who are considering studying Psychology or Social Sciences as part of an HE programme. In order to undertake this award, pupils must have achieved Grade C or above in Higher Psychology.

The purpose of this unit is to develop your understanding of the four major schools in psychology that have dominated the discipline since the nineteenth century. These schools would be Psychoanalytic,

Behaviourist, Cognitive and Biological. The Award will also help you to differentiate them in terms of their contribution to our understanding of psychology by examining their key features and their ability to explain key psychological phenomena.

Your understanding will be put into historical context, charting the development of psychology as a science across the centuries as increasing bodies of research were carried out, leading to development of foundation-laying theories. That empirical evidence will help you to then apply these schools of thought to different types of therapy, for example therapies for phobias.

You will look at each school in turn but your assessment will be holistic, covering all the approaches in one open book assessment.

Archaeology and Local Studies SCQF 7

This course will give you a good introduction to the principles and practice of archaeology, using local case studies, multi-disciplinary studies, and including a chronological picture of local archaeology. You will learn by way of web-based study and video conference sessions in school or at Moray College UHI.

Climate, Land and People SCQF 7

This course will explain how climate, land and people combine to form a continuous system, and where changes in one part of the system have a knock-on effect in another.

Starting with an introduction to weather, climate and earth processes, the course will explore the interdependence of land cover, land type and soil type on these natural processes. This will be followed by a demonstration of how the land and climate influence and ultimately determine the character of the people that settle on the land.

Case studies and examples from both European and global contexts through the course of history will be used to demonstrate how change in one part of the system may have effects upon another.

You will learn by way of web-based study with support from your tutors at Moray College UHI.

Science Lab Skills SCQF 7 (Semester 1 only)

This is a practical course which will introduce you to a range of scientific practicals within Biology and Chemistry to a specified standard using safe laboratory practices at degree level and will teach you how to interpret and present your results. You will learn by way of web-based study, video conference sessions, and lab practical work at Moray College UHI. You will also gain skills in integrating with students across other UHI Colleges and gain valuable skills in being assessed at SCQF level 7 by preparing lab reports on Scientific topics.

Collecting and Analysing Data SCQF 7 (Semester 2 only)

This course will introduce you to the practices of the research process, including:

- Developing and formulating a research question
- Gathering, analysing and interpreting data with a view to answering the research question
- Presentation of results in an appropriate format

You will learn by way of web-based study and video conference sessions in school or at Moray College UHI.

COMPUTING SCIENCE**HIGHER****COURSE DESCRIPTION**

The course comprises of two core units plus a Course Assignment

Purpose and aims of the course:

At this level, learners will be introduced to an advanced range of computational processes and thinking, and learn to apply a rigorous approach to the design and development process across a variety of contemporary contexts. Learners will also gain an awareness of the importance that computing professionals play in meeting the needs of society today and for the future, in fields which include science, education, business and industry. Because of its relevance and its focus on developing transferable skills, it will be valuable to many learners, particularly those considering a career or further study in computing science disciplines.

Software Design and Development (Higher)

The general aim of this Unit is to develop knowledge and understanding of advanced concepts and practical problem-solving skills in software design and development through appropriate software development environments. Learners will develop programming and computational thinking skills by designing, implementing, testing and evaluating practical solutions and explaining how these programs work. They will also develop an understanding of computer architecture and the concepts that underpin how programs work. Through investigative work, learners will gain an awareness of the impact of contemporary computing technologies.

Information System Design and Development (Higher)

The general aim of this Unit is to develop knowledge and understanding of advanced concepts and practical problem-solving skills in information system design and development through a range of practical and investigative tasks. Learners will apply their computational thinking skills to implement practical solutions using a range of development tools and to develop an understanding the technical, legal, environmental, economic and social issues related to one or more information systems.

Related to these aims, and underlying the study of computing science, are a number of unifying themes, including technological progress and trends, the relationship between software, hardware and system performance, and information representation and transfer as a core component of any computation. These are used to explore a variety of specialist areas through practical and investigative tasks.

ASSESSMENT

The final grade is comprised of 60% from written exam and 40% from Course Assignment. Awards will be graded A-D.

HOMEWORK

You will be expected to use study time to revise and consolidate your learning. There will also be homework tasks to focus on key aspects and reinforce learning. For practical assignments, you will be expected to carry out research, planning and evaluation tasks both at home and as part of in-school study.

ENTRY REQUIREMENTS

While entry is at the discretion of the centre, the students would normally be expected to have attained a pass in Computing Science at National 5 or possess equivalent experience.

FUTURE STUDIES/CAREERS

Advanced Higher courses, Higher National Certificates/Diplomas and Degree courses.
Employment – the skills of analysing, problem-solving, and evaluation are valued in many areas outwith the computing science field.

COURSE DESCRIPTION

Both courses include the same two core units. The N5 level extends the depth and detail of the required knowledge. In addition to the core units, both levels include an Added Value unit, comprising of an assessed practical assignment and at N5, also includes an external exam.

The aims of the courses are to enable you to:

- develop knowledge and understanding of key concepts and processes in computing science
- apply skills and knowledge in analysis, design, implementation and evaluation to a range of digital solutions
- communicate computing concepts clearly and concepts clearly and concisely using appropriate terminology
- develop an understanding of the role and impact of computing science in changing and influencing our environment and society

Software Design and Development

The aim of this unit is for you to develop knowledge, understanding and practical problem-solving skills in software design and development through appropriate software development environments. You will develop your programming skills by implementing practical solutions and explaining how these programs work. These tasks will involve some complex features and both familiar and new contexts, which will require some interpretation on your part. You will also develop an understanding of how data and instructions are stored, basic computer architecture and awareness of different contemporary software development languages/environments. You will also explore the impact of contemporary software-based applications on society and the environment.

Information System Design and Development

The aim of this unit is for you to develop knowledge, understanding and practical problem-solving skills related to information system design and development through a range of practical and investigative tasks. You will apply computational thinking skills to implement practical solutions using a range of development tools and develop an understanding of the technical, legal and environmental issues related to one or more information systems. Tasks will involve some complex features and familiar and new contexts, which will require some interpretation on your part. You will also develop an understanding of basic computer hardware, software, connectivity and security issues through a range of practical and investigative tasks.

<p>ASSESSMENT (N4) The two core units will be assessed by you keeping a folio of completed practical assignments. You will also record findings of investigations, evaluation reports, etc, in an electronic log-book.</p> <p>Practical Assignment</p> <p>This will draw on the knowledge gained in both the core units. It will involve you in developing a digital solution to a problem. You will need to plan, design, implement, test and evaluate your solution.</p> <p>The above assessments are purely pass/fail with no grading. There will be opportunities for you to re-visit and improve any areas of weakness.</p>	<p>ASSESSMENT (N5) The two core units will be assessed in the same way as N4. The assessments are pass/fail with no grading. There will be opportunities for you to re-visit and improve any areas of weakness.</p> <p>Practical Assignment</p> <p>This will draw on the knowledge gained in both the core units. It will involve you in developing a digital solution to a problem. You will need to plan, design, implement, test and evaluate your solution. It will be marked (out of 60) upon completion.</p> <p>External Exam</p> <p>This will cover knowledge of both core units. It will be marked out of 90.</p> <p>Both marks will be combined and the total will give the student a grade A-D.</p>
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<p>DEVELOPMENT OF SKILLS FOR LEARNING, LIFE AND WORK</p> <p>Numeracy You will build on your skills in using number processes to solve problems. You will develop your skills to interpret data, gauge its reliability, make informed choices and predict probable outcomes from it.</p> <p>Employability, enterprise and citizenship This involves having the ability to use ICT systems and emerging technologies to handle information and to make informed decisions based on information obtained using technology.</p> <p>Thinking Skills You will develop the ability to use information to solve a problem in a different context and to plan and organise a task. This covers identifying and weighing-up a situation and using judgement in coming to a conclusion after reviewing and considering several potential solutions.</p> <p>Progression Both courses provide skills useful in today's society and workplace. Educationally, there is a progression from N4, through N5 to Higher in school, and to FE and HE courses.</p>
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<p>Personal Study/Homework</p> <p>You will be expected to use study time to revise and consolidate your learning. There will also be homework tasks to focus on key aspects. For practical assignments, you will be expected to carry out research, planning and evaluation tasks both at home and as part of in-school study.</p>

COURSE DESCRIPTION

This course is designed to enable pupils to develop both their creativity and their presentation skills. As the pupils develop their spatial awareness, visual literacy, and the ability to interpret given briefs they will demonstrate their ability to plan, develop and communicate ideas graphically in both 2 and 3D. Pupils will analyze their solutions to evaluate the effectiveness of their own to meet the required purpose.

The new Higher course will expand and develop the skills gained at National 5, continuing the theme of reduced emphasis on drawing board skills and concentrating more on CAD, CAG and presentation techniques. This will help prepare graduates for employment in a wide range of creative graphic communication industries.

The course is split into two units where they will gain skills in related areas such as illustration, animation, electronic media alongside graphic communication and design traditional drawing and I.T. skills. These are suitable for print, screen and 3D-based design media work. During their studies students will gain transferable skills such as problem solving, communication, organisational skills and self-reliance.

The two units are:

2D Graphic Communication

Through a series of mini projects pupils will develop their skills both in manual graphics and CAD. They will plan and produce drawings of products, create promotional literature and reflect on their work to evaluate their progress. An example would be to design, produce and advertise a new USB pen drive.

3D and Pictorial Graphic Communication

Pupils will repeat much of the similar tasks as in the 2D unit.

Pupils will develop their illustrating skills to enhance graphics of everyday objects, interpreting light sources to display texture and relief using computer programs and set these illustrations within an effective scene.

ASSESSMENT

The course is assessed by a combination of internal and external assessment:

- pupils **have** to pass both units
- complete an external examination set and marked by the SQA. (70 marks)
- a course assignment chosen from a bank of briefs supplied by the SQA, internally assessed and externally moderated by SQA. (70 marks)

The exam and the internal assignment will be combined and you will be awarded A-D based on your performance.

HOMEWORK

You should allow one hour per week for assignments and revision.

ENTRY REQUIREMENTS

Prospective pupils are normally expected to have

National 5 Graphic Communication

However pupils with the following qualifications may be considered after discussion with the Principal Teacher of Design & Technology:

National 5 Design & Manufacture
National 5 Engineering Science
National 5 or Higher Art & Design

FUTURE STUDIES/CAREERS

Graphic Communication is accepted by most colleges and universities as part of their entry requirements. It is particularly useful for any engineering or design based courses, architecture, game designing and print technologies.

COURSE DESCRIPTION

Graphic Communication is a vast and wide ranging subject utilised in many areas of society from engineering to entertainment. Those participating in this course will increase their knowledge of how graphics are used in real life situations including product design and architecture. While you will still be introduced to basic skills through traditional drawing techniques, this course will involve considerable use of modern software to ensure that you attain relevant skills for the workplace.

The course consists of two units that you will undertake at your appropriate level and these units will cover **2D graphics, 3D graphics** and, for some, an assignment to demonstrate your knowledge and skills gained in the other two units. This will involve you in;

- drawing basic and familiar graphic forms in both 2D and 3D, mainly using CAD
- demonstrate the ability to examine a variety of graphics and to extract and use the information they contain
- utilise the design principles and elements to create visually exciting promotional documents such as graphs, adverts and DTP articles
- enhance graphics, both manual & computer generated, to improve their look
- demonstrate an understanding of how graphic technologies impact on everyday life for good and bad reasons

By the end of the course you will have the ability to produce and interpret simple 2D & 3D sketches and utilise current software platforms to create rendered 3D models of everyday items that can be used in promotional displays.

Assessment (N4) Pass/Fail

All units are internally assessed against the requirements laid down by the SQA on a pass/fail basis.

For both the 2D and 3D units you will create a folio displaying a range of drawing techniques and skills to demonstrate your abilities. You will then complete a task from a given set of instructions which will incorporate the skills gained in the other units, the Added Value unit.

To successfully achieve an overall award, you must pass all three units.

Assessment (N5)

For both the 2D and 3D units you will create a folio of a range of drawing techniques and skills to demonstrate your abilities.

To achieve an overall award, you must pass both units.

You will also complete an internal course assignment set out by the SQA and undertake an external exam at the end of the course, each worth 60 marks. These two elements will be combined and you will be awarded A-D based on your performance.

DEVELOPMENT OF SKILLS FOR LEARNING, LIFE AND WORK

Throughout these courses you will develop many transferable skills that can be beneficial in a variety of ways. The skills used in creating precise drawings will improve numeracy skills in accurate measuring and use of dimensioning. When working with CAD and other graphic packages, you will be more informed about ICT which improves employability.

Both National 4 and 5 involve you working to a given design brief and this improves your thinking skills as you have to demonstrate that you understand the task before you apply your gained knowledge to a design before than analysing and evaluating your solution.

Graphic Communication is accepted by colleges and universities as part of their entry requirements. It is particularly useful for any engineering or design based courses, architecture, game designing and print technologies.

PERSONAL STUDY/HOMEWORK

You should allow one hour per week for assignments and revision.

We will issue some tasks to reinforce topics covered in class and, where necessary, expect research to be undertaken to allow class work to progress.

POSSIBLE PROGRESSION THROUGH THE SENIOR PHASE

National 4/5 Graphic Communication > National 6 (Higher) Graphic Communication Adv
Higher Graphic Communication.

COURSE DESCRIPTION

Higher Engineering Science is the study and application of technological principles to solve real world problems. During the course, students study a wide range of topics including electronics, programmable control and structural analysis.

Students will become familiar with using computer software and hardware to engage in theoretical and practical engineering activities.

Students will gain transferable skills in areas such as communication and presentation, self-reliance and organisation, group work and research analysis to successfully problem solve.

To ensure the course remains relevant to the industrial and commercial fields, every opportunity is taken to show students to the real world scientific application of engineering. Where time permits, students will visit a local engineering company to enhance the topic areas taught in the course and to show actual engineering practises and developments.

The course is divided up into 3 units; these are:

Engineering Contexts & Challenges.

Pupils will develop a deeper understanding of differing roles and responsibilities of a variety of engineering disciplines. Through investigating existing and emerging technologies pupils should gain an understanding of the impact that these technologies have on society and the environment.

Electronics & Control.

Pupils will further develop their understanding of electronics and control systems by investigating engineering problems then design, simulate test and evaluate their solutions.

Mechanisms & Structures.

Pupils will develop a deeper understanding of their understanding of mechanisms and structures. They will analyse and explore given problems prior to constructing, testing and evaluating their solution.

On completion of the above units pupils will undergo a course assignment to demonstrate how they can apply their knowledge and skill to solve an appropriately challenging practical engineering problem. The topic of this challenge is set by the SQA.

ASSESSMENT

The course is assessed by a combination of internal and external assessment:

- pupils **must** pass each of the three units
- an external examination set and marked by the SQA. (90 marks)
- a course assignment chosen from a bank of briefs supplied by the SQA, internally assessed and externally moderated by SQA. (60 marks)

The exam and the internal assignment will be combined and you will be awarded A-D based on your performance.

HOMEWORK

Students should allow at least one hour per week for research, assignments and revision.

ENTRY REQUIREMENTS

Prospective pupils are normally expected to have qualifications from the following list -

National N5 Engineering Science
National N5 Physics & N5 Maths
Higher Physics @ A-B
Higher Maths @ A-B

Prospective students will need to have a good understanding of maths and should have achieved N5 maths.

FUTURE STUDIES/CAREERS

Engineering Science is accepted by colleges and universities and is preferred by some institutions to Physics for practical problem-solving postgraduate careers at BSc and BSc (Honours) levels. The course is also suitable for entry into technical apprenticeships to HNC/D standard. It is also suitable for entry into the OPITO apprentice scheme for the oil & gas sector.

COURSE DESCRIPTION

Engineering is vital to everyday life; it shapes the world in which we live and its future. Engineers play key roles in meeting the needs of society in fields which include climate change, medicine, IT and transport.

This course provides a broad introduction to engineering and its focus on developing transferable skills. It will be of value to many pupils and particularly beneficial in engineering or science.

The course consists of a series of units that you will undertake at your appropriate level and these units are **Engineering Contexts & Challenge, Electronics & Control and Mechanisms & Structures**.

While studying these units pupils will gain an understanding of or ability to:

- investigate basic engineered objects and how they work.
- model simple systems and describe their application in engineering.
- develop an understanding of the role and impact of engineering in changing and influencing our environment and society.
- of the relationships between engineering, mathematics and science.
- apply skills in analysis, design, construction and evaluation to a range of straightforward engineering problems.
- communicate engineering concepts clearly and concisely using appropriate terminology

By the end of the course you will have the ability to design, develop, simulate, build and test potential solutions to engineering problems in a range of contexts. You will also be able to demonstrate knowledge of the relevance of energy, efficiency and sustainability in line with current philosophy in our society.

- **This course requires pupils to be able to manipulate and apply a range of mathematical formula. Therefore it is recommended that pupils should be undertaking the N5 Mathematics.**

Assessment (N4)

All 3 units are internally assessed against the requirements laid down by the SQA on a pass/fail basis.

For both the Electronics & Control and Mechanism & Structures pupils will undergo a series of class assessments: Contexts & Challenges require a report to be completed. You will then complete a task from a given set of instructions which will incorporate the skills gained in the other units, the Added Value unit.

To successfully achieve an overall award, you must pass all three units.

Assessment (N5)

For both the Electronics & Control and Mechanism & Structures pupils will undergo a series of class assessments: Contexts & Challenges require a report to be completed.

To achieve an overall award, you must all three units.

You will also complete an internal course assignment set out by the SQA (60 marks) and undertake an external exam at the end of the course (90 marks). These two elements will be combined and you will be awarded A-D based on your performance.

Development of skills for learning, life and work

Throughout these courses you will develop many transferable skills that can be beneficial in a variety of ways. The skills used in formulae and handling data will improve your numeracy. You will utilise ICT in your handling of data, modelling and simulating your solutions and when researching commercial products, which will improve your employability.

Both National 4 and 5 involve you working to a given design brief and this improves your thinking skills as you have to demonstrate that you understand the task before you apply your gained knowledge to a design before than analysing and evaluating your solution. You will also have to work in groups, improving your communication skills.

Engineering Science has replaced Technological Studies and is accepted by most colleges and universities as part of their entry requirements as an alternative to Physics. It is particularly useful for any engineering or design based courses, civil, mechanical, electrical etc or in any science based vocation.

Personal Study/Homework

You should allow up to one hour per week for assignments and revision.

We will issue some tasks to reinforce topics covered in class and, where necessary, expect research to be undertaken to allow class work to progress.

POSSIBLE PROGRESSION IN THE SENIOR PHASE

National 4/5 Engineering Science → National 6 (Higher) Engineering Science

COURSE DESCRIPTION

This course is practical hands on in nature and while it gives pupils an opportunity to improve the employability in many of the construction industry trades it also give pupils the chance to improve basic DIY skills.

It combines techniques of traditional woodworking such as manufacturing joints and machine processes with elements of creativity. You will, through using a variety of tools, equipment and materials, manufacture a range of wooden artefacts utilising the skills of marking out, safe woodworking practices and creativity to solve a given problem.

The course consists of a series of units that you will undertake at your appropriate level. To pass the units you will manufacture a range of items from, **small bathroom cabinet, storage box, magazine rack, vanity mirror with drawer, clock, bird feeder and toy train**. You **must** also keep a log book of your work to successfully complete each of the **three** units.

As you progress through the course you will gain valuable skills through your ability to

- identify and using a range of hand tools, power tools and woodworking machines in a safe manner.
- demonstrate an understanding of simple manufacturing drawings.
- apply your knowledge and skills to manufacture a range of products using traditional wood joints.
- solve problems in a creative manner to allow personalisation with your chosen solution.
- investigate basic properties of common materials and understanding the requirement of sustainability in potential solutions.

Assessment

All units are internally assessed against the requirements laid down by the SQA on a pass/fail basis. You must pass all units. For each of the 3 units: flat frame construction, carcass construction and machining & finishing, you will create a simple artefact to a given brief. You will pass each unit based on the practical project, incorporating your safe working practices, and written evidence of your knowledge of the tools, processes and materials.

You will also complete a course assessment and this will be formally assessed enabling you to achieve an award, A-D, based on your performance.

PERSONAL STUDY/HOMEWORK

As most of this course is practical and undertaken in the workshop, there will be limited homework. However you will be required to revise tools and processes for unit assessments and to research the use of materials.

ENTRY REQUIREMENTS

National 4 Practical Woodworking

National 4 or 5 Design & Manufacture

National 4 or 5 Graphic Communication

National 4 or 5 Engineering Science

Pupils without any of the above should speak to the Principal Teacher of Design & Technology

Please note that due to the amount of materials used there is a charge of **£20** for this course.

FUTURE STUDIES/CAREERS

Development of Skills for learning, life and work

This subject ensures that you will develop many transferable skills. Throughout the course you will have to demonstrate that you can measure accurately within preset tolerances and be able to demonstrate time management skills in our planning. You will also have to work corporately, displaying teamwork and good communication skills to enable everyone to share resources.

All of the unit and course tasks involve you in working to a given design brief. This improves your thinking skills as you have to demonstrate that you understand the task before you apply your gained knowledge to a design before then analysing and evaluating your solution.

The course provides opportunities to develop and enhance psychomotor skills, practical creativity, practical problem-solving skills and an appreciation of safe working practices in a workshop environment which makes this an idea introduction to vocational and engineering based employment.

DRAMA

ADVANCED HIGHER

COURSE DESCRIPTION

The Course is practical and experiential. Learners will develop and apply skills in devising and performing theatre. They will develop skills in acting, directing and design. The Advanced Higher Course extends the study of the art of theatre, its forms and its practices, by exploring and analysing the work of leading theatre practitioners. The Course provides scope for personalisation and choice.

In this Course, learners are encouraged to explore, analyse and take an imaginative approach. The Course encourages learners to be creative and to express themselves in different ways, allowing them to develop important skills, attitudes and attributes. Learning through drama helps learners to develop an appreciation of aesthetic, social and cultural values, identities and ideas.

Learning in the Course will include active involvement in devising, creating, appreciating and using theatre to communicate with an audience. It will also include the analysis of texts and the study of key theatre practitioners.

There are two compulsory units at Advance Higher:

Drama Skills (Advanced Higher)

This Unit will focus on learners developing their knowledge of methodologies, theatre practices and texts to progress their devising skills. Their knowledge and skills will be informed by the work of a key theatre practitioner.

They will independently create a devised drama production. This will explore how meaning can be communicated to an audience through practical realisation of their own theatrical concepts. Learners will also evaluate the effectiveness of their concepts.

Drama: Production Skills (Advanced Higher)

In this Unit, learners will focus on a study of a key theatre practitioner (Different one from Drama Skills), and explore in depth the influences on and the theory and practice of their chosen practitioner. They will explore and analyse key productions that reflect their **acting** or **design** methodologies through both research and practical experimentation. They will take on the role of the actor or designer in the exploration of a textual extract.

ASSESSMENT

Component 1 — performance 60 marks

(50 marks for performance, 10 marks for preparation for performance)

Component 2 — project–dissertation 40 marks

Total marks 100 marks

HOMEWORK

You will receive regular written and practical homework – designing items or learning lines.

ENTRY REQUIREMENTS

Students would normally be expected to have attained the skills, knowledge and understanding required by the Higher Drama Course.

FUTURE STUDIES/CAREERS

- a range of drama-related Higher National Diplomas (HNDs)
- degrees in drama and related disciplines
- careers in the creative industries

DRAMA**HIGHER****COURSE DESCRIPTION****Drama Skills**

Students will, as a group, use drama skills to investigate and explore a theme, topic or issue by creatively responding to stimuli. They will devise their own drama, taking individual directorial responsibility for an identifiable section and will present the end-product to an audience. Pupils will explore a theme or issue relevant to the texts they will be studying in their Production Skills.

Production Skills

Students will develop complex drama skills in analysing and appreciating trends and themes/ issues in a range of texts. Pupils will decide on **two areas** to specialise in from the following list: acting, design, lighting, sound, costume and props. Pupils will use complex design or characterisation skills to present two short extracts of text. They will maintain a folio detailing their research and the process they went through to realise their performance concepts.

Production Unit (Added Value Unit)

Students will apply the complex drama skills they have gained in the previous units to analyse and appreciate trends and themes/ issues in a text. Pupils will decide on whether to specialise in an acting or technical role. If pupils are specialising in a technical area they must focus on design (set design) and one other area from the following list: props, make-up, lighting, sound and costume.

Development of skills for learning, life and work

Students will be encouraged to take responsibility for their own learning and be responsible for meeting deadlines. They will be encouraged to be self disciplined and self sufficient. They will be set various challenges involving sophisticated texts and encouraged to work through problems by experimenting and thinking creatively about possible solutions.

Throughout the drama courses students will be encouraged to be a reflective learner, able to identify their own strengths and weaknesses through the evaluation process. Students will also learn to appreciate and evaluate the work of others. A willingness to take advice and give feedback to others are useful skills in the work environment.

The ability to take direction can be related to the work environment and the need to follow instructions from line managers/supervisors.

The ability to work with others as part of a team and work to agreed deadlines are skills that they will find useful in both their personal and work life.

Personal Study/Homework

Students will have a range of homework tasks which may include researching information about a theme, topic or issue. When acting, students will be expected to learn lines, work on developing their character and making notes for their folio. If students opt for a technical role, they will be involved in making notes and completing planning sheets for their selected area. Students may work on evaluations of their own or others' work. Students will be expected to attend at least one theatre performance as one of the essays in the examination is based on a current theatre performance.

DRAMA

NATIONAL 4/5

COURSE DESCRIPTION

Drama Skills Unit

In this unit students will respond to a range of stimuli and negotiate and decide how and what information they will present to an audience. Pupils will develop a range of characterisation and presentation skills. They will also learn how different styles, genres and forms can contribute to the impact on an audience.

Drama: Production Skills

In this unit students will have a chance to explore a range of technical areas including set, props, lights, sound, costume and make up and they will learn how technical areas can enhance and contribute to a performance.

Added Value Unit

In this unit pupils will use the skills and knowledge they have gained in the other units to present a small scale production to an audience. Students will negotiate their individual role either as an actor or in a technical area. Pupils will be involved in creating or negotiating the text to be performed.

ASSESSMENT (N4)

Each unit will be assessed on a pass/fail basis and units will be internally assessed.

The added value unit will be internally assessed but externally verified.

ASSESSMENT (N5)

Each unit will be assessed on a pass/fail basis and units will be internally assessed.

The added value unit will be externally assessed and this forms part of the course assessment. Students will be assessed in either an acting or production role with the total marks awarded to this section being 60. (the actual performance will be marked out of 50 and the other 10 marks will be awarded for the maintenance of a support log.) Pupils will be expected to perform as an actor or to take on a technical area for the examiner. The examination, marked out of 40, will assess the knowledge and understanding gained during all the units.

Development of skills for learning, life and work

Students will be encouraged to take responsibility for their own learning and be responsible for meeting deadlines. They will be encouraged to be self disciplined and self sufficient. They will be set various challenges and encouraged to work through problems by experimenting and thinking creatively about possible solutions.

Throughout the drama courses students will be encouraged to be a reflective learner, able to identify their own strengths and weaknesses through the evaluation process. The abilities to take advice and give feedback are useful skills in the work environment.

The ability to take direction can be related to the work environment and the need to follow instructions from line managers/supervisors.

The ability to work with others as part of a team and work to agreed deadlines are skills that they will find useful in both your personal and work life.

Personal Study/Homework

Students will have a range of homework tasks which may include researching information about a theme, topic or issue. When acting, they will be expected to learn lines, work on developing their character and making notes for their folio. If students opt for a technical role, they will be involved in making notes and completing planning sheets for their selected area. Students may work on evaluations of their own or others' work.

ENGLISH

ADVANCED HIGHER

COURSE DESCRIPTION

The course aims to provide opportunities for learners to develop the ability to:

- critically analyse and evaluate a wide range of complex and sophisticated literary texts from different genres
- apply critical, investigative and analytical skills to a topic of personal interest
- create a range of complex and sophisticated written texts

Course Structure

The Course is made up of two mandatory Units:

Analysis & Evaluation

This unit focuses on the study of complex and sophisticated literary texts selected from the genres of drama, poetry and prose (fiction & non-fiction). It also provides an introduction to the evaluation and analysis of secondary critical sources as a means of deepening our understanding and appreciation of texts. Students will also be required to pursue their own research interests into an aspect of literature and to produce a dissertation.

Creation & 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 creative and expressive writing. These skills will be developed through the study of models and through a wide range of independent and collaborative workshop activities.

ASSESSMENT

The Course assessment consists of two components:

Folio

- | | | |
|--|-----|-----------|
| ▪ a dissertation of at least 2500 words | 30% | |
| ▪ two pieces of writing for two different purposes | 30% | 60 |

Exam

- | | | |
|--|-----|-----------|
| ▪ critical analysis of a previously studied literary text | 25% | |
| ▪ critical analysis of an unseen poem or extract from a poem | 15% | 40 |

HOMEWORK

A substantial amount of reading and background research, as well as preparation for tutorial style classes, will be required throughout this course. Additionally, students will need to display commitment and independence in developing both elements of the folio.

ENTRY REQUIREMENTS

Students would be expected to have attained a course award at N6 Higher, usually at grades A or B.

FUTURE STUDIES/CAREERS

Successful completion of this course may lead to:

Education (HNC/HND/Degree)

Employment in Arts, Social Sciences, Religion, Communications, Journalism and Media, Law, Teaching

COURSE DESCRIPTION

Higher English offers opportunities to develop and extend abilities in language & communication. The course also fosters and encourages independent learning, critical literacy, personal, interpersonal and team working skills as well as creative thinking.

Pupils will study two key units:

- Analysis & Evaluation (Reading & Listening)
- Creation & Production (Writing & Talking)

These units are taught in an integrated way through the study of a wide range of topics & texts both oral and written, fiction and non-fiction, including: novels, short stories, drama scripts, poetry, film, television dramas, documentaries, newspapers and magazines, advertising, internet journalism.

For Higher, the recommended Scottish texts the department has selected to teach include selected poems of Norman MacCaig and Carol Ann Duffy, Iain Crichton Smith and George Mackay Brown's short stories, 'Sunset Song' and 'The Cone Gatherers'. Each teacher selects the class text from the set list. Once classes and teachers have been allocated, we recommend that pupils purchase their own texts – new or second hand copies, etc are available cheaply online – to enable them to annotate the text and retain copies for exam revision.

ASSESSMENT**Assessment Grades A-D****Internal****Unit Assessments**

Evidence will be generated across the units in the course:

- One reading and talking assessment
- One listening and writing assessment
- One Literacy assessment (to cover all four language skills)

Exam (externally marked by SQA)

Section 1 - Reading for Understanding, Analysis and Evaluation – Close Reading of non-fiction (exam) (30 marks)

Section 2 – Critical Reading (exam) (40 marks)

- 1 Textual Analysis of a Scottish text
- 1 Critical essay on text of pupil's choice

Writing Folio (30 marks)

Two writing pieces to be submitted

- 1 x Discursive
- 1 x Creative

No assessed piece may be redrafted more than twice.

DEVELOPMENT OF SKILLS FOR LEARNING, LIFE AND WORK

Literacy, Employment, Further & Higher Education

Apart from being desirable in itself, a qualification in English is vital in securing future employment and study opportunities:

- All employers consider a good level of English to be a basic requirement.
- Many University courses stipulate English as an entry requirement and even those which do not, prefer their students to have studied English. Qualifications in English can be a discriminating factor for Universities when deciding on offers for borderline cases.

The course aims to develop the ability to:

- listen and talk, read and write, as appropriate to purpose, audience and context, applying knowledge and understanding of language, vocabulary & grammar
- understand, analyse and critically evaluate texts, from a range of literature, language and media, including Scottish texts
- research effectively, develop questioning and note making skills as well as collate and synthesise sources
- create and produce texts of a functional, argumentative, expressive & creative nature as appropriate to purpose, audience and context
- in new and unfamiliar contexts

PERSONAL STUDIES/HOMEWORK

Key assignments will also be set and deadlines given for pieces of work to be submitted to provide practice for assessment or evidence for assessment.

- Reading, rereading and annotation of texts
- On a regular basis pupils will be expected to think, plan and research in preparation for talk, writing and class activities.
- Practising writing Critical essays in timed conditions, having memorised quotations, is expected.
- Past papers in Textual Analysis and Close Reading will be given as homework.
- It is advised that pupils read the columnists in the quality press as these are the sources for many of the Close Reading papers for both the unit assessment and final exam.
- Talk preparation will, on the whole, be done at home.
- The Writing portfolio tasks will be issued and mostly worked on at home, with deadlines given for drafts and redrafts.
- Pupils are also expected to continue to read for pleasure at home – novels, newspapers, magazines, internet sites, etc.

FUTURE STUDIES/CAREERS

Progression: The N7 Advanced Higher English course is available in S6.

Careers: in the Arts, Social Sciences, Social Work, Human Resources, Public Relations, Teaching, Research, Law, Social Sciences, Journalism, Advertising and Media.

COURSE DESCRIPTION

N5 offer learners opportunities to develop and extend their abilities in language & communication. The course also fosters and encourages independent learning, critical literacy, personal, interpersonal and team working skills as well as creative thinking.

Pupils will study two key units:

- Analysis & Evaluation (Reading & Listening)
- Creation & Production (Writing & Talking)

These units are taught in an integrated way through the study of a wide range of topics & texts both oral and written, fiction and non-fiction, including: novels, short stories, drama scripts, poetry, film, television dramas, documentaries, newspapers and magazines, advertising, radio, blogs, websites, internet journalism.

The department offers a range of Integrated Themed Core Units for study such as:

- Technology and Society
- The Experience of War
- Fantasy and Film

In addition, a mixture of classic and modern texts such as: 'Animal Farm', 'Noughts and Crosses', 'Macbeth', 'To Kill a Mockingbird', Poetry of Seamus Heaney, the film 'Mary Shelley's Frankenstein', the animation "The Sandman" will be studied in preparation for exams.

For National 5, the recommended Scottish texts the department has selected to teach include selected poems of Norman McCaig or Jackie Kay, short stories by Iain Crichton Smith or Anne Donovan or "Bold Girls" by Rona Munro

In particular, the courses aim to develop in learners the ability to:

- listen and talk, read and write, as appropriate to purpose, audience and context
- understand, analyse and critically evaluate texts, from a range of literature, language and media, including Scottish texts
- read and listen closely
- research effectively, develop questioning and note making skills as well as collate and synthesise sources
- discuss and present ideas in an effective way
- create and produce texts of a functional, argumentative, expressive & creative nature as appropriate to purpose, audience and context
- apply knowledge and understanding of language, vocabulary & grammar skills in new and unfamiliar contexts

ASSESSMENT (N5) Grades A-D

Internal Unit Assessments

External (SQA Exam)

Section 1 - Reading for Understanding, Analysis and Evaluation – Close Reading of non-fiction
(30 marks)

Section 2 – Critical Reading

1 Textual Analysis of a Scottish text

1 Critical essay on text of pupil's choice

(40 marks)

plus

Writing Folio

Two writing pieces to be submitted

1 x Discursive

1 x Creative

No assessed piece may be redrafted more than twice.

(30 marks)

DEVELOPMENT OF SKILLS FOR LEARNING, LIFE AND WORK

Literacy, Employment, Further & Higher Education

Apart from being desirable in itself, a qualification in English is vital in securing future employment and study opportunities:

- All employers consider a good level of English to be a basic requirement.
- Most Modern Apprenticeships stipulate a minimum level of English qualification as an entry requirement.
- Entry to Further Education courses requires a minimum level of English qualification.
- Many University courses stipulate English as an entry requirement and even those which do not, prefer their students to have studied English to a minimum level. Qualifications in English can be a discriminating factor for Universities when deciding on offers for borderline cases.

PERSONAL STUDY/HOMEWORK

On a regular basis pupils will be expected to think, plan and research in preparation for talk, writing and class activities. Key assignments will also be set and deadlines given for pieces of work to be submitted to provide practice for assessment or evidence for assessment. Learners are also expected to read for pleasure at home – novels, newspapers, magazines, internet sites, etc.

FUTURE STUDIES/CAREERS

Higher English, N5 Media and Higher Media, Advanced Higher English in S6

Successful completion of this course may lead to:

Education (HNC/HND/Degree)

Employment in Arts, Social Sciences, Religion, Communications, Journalism and Media, Law, Teaching

LITERACY

NATIONAL 5

COURSE DESCRIPTION

The aim of this course is to develop the literacy skills necessary for learning, life and work: reading, writing, listening & talking. It offers an ideal progression path for those who have successfully completed N4 Literacy & English. The central focus is on two key areas:

- understanding detailed ideas and information presented orally and in writing
- communicating ideas and information orally and in writing with technical accuracy

Three main integrated topics/ contexts will be covered:

- Crime & Punishment
- Local Issues/ Campaigns/ Charities
- The World of Work

These contexts will be used to allow pupils to practise real life literacy skills in situations relevant to their everyday lives. Pupils will read and listen to a wide range of functional texts including reports, reference manuals, magazine articles, documentaries, advertising materials, webcasts, lectures, interviews etc. They will also write and talk in various functional genres including letters, news reports, instructional leaflets, interview situations, eye witness reports etc. Pupils will participate in real life situations involving visiting members of the local community (councillors, news reporters, community police, charity campaigners, employers) and visits to sites of interest. No fictional literature will be studied although a short introduction to literature for those considering further study in N5 English will be available at the end of the course.

COURSE ASSESSMENT (N5) PASS/FAIL

Internal assessment

Pupils will have to demonstrate competence in the following four outcomes:

- Read & understand complex word based texts
- Listen to & understand complex spoken communication
- Write complex technically accurate texts (min 500 words)
- Talk to communicate, as appropriate to audience & purpose

Pupils will be offered a variety of ways to demonstrate their ability in these areas. Opportunities for assessment will arise in the context of learning.

There is no external assessment for N5 Literacy.

DEVELOPMENT OF SKILLS FOR LEARNING, LIFE AND WORK

Sound literacy skills and the ability to communicate clearly and accurately are vital in all areas of life, learning & work:

- enabling us to make sense of the vast amount of information which now surrounds us
- in securing future employment & apprenticeships
- allowing us to participate fully in public and community life
- providing the necessary foundation for future study in college

allowing us confidently to enrich our lives through reading, discussion and research

PERSONAL STUDY/HOMEWORK

On a regular basis pupils will be expected to think, plan and research in preparation for talk, writing and class activities. Key assignments will also be set and deadlines given for pieces of work to be submitted to provide practice for assessment or evidence for assessment.

COURSE DESCRIPTION

The main purpose of H Media Studies is to analyse and create media content. The course enables pupils to understand and develop their media literacy skills and appreciate the opportunities and challenges that occur within the media industry. The course provides pupils with opportunities to develop both theoretical knowledge of the media and the ability to create media content.

Pupils will study 2 Key Units:

- Analysing Media Content
- Creating Media Content

To gain the award of the course, learners must pass the units as well as the **Course Assessment**. In order to apply knowledge to unseen media content, pupils will focus on a case study to develop a clear understanding of the key aspects including how language is used to create meaning and what this tells us about the society that both created and received it

The units will be taught in an integrated way using a thematic approach to include both Fiction and Non-fiction texts. The key aspects of Media Literacy: **Categories, Language, Narrative** and **Representation** are reinforced along with the significance of the context of the media text – the key aspects of **Audience** and **Institution**.

The course aims to enable learners to develop:

- the ability to analyse and create media content, appropriate to purpose, audience and context.
- knowledge and understanding of the key aspects of media literacy
- knowledge and understanding of the role of media within society
- the ability to plan and research when creating media content, as appropriate to purpose, audience and context.
- the ability to evaluate the learner's practice.

Course Assessment (H) Pass/Fail

Internal Assessment

Learners will provide evidence of the ability to analyse and create detailed media content.

Analysing Media Content (Higher)

Learners will be required to provide evidence of the skills that are needed to analyse media content. Learners will demonstrate knowledge of the relevant key aspects of media literacy central to the detailed and complex analysis of media content.

- Case Study (20% of total mark)

Creating Media Content (Higher)

Learners will be required to provide evidence of the skills and knowledge that are needed to create media content and evaluate production processes. Learners will apply knowledge of the relevant key aspects of media literacy central to creating media content.

External Assessment

Consists of two Components:

- A question paper analysing media content (30% of total mark)
- An assignment to apply skills in the creation of media content. (50% of total mark)

Pupils will carry out an assignment set by SQA, using a brief negotiated in centre.

DEVELOPMENT OF SKILLS FOR LEARNING, LIFE AND WORK

H Media Studies will offer learners opportunities to develop and extend a wide range of skills, including communication, independent thinking, critical literacy, personal, interpersonal and team working, and creative thinking.

The course will provide learners with a knowledge and understanding of the role of media within society as well as contextual factors, constraints and freedoms that affect producers of media content. Learning about society will enrich the pupil's learning experience and help them to develop skills for learning, life and work they will need to prepare them for taking their place in a diverse, inclusive and participative Scotland and beyond.

PERSONAL STUDY/HOMEWORK

Pupils will be expected to undertake research relevant to production tasks. Production tasks may take place out with the school environment and pupils will be encouraged to use their own equipment if appropriate. Pupils will also be expected to source texts in the creation of analysis tasks.

COURSE DESCRIPTION

The main purpose of N5 Media Studies is to analyse and create media content. The course enables pupils to understand and develop their media literacy skills and appreciate the opportunities and challenges that occur within the media industry. The course provides pupils with opportunities to develop both theoretical knowledge of the media and the ability to create media content.

Pupils will study 2 Key Units:

- Analysing Media Content
- Creating Media Content

To gain the award of the course, learners must pass the units as well as the **Course Assessment**. In order to apply knowledge to unseen media content, pupils will focus on a case study to develop a clear understanding of the key aspects including how language is used to create meaning and what this tells us about the society that both created and received it

The units will be taught in an integrated way using a thematic approach to include both Fiction and Non-fiction texts. The key aspects of Media Literacy: **Categories, Language, Narrative** and **Representation** are reinforced along with the significance of the context of the media text – the key aspects of **Audience** and **Institution**.

The course aims to enable learners to develop:

- the ability to analyse and create media content, appropriate to purpose, audience and context.
- knowledge and understanding of the key aspects of media literacy
- knowledge and understanding of the role of media within society
- the ability to plan and research when creating media content, as appropriate to purpose, audience and context.
- the ability to evaluate the learner's practice.

Course Assessment (N5) Pass/Fail

Internal assessment

Assessment across the two units will be combined through a production brief which includes an instruction at the planning stage to carry out some content-based research in terms of key aspects, contexts and roles of media content. Evidence for assessment comprises: the brief, evidence of research, description of at least one idea that meets the requirements of the brief, and development/detailed planning of one idea by reference to research.

External Assessment. consists of two Components:

A question paper analysing media content
(50% of the total mark).

An assignment to apply skills in the creation of media content.
(50% of the total mark). Pupils will carry out an assignment set by SQA, using a brief negotiated in centre.

DEVELOPMENT OF SKILLS FOR LEARNING, LIFE AND WORK

N5 Media Studies will offer learners opportunities to develop and extend a wide range of skills, including communication, independent thinking, critical literacy, personal, interpersonal and team working, and creative thinking.

Learning about Scotland and Scottish culture will enrich the pupil's learning experience and help them to develop skills for learning, life and work they will need to prepare them for taking their place in a diverse, inclusive and participative Scotland and beyond.

PERSONAL STUDY/HOMEWORK

Pupils will be expected to undertake research relevant to production tasks eg investigating advertising campaigns to identify genre features. Production tasks may take place out with the school environment and pupils will be encouraged to use their own equipment if appropriate. Pupils will also be expected to source texts in the creation of analysis tasks.

POSSIBLE PROGRESSION IN THE SENIOR PHASE

National 5 Media → Higher Media

COURSE DESCRIPTION

N4 Media Studies will offer learners the opportunity to develop an understanding of the key aspects necessary in the analysis of various forms of media. From analysis, pupils will then apply the aspects observed in a practical way, in the production of their own media texts. By working individually, as well as within groups, to meet the requirements of given 'briefs', pupils will develop team working, problem solving and self-reflective skills as they present and analyse their performance.

Pupils will study 2 Key Units:

- Analysis of Media Content
- Creation of Media Content

The units will be taught in an integrated way using a thematic approach to include both Fiction and Non-fiction texts. The key aspects to describe media texts: Categories, Language, Narrative and Representation are reinforced in each form. The significance of the context of the media text – the key aspects of Audience and Institution – will be a focus of case study.

The course aims to develop in learners the ability to:

- enhance skills of deconstructing non-fiction media texts e.g. newspapers, magazines, advertisements, and websites and fiction media texts e.g. cinema film, sitcom, magazine or comic strip stories.
- describe the features of a text by identifying individual elements, name and indicate how they work together in a text.
- contribute to the discussing and planning of a given brief and expressing their ideas.
- cooperate with others in production tasks.
- familiarise learners with the practical skills required in the use of recording equipment, and computer software.
- appreciate the effect of design and layout of information
- reflect to identify the strengths and weaknesses of the production process and their own performance in individual and group tasks.

Assessment (N4) Pass/Fail

Internal Assessment.

Evidence will be generated by:

- One analysis assessment on an unseen non-fiction or fiction text
- Compilation of documented evidence to support research, planning and reflection of a production brief.

Added Value Unit. Group brief to showcase skills planning, production and reflection skills in the production of a filmed text to be uploaded on Youtube/school website

or

Creation of filmed entry to ongoing Media Competitions.

PROGRESSION - NATIONAL 5 MEDIA STUDIES → NATIONAL 6 HIGHER

This course is made up of two units: Analysing Media Content and Creating Media Content. It requires candidates to be able to use media language with confidence to demonstrate a clear understanding of the key aspects including how language is used to create meaning and what this tells us about the society that both created and received it.

Final assessment involves a question paper that tests the understanding and analysis of media texts through their content and the context of their creation and reception. There is also an assignment that is externally assessed. This element requires the candidate to demonstrate an understanding of media by using their knowledge to produce a piece of media and explain their choices in relation to the key aspects.

DEVELOPMENT OF SKILLS FOR LEARNING, LIFE AND WORK

N4 Media Studies will enable pupils to appreciate the potential and the opportunities available in the different aspects of the Media Industry.

Pupils will be able to analyse and question the Media as it is targeted at them, being more informed as consumers.

PERSONAL STUDY/HOMEWORK

Pupils will be expected to undertake research relevant to production tasks eg investigating advertising campaigns to identify genre features. Production tasks may take place out with the school environment and pupils will be encouraged to use their own equipment if appropriate. Pupils will also be expected to source texts in the creation of analysis tasks.

GEOGRAPHY

ADVANCED HIGHER

COURSE DESCRIPTION

The purpose of Geography 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 Course, so that learners can interact with their environment. At Advanced Higher, learners will experience depth and challenge in the level of higher order skills, knowledge and understanding required.

The main aims of this Course are to enable learners to:

- understand the ways in which people and the environment interact in response to physical and human processes
- study spatial relationships to develop a balanced and critical understanding of the changing world
- develop skills of independent research, fieldwork, analysis, synthesis, evaluation and presentation
- acquire the techniques to collect, extract, analyse, interpret and explain geographical phenomena using appropriate terminology
- develop expertise in the use of maps, diagrams, statistical techniques and written accounts

ASSESSMENT

The main assessed piece will be a geographical study which will be chosen by the pupil and showcase their data collection, processing and presenting skills. This study should result in clear conclusions being drawn from their research and has a limit of 24 pages.

There will be two individually chosen geographical issues examined by pupils, requiring the evaluation of geographic information and analysis of the issue.

These projects make up the NAB element of the course and are in conjunction with an end of year exam paper.

ENTRY REQUIREMENTS

Pupils require a **Higher B** pass in Geography or another Social Subject such as History, Modern Studies, Business Management or Religious and Moral Education. A Maths Higher is also recommended due to the statistical analysis parts of the course but not essential. Other Higher passes will be taken into account.

FUTURE STUDIES/CAREERS

The pupils will be able to continue into Higher education courses in Geography, Humanities and Social Sciences, Journalism, Law and Business Administration or other related areas. The interpretational, evaluating and statistical skills that they will develop over the course of the year will benefit pupils in a number of higher education courses. The pupils may also progress to employment or vocational training in a variety of different areas.

GEOGRAPHY

HIGHER

COURSE DESCRIPTION

The course is divided into two separate sections: The Core section, which looks at Physical and Human Environments; and the Environmental Interactions section.

- The Physical part of the Core section builds on Standard Grade units and includes:
- Atmosphere – Atmospheric and oceanic circulation, Global Heat budget.
- Hydrosphere – Hydrological Cycle and Hydrographs
- Lithosphere – Glaciation and coastal geography
- Biosphere – Formation of soils

The Human part of the Core section includes units on:

- Population – Growth and problems
- Rural – land use's and conflict in the previously studied physical environments
- Urban – Urban Management in the developed and developing world. Examining Edinburgh and Mumbai.

The Global issues part of the Core section includes units on:

- Development and Health – Differences in development and a study of a water borne disease.
- Climate Change – An investigation into the causes and effects and evaluation of management strategies.

A range of Geographical methods and techniques will be used, including: the use of OS Maps; the interpretation of climatic data; and analysis of soil profiles. Learners will develop and apply knowledge and understanding of the complex processes and interactions at work within physical and human environments on a local, regional and global scale

PERSONAL STUDY/HOMEWORK

As part of the Core course pupils will undertake an added value unit, designed to develop geographical skills and allow for added breadth, challenge and personalisation. The assignment allows pupils to select a topic from areas already studied. The emphasis will be on data collection and the processing of this data. Pupils will then present their work and conclude their findings.

ENTRY REQUIREMENTS

Students would normally be expected to have attained a National 5 Geography or another social subject, or an Intermediate 2 course award in Geography or another social subject.

DEVELOPMENT OF SKILLS FOR LEARNING, LIFE AND WORK

Geography contributes to general education and the wider curriculum. It will help develop informed and active citizens by helping learners gain a greater understanding of political and social institutions and processes. Learners will develop skills which are transferable to other areas of study and which they will use in everyday life. During the national course students will gain skills that are not only essential to the study of geography and other social subjects but also relevant to their whole academic development. The practical and multidisciplinary nature of Geography will help to develop skills in employability and enterprise. The emphasis on the critical evaluation of sources, including maps and statistics, will develop thinking skills, graphic, literary and numeracy skills. Natural progression will allow for the study of higher geography or any other Social Subject.

The natural progression from a National 5 pass within the school environment is to continue the study of geography with the Higher course. The pupils can also continue into further education courses in Geography, Humanities and Social Sciences, Law, Journalism and Business Administration or other related areas. The pupils may also progress to employment or vocational training in a variety of different areas

COURSE DESCRIPTION

Geography is both a Science and Social Science, and this is reflected in the National 4/5 course. The Geography course will encourage learners to develop important attitudes, including an open mind, respect for values, beliefs and cultures of others: with openness to new thinking and ideas.

The investigative nature of fieldwork and critical thinking activities in this course give an important experience in contributing to group work, and also independent study, attributes which will be central to a pupils' future success. Utilising local resources such as the Cairngorms and the expertise from the mountain rangers, pupils will experience geography first hand and deepen their understanding. The integration of local experts will also benefit pupils and add relevance to their studies.

Through the skills and content of the course, pupils will develop an increased understanding of the environment, sustainability and the impact of global issues. They will develop a sense of responsible citizenship, and be encouraged to reflect upon the impact of the environment on their health and well-being.

A variety of skills including map interpretation, will be developed and applied over a range of physical environment, human environment and global contexts in the following units:

- **Physical Environments** - the focus will be on skills, knowledge and understanding of the processes and interactions of the physical environment. Key topics will be the location of landscape type (glaciated upland and coastlines of erosion and deposition), formation of landscape features, land use conflict and management along with sustainability will form the back bone of the unit and where relevant use local examples whilst atmosphere and weather brings the physical section to a close.
- **Human Environments** - In this Unit, the focus will be on the development of geographic skills and techniques in the context of human environments. Learners will develop knowledge and understanding of the processes and interactions at work within human environments. Learners will study and compare developed and developing countries drawn from a global context. Key topics will include: contrasts in development; world population distribution and change; and issues in changing urban and rural landscapes.
- **Global Issues**- the focus will be on the use of numerical and graphical information in the context of global issues. Key topics will be climate change and sustainability, environmental hazard (such as Tsunamis' Hurricanes and other hazards).

Added Value Unit: Project- learners will choose an issue from the global section for personal study. This will give learners the opportunity to research and apply the skills they have learnt to communicate their findings. This will allow for greater personalisation and choice for each individual student.

ASSESSMENT

Assessment will be ongoing and class work will be used as part of the evidence portfolio for internal assessment

DEVELOPMENT OF SKILLS FOR LEARNING, LIFE AND WORK

Geography contributes to general education and the wider curriculum. It will help develop informed and active citizens by helping learners gain a greater understanding of political and social institutions and processes. Learners will develop skills which are transferable to other areas of study and which they will use in everyday life. During the two year national course students will gain skills that are not only essential to the study of geography and other social subjects. The practical and multidisciplinary nature of Geography will help to develop skills in employability and enterprise. The emphasis on the critical evaluation of sources, including maps, will develop thinking skills, graphic, literary and numeracy skills. Natural progression will allow for the study of higher geography or any other Social Subject.

The natural progression from a National 5 pass within the school environment is to continue the study of geography with the Higher course. The pupils can also continue into further education courses in Geography, Humanities and Social Sciences, Law, Journalism and Business Administration or other related areas. The pupils may also progress to employment or vocational training in a variety of different areas

PERSONAL STUDY/HOMEWORK

Homework will form a regular part of the course, involving pupils building on their study skills, and preparing for unit assessments. The homework may take a variety of forms, for example, completing course work, revision or research tasks.

HISTORY

ADVANCED HIGHER

COURSE DESCRIPTION

The purpose of this course is to acquire depth in the knowledge and understanding of one of the historical themes below and to develop skills of essay writing, analysing issues, developments and events, drawing conclusions and evaluating sources. The pupils will be given a choice of study based around one of the units listed below.

The Advanced Higher course will follow the following period:

Germany; Versailles to the Outbreak of World War Two. This covers the period of German history post WW1, the birth and death of the Weimar Republic, the rise of the Nazi's and how the Nazi state evolved and led to World War 2. Topics of Study include:

- The German Revolutions
- The Treaty of Versailles
- The Hyperinflation Crisis
- Stresemann and the Golden years
- The Nazi Rise to Power
- Nazi Consolidation
- Nazi Volksgemeinschaft
- The Nazi economic miracle

ASSESSMENT

Internal assessment will take the form of a portfolio of best work which will allow pupils to choose what they would like to be assessed. Pupils will develop their essay writing technique over the year and also produce a 4000 word dissertation for external assessment based on a question of their choice.

ENTRY REQUIREMENTS

Pupils require a **Higher B** pass in History or another Social Subject such as Geography, Modern Studies, Business Management or Religious and Moral Education.

FUTURE STUDIES/CAREERS

The pupils will be able to continue into Higher education courses in History, Humanities and Social Sciences, Journalism, Law and Business Administration or other related areas. The essay writing skills that they will develop over the course of the year will benefit pupils in a number of higher education courses. The pupils may also progress to employment or vocational training in a variety of different areas.

HISTORY

HIGHER

COURSE DESCRIPTION

The purpose of this course is to provide breadth and depth in the knowledge and understanding of historical concepts through the study of the 3 units below. It is also intended to develop skills of essay writing, evaluating events and sources and of investigating issues.

The Higher History course covers three units:

- **European History:** This covers the period after the occupation of the German States by Napoleon, the growth of nationalism, the creation of the German Empire under the direction of Bismarck and the rise of Hitler, the Nazis after World War 1 and life in the Nazi State.
- **Scottish History: Migration and Empire: 1830-1939.** This course examines the changing face of Scotland during the last 180 years. The course will look at the impact that Scots have had on the Empire and the world in general and also how immigration has changed the face of Scottish society up to the present day.
- **British History:** This course deals with the growth of democracy in Britain, the rise of Trade Unions and the Labour party, the Liberal Reforms of 1906-14 and the creation of the Welfare State after World War 2.

The pupils will develop their essay writing technique during 2 units and will be expected to be able to answer set questions using a well balanced argument within a structured essay. They will also be expected to submit a number of essays on various topics throughout the year. The pupils will be expected to evaluate source material during their study for the special topic.

ASSESSMENT

Assessment will be ongoing and class work will be used as part of the evidence portfolio for internal assessment. On top of this, an added value unit will allow pupils to study and produce work on an area of history study of their own choice.

ENTRY REQUIREMENTS

A **national 5** pass in History or another social subject, however, other National 5 passes will be considered.

DEVELOPMENT OF SKILLS FOR LEARNING, LIFE AND WORK

History contributes to general education and the wider curriculum. It will help develop informed and active citizens by helping learners gain a greater understanding of political and social institutions and processes. Learners will develop skills which are transferable to other areas of study and which they will use in everyday life. During the two year national course students will gain skills that are not only essential to the study of history and other social subjects but will allow for the development of transferable skills such as; extended writing and essay writing, the skills of research and evaluation as well as making valid conclusions and an understanding of people in the past. Source evaluation will also focus on skills such as exaggeration and bias.

The natural progression from a National 5 pass within the school environment is to continue the study of history with the Advanced Higher course. The pupils can also continue into further education courses in History, Humanities and Social Sciences, Law, Journalism and Business Administration or other related areas. The pupils may also progress to employment or vocational training in a variety of different areas

HISTORY

NATIONAL 5

COURSE DESCRIPTION

Following on from the S3 theme of Freedom and Rights, the new National 4/5 history course will follow the theme of: **the Birth of Freedoms and Nations.**

Three units will be on offer, these will be:

Scottish: The Scottish Wars of Independence, 1286-1328

British: The Atlantic Slave Trade 1770-1807

European and World: Free At Last, Civil Rights in the USA , 1918-1968

Have a look at the media in 21st Scotland.....what makes national identity?what makes a nation? ...Should we have independence? All key questions that are going to be asked of you - the young, new voter next year! The course will explore the creation of modern democratic rights.

Now rewind 8 centuries.....

These are not new issues – they have historical roots and pupils are going to be given an opportunity to explore them further through the Scottish Wars of Independence. The time period 1286-1328 will give students a historical vehicle to help answer modern day questions and explore a section of Scotland's turbulent political past.

However, we are not defined by nationality alone but our morals and the understanding of equality, diversity and freedom. Pupils will also be given the opportunity to explore these issues.

We will embark on a historical journey from the beginnings of the Trans-Atlantic Slave Trade and the growth of racist ideology and the impact this had on the wider world through to Abolition, the troubled times of Jim Crow and the KKK, through to the Civil Rights movement. Pupils will be taken on a journey that highlights the importance of citizenship and how ordinary people have the power to alter the world around them.

ASSESSMENT

Assessment will be ongoing and class work will be used as part of the evidence portfolio for internal assessment. On top of this, an added value unit will allow pupils to study and produce work on an area of history study of their own choice.

DEVELOPMENT OF SKILLS FOR LEARNING, LIFE AND WORK

History contributes to general education and the wider curriculum. It will help develop informed and active citizens by helping learners gain a greater understanding of political and social institutions and processes. Learners will develop skills which are transferable to other areas of study and which they will use in everyday life. During the two year national course students will gain skills that are not only essential to the study of history and other social subjects but will allow for the development of transferable skills such as; extended writing and essay writing, the skills of research and evaluation as well as making valid conclusions and an understanding of people in the past. Source evaluation will also focus on skills such as exaggeration and bias.

The natural progression from a National 5 pass within the school environment is to continue the study of history with the Higher course. The pupils can also continue into further education courses in History, Humanities and Social Sciences, Law, Journalism and Business Administration or other related areas. The pupils may also progress to employment or vocational training in a variety of different areas

COURSE DESCRIPTION

There is a charge of £50 to cover the cost of ingredients in this practical subject and students will cook up to 4 times a week.

These courses are practical, designed to develop your skills in cooking and presenting food. They will enable you to develop your knowledge and range of practical skills, confidence and creativity with food, whether you wish to improve your skills for use at home or aim towards a career in the catering industry.

You will develop your knowledge of the properties of a wide range of fresh ingredients. The skills already gained in S2/3 will be further developed through investigating the ways different foods can be used in a range of dishes to provide healthy meals. You will also further develop your knowledge of how to maintain a safe and hygienic working environment.

You will develop an awareness of the issues surrounding responsible sourcing of food stuffs and making best use of these, economically and ethically, to ensure a healthy diet. This will be achieved through the study of current dietary advice and of how our food is sourced, both at home and from other countries. Information and contacts with our school links in Malawi will be used to give you an insight into the implications of your choices when purchasing food produced abroad. You will be encouraged to use locally produced and seasonal foods.

You will evaluate your own work and the work of others to help you identify how you can improve and become more creative in your use of food. Your creativity will be encouraged through the practical application of garnishing and decorative work to create appealing dishes.

You will also learn the organisational and time management skills essential to producing meals for the family and for the hospitality/catering industry. This includes the opportunity to work with local catering personnel in class. You will also be given the chance to take part in a national cookery competition, giving you the opportunity to show your skills as well as enhancing your record of achievement.

Students are required to supply their own bibbed apron and container to take their cooked dishes home. Please note that there are 5 lessons a week and students are required to use their homework diary to help them plan and come prepared to classes with appropriate containers. Each student should have the following containers before starting the course-A cake box, 2pt size oven dish and a Tupperware container with tight fitting lid. Most households will have items which will be suitable.

Students will be accepted into National 5 upon successful completion of National 4 course.

The course is comprised of the following units of work-

- Cookery skills, techniques and processes.
- Understanding and using ingredients.
- Organisational skills for cooking.
- Producing a meal - will give you the opportunity to draw on the knowledge, understanding and skills you have developed in the course to prepare and cook a two course meal. This meal will be made for a given number of people with the time scale (1hour 30 mins) and following a given design brief.

<p>ASSESSMENT (N4) units</p> <ul style="list-style-type: none"> • Cookery Skills, Techniques and Processes (National 4) • Understanding and Using Ingredients (National 4) • Organisational Skills for Cooking (National 4) • Added Value Unit: Producing a Meal (National 4) <p>Conditions of award To achieve the National 4 Hospitality Practical Cookery Course, you must pass all of the required Units, including the Added Value Unit.</p> <p>Pass/fail criteria will be applied.</p>	<p>ASSESSMENT (N5) units</p> <ul style="list-style-type: none"> • Cookery Skills, Techniques and Processes (National 5) • Understanding and Using Ingredients (National 5) • Organisational Skills for Cooking (National 5) <p>Conditions of award To gain the award of the Course, you must pass all of the Units as well as the Course assessment. Course assessment will provide the basis for the Course award grade.</p>
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<p>DEVELOPMENT OF SKILLS FOR LEARNING, LIFE AND WORK</p> <ul style="list-style-type: none"> • To develop the practical skills and knowledge needed to work in the hospitality industry and to live independently post school. • To develop a knowledge of healthy eating, dietary advice and economical and creative use of food resources – a valuable life skill and employment skill. • To develop and understanding of food sourcing both at home and abroad. • To encourage reasoned decision making and time management skills. • To develop skills in food preparation techniques, cookery processes and healthy eating. • <p>The course will also develop generic skills in; Numeracy – Money, time and measurement Employability – employability Thinking skills – Remembering, Understanding, Applying</p> <p>Progression to National 5 in Hospitality- practical cookery and Health and food technology courses at Nat5/Higher will be available as a course choice.</p>
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<p>PERSONAL STUDY/HOMEWORK</p> <ul style="list-style-type: none"> • Practise practical techniques to improve quality and standard of work • Maintain a log of the skills developed. • Research and collect samples of menus and recipes from family, internet and commercial sources to help generate ideas. • Generate ideas for production of meals, including time plans. • Complete evaluation of work. • Organise necessary personal equipment – apron and containers prior to each lesson.

COURSE DESCRIPTION

There is a charge of £50 to cover the cost of ingredients.

The course will be delivered through a combined unit approach to the **2 units**:-

**Cake Baking
Cake Finishing**

The students will be given opportunities to develop and practice a wide range of specialist skills in baking and sugar confectionary to increase their dexterity and precision to a professional standard.

In addition their understanding of the properties of the individual ingredients and specialist equipment will be developed through practical activities and personal research tasks.

Students will use the skills developed in the early part of the course to design and make a range of cakes. This work will be undertaken individually and require students to interpret a **product brief** issued to them

e.g. "Design and make a cake suitable for a 21st birthday party."

This focus on individual work will encourage development of creativity, and personal evaluative comment.

Student should be aware that a commitment to regular attendance and catching up on missed work is essential as all assessment is lesson based.

FOR WHOM WOULD THIS COURSE BE SUITABLE?

Students who have completed Hospitality Practical Cookery at National 4 or 5.

Students who have completed Art and Design at National 4/ 5.

S6 students looking for a practical subject.

ASSESSMENT ARRANGEMENTS:

Three written papers will be given on the theory of Cake Baking, and Cake Finishing

Through a value added unit, the student will plan and produce cake to a given brief.

This will require an extended time to be given to practice the skills necessary to

Dovetail components together prior to the assessment.

DEVELOPMENT OF SKILLS FOR LEARNING, LIFE AND WORK

The practical experiential nature of the course provides many opportunities to develop a wide range of skills to encourage and develop independent thinking through the design, production and evaluation of a range of cakes.

Life skills in time management, hygiene and safety will be integral part of the course. The transferable nature of these skills will be stressed to the students.

The course in addition to providing an extension to the skills of a student who has undertaken hospitality, Practical Cake Craft delivers numerous opportunities to all students to develop the skills valued by employers particularly in their ability to be flexible, resilient and in showing initiative. .

MATHEMATICS

ADVANCED HIGHER

COURSE DESCRIPTION

This course is designed to extend the student's mathematical knowledge and skills from Higher level in the areas of Calculus, Algebra and Geometry. Students will apply these skills to solve both practical and abstract complex problems. Formal proofs and Number Theory are introduced. The course enhances the student's awareness of the range and power of mathematics and the importance of mathematical applications to society in general.

The Advanced Higher Mathematics course comprises of three units:

- Methods in Calculus and Algebra
- Applications in Algebra and Calculus
- Geometry, Proof and Systems of Equations.

ASSESSMENT

Forres Academy will deliver the course through four block of work. Each block will be assessed and the evidence combined to show success in the three units. Success in the unit assessments as well as the external exam will result in an overall course award from the SQA.

HOMEWORK

Homework is a vital part of this course and is an essential link between lessons. Students are also expected to do a great deal of study on their own initiative.

ENTRY REQUIREMENTS

Pupils will need to have achieved a pass at Higher Mathematics and demonstrated the ability to work hard and study on their own initiative.

FUTURE STUDIES/CAREERS

Much of the content of this course is included in the first year university Maths courses, where it is covered more quickly than in Advanced Higher. Anyone who has done the Advanced Higher will therefore be at a considerable advantage if they include maths in their first year at university. Previous students have reported that they found having studied this course at school was a real advantage when they progressed to studying Science or Engineering courses at University.

MATHEMATICS

HIGHER

COURSE DESCRIPTION

The course is designed to extend students' mathematical knowledge and skills in the areas of algebra, geometry and trigonometry and to introduce elementary calculus. Students will apply these skills along with skills in interpreting information, reasoning and communicating to solve problems

The course comprises of three units:

- Expressions and Functions
- Relationships and Calculus
- Applications

These units will be combined and split into five blocks of work which together involve

- Using algebraic skills to work with logarithmic and exponential functions, straight line and quadratic functions, polynomials, circles, recurrence relations; sketching and identifying related functions and graphs.
- Using geometry skills to work with vectors.
- Using trigonometry skills to manipulate expressions and to solve equations.
- Using calculus skills to differentiate and integrate functions and to use these to solve problems.

ASSESSMENT

Each block of work will be assessed and the evidence combined to show success in all three units. Success in the external exam will result in a graded overall course award from the SQA.

HOMEWORK

Homework is an integral part of the course and will be a mixture of completion of class exercises and set homework. In addition, pupils are expected to spend time studying work covered on their own initiative in order to achieve a good grade.

ENTRY REQUIREMENTS

A secure pass in National 5 Mathematics.

Pupils will also require to have demonstrated the ability to commit themselves to working hard.

FUTURE STUDIES/CAREERS

Future studies: Advanced Higher Mathematics.

Careers: many courses require a qualification in Higher Mathematics, in particular engineering, all branches of science, business management and primary teaching.

MATHEMATICS

NATIONAL 5

COURSE DESCRIPTION

The course consists of 3 units:

- Expressions and Formulae – including manipulation of algebraic terms, simplification of expressions and evaluation of formulae. This will involve aspects of algebra, areas and volumes of shapes and using reasoning skills.
- Relationships – including solving equations, working with graphs and calculating length and angle measurements of shapes. This will involve using algebra, geometry, trigonometry and reasoning skills.
- Applications – using skills in trigonometry to solve non right-angled triangles; working with vectors; working with fractions and percentages; using statistics to analyse and compare data sets.

ASSESSMENT

Each of the 3 units has a unit assessment and there is an external course exam at the end of the year, consisting of both a non-calculator and a calculator paper, which gives a grade for the course award. Numeracy skills are an integral part of the course and pupils will sit an additional unit assessment in Numeracy at National 5.

HOMEWORK

Homework is an integral part of the course and will be a mixture of completion of class exercises and set homework. In addition, pupils are expected to spend time studying work covered in order to achieve a good grade.

ENTRY REQUIREMENTS

Mathematics National 4 pass and recommendation from S4 teacher.
A commitment to working hard.

FUTURE STUDIES/CAREERS

Future studies: those who have achieved all of the units and a good grade at course level may progress to Higher Mathematics in S6.

Careers: many courses and jobs require a good knowledge of mathematical concepts, in particular any form of science / engineering and business.

MATHEMATICS

NATIONAL 4

COURSE DESCRIPTION

The course consists of 3 units:

- Expressions and Formulae – including working with algebraic expressions; calculating areas and volumes of shapes; using symmetry; working with statistics and probability.
- Relationships – including solving equations, working with graphs; using scale; calculating measurements of lengths and angles involving angle relationships, Pythagoras and trigonometry.
- Numeracy – involving working with whole numbers, decimals, fractions percentages and ratio; measurements of time, weight, volume, temperature and solving related problems; interpreting and analysing data from statistical diagrams and using probability.

ASSESSMENT

Each of the 3 units has a unit assessment and there is a value added assessment at the end of the course. Success in these units is on a pass /fail basis.

HOMEWORK

Homework is an integral part of the course and will be a mixture of completion of class exercises and set homework. In addition, pupils are expected to spend time studying work covered in order to achieve success with secure passes in units.

ENTRY REQUIREMENTS

Lifeskills Mathematics National 4, **and a commitment to working hard.**

FUTURE STUDIES/CAREERS

Future studies: success in this course may enable pupils to progress to Mathematics Nat 5 or Lifeskills Mathematics Nat 5 in S6.

Careers: Many courses and jobs require a good knowledge of mathematical concepts and problem solving skills.

MATHEMATICS

NUMERACY 5

COURSE DESCRIPTION

The course consists of 2 outcomes:

1 Use numerical skills to solve real-life problems involving money/time/measurement by:

- 1.1 Selecting and using appropriate numerical notation and units
- 1.2 Selecting and carrying out calculations
- 1.3 Recording measurements using a scale on an instrument
- 1.4 Interpreting measurements and results of calculations to make decisions
- 1.5 Justifying decisions using the results of measurements or calculations

2 Interpret graphical data and situations involving probability to solve real-life problems involving money/time/measurement by:

- 2.1 Extracting and interpreting data from at least three different graphical forms
- 2.2 Making and justifying decisions using evidence from the interpretation of data
- 2.3 Making and justifying decisions based on probability

ASSESSMENT

The unit is assessed through a 50 minute calculator based assessment.

HOMEWORK

Homework is an integral part of the course and will be a mixture of completion of class exercises and set homework. In addition, pupils are expected to spend time studying work covered in order to achieve a good pass.

ENTRY REQUIREMENTS

National 4 Mathematics or National 4 Lifeskills Mathematics. This course requires learners to respond to a level of challenge and apply their learning to new and unfamiliar situations.

FUTURE STUDIES/CAREERS

Future studies: the skills developed will support progression in other curricular areas that require a solid foundation and good knowledge of mathematical concepts.

MODERN LANGUAGES
French**ADVANCED HIGHER****COURSE DESCRIPTION**

The Advanced Higher course develops advanced skills of reading, listening, talking, translation and writing in French. Learners use creative and critical thinking skills and develop independent learning skills. The course allows learners opportunities to communicate fluently and flexibly in a number of contexts while deepening their understanding of other views and cultures. There are opportunities for to study French literature and to develop research and analytical skills.

The course covers the 4 contexts of society, learning, employability and culture.

3 Mandatory units- Understanding Language (listening and reading)
- Using language (talking and writing)
- Specialist Study (assessing skills of critical reading and research on literature or media)

ASSESSMENT

Unit Assessments (internal) where learners are assessed once in each skill (Listening, Talking, Reading and Writing) take place at appropriate times during the year. The specialist study unit assessment takes the form of a log book which is to be filled in over the course of the year.

Course assessment (external) which has 4 components

- 1.Question paper – reading and translation (50 marks)
- 2.Question paper – listening and discursive writing (70 marks)
- 3.Performance – talking by means of a discussion (50 marks)
- 4.Portfolio – analytical essay in English on topic of specialist study unit (30 marks)

HOMEWORK

Independent learning both in school and at home is integral to the course. As part of the course learners are to undertake a specialist study and will be expected to research and plan their portfolio. Learners will also be expected to prepare for internal assessments and to regularly revise new vocabulary.

ENTRY REQUIREMENTS

While entry to the course or units will be at the discretion of the centre, students would normally be expected to have attained: Higher French with a grade A or B.

FUTURE STUDIES/CAREERS

Successful completion of this course may lead to other qualifications in Modern Languages or related areas; further study, employment and/or training .e.g. Arts, Social Science & Religion; Hospitality, Catering & Tourism; Law, Engineering, Teaching, Interpreting, Business, Marketing, Publishing, Finance, Broadcasting, Journalism, Civil Service

MODERN LANGUAGES

French

HIGHER

COURSE DESCRIPTION

The Higher course offers learners the opportunity to further develop the four skills of reading, listening, talking and writing in the contexts of society, learning, employability and culture. Learners will gain deeper knowledge and understanding of detailed and complex language and be able to apply these to the skill of translation. The course offers learners opportunities to communicate more fluently and continue to develop a deeper understanding of other cultures.

The course consists of two mandatory units :

Understanding Language – listening and reading

Using Language – talking and writing

We would hope to cover the following topics:

- ❖ **Society**
 1. Family and Friends (changing family patterns / relationships / bullying / social pressures)
 2. Media and Technology (impact of the digital age)
 3. Lifestyles (teenage problems – smoking / drugs / alcohol)
 4. Global languages/Citizenship (minority languages)
- ❖ **Learning**
 1. Education (further education/ choosing a uni / lifelong learning)
 2. Learning in context (learning styles / language learning)
- ❖ **Employability**
 1. Jobs (summer jobs, future plans, career path, gap year,)
- ❖ **Culture**
 1. Planning a trip (Taking a gap year, working abroad, travel)
 2. Other countries (racism, stereotypes)
 3. Film and television (study of a French film)

ASSESSMENT

Internal Course Assessment

Learners will have an assessment on each skill: Reading, Listening, Talking and Writing at appropriate times of the year.

External Course Assessment

- Question Paper1 : Reading and Directed writing (30 + 10 marks)
- Question Paper 2 : Listening and Writing (20 + 10 marks)
- Performance : Talking (30 marks)

The Performance is assessed in school but may be verified by the SQA.

HOMEWORK

Regular homework will be issued to develop reading and writing skills. Learners will be expected to prepare for assessments and deadlines for essays or presentations will be negotiated. Learners will also be required to regularly revise and learn new vocabulary.

ENTRY REQUIREMENTS

While entry to the course or units will be at the discretion of the centre students will normally be expected to have attained National 5 French with a grade A or B.

FUTURE STUDIES/CAREERS

Attainment of the award will allow students to progress to Advanced Higher in Sixth Year or enter Higher Education at an appropriate level.

A Higher Language Award will allow opportunities in Engineering, Law, Tourism and Primary Teaching to name but a few, but, no matter the subject area, a language skill will always put the learner in pole position

MODERN LANGUAGES
French

NATIONAL 5

COURSE DESCRIPTION

National 5 French offers learners opportunities to reflect, communicate and develop ideas through language. Learners will gain insights into other ways of thinking, other views of the world and develop a richer understanding of active citizenship.

The course aims to enable learners to develop and extend the ability to:

- ❖ Read, listen, talk and write in a modern language
- ❖ Understand and use a modern language
- ❖ Apply basic knowledge of a modern language
- ❖ Develop literacy skills

The course is made up of two units:

- ❖ **Understanding Language** (Listening and Reading skills)
- ❖ **Using Language** (Talking and Writing skills)

The course offers learners the opportunity to develop simple language skills in the meaningful real -life contexts of society, learning, employability and culture.

We would hope to cover the following topics

- ❖ **Society**
 1. Family and Friends(Appearances and qualities)
 2. Media and Technology(TV ,cinema, music,)
 3. Lifestyles (Hobbies, interests)
 4. Global languages/Citizenship(Personal information)
- ❖ **Learning**
 1. Education(School, likes and dislikes)
 2. Learning in context(Comparing schools / type of learner)
- ❖ **Employability**
 1. Jobs(Jobs, future plans, CVs)
- ❖ **Culture**
 1. Planning a trip(Travel, directions, accommodation)
 2. Other countries(Customs, traditions, eating out)
 3. Celebrations(Special events, shopping)

ASSESSMENT

Unit Assessments, and External (SQA)

INTERNAL COURSE ASSESSMENT

- ❖ Understand one detailed written text (Reading)
- ❖ Understand one detailed spoken text (Listening)
- ❖ Use detailed spoken language in ONE conversation (Talking)
- ❖ Use detailed language in ONE written task (Writing)

Evidence will be generated across the units in the course. Assessments will be set by the school to provide both breadth and challenge.

EXTERNAL COURSE ASSESSMENT

- | | |
|--------------|----------|
| 1. Talking | 30 marks |
| 2. Reading | 30 marks |
| 3. Writing | 20 marks |
| 4. Listening | 20 marks |

The external course assessment is set by the SQA

Talking is assessed in the school but may be verified by the SQA.

HOMEWORK

Regular preparation for ongoing class assignments will be set. Completion dates for key tasks will be agreed with the teacher. Pieces of work which are to be used as evidence will be highlighted and learners may be asked to research or develop some of these tasks at home. Learners are expected to practice writing and talking tasks at home and regularly revise vocabulary.

ENTRY REQUIREMENTS

Entry to the course is at the discretion of the centre. S1 – S3 French would be an advantage but not compulsory.

FUTURE STUDIES/CAREERS

Attainment of the award will allow students to progress to Higher in the same language or to appropriate vocational courses e.g. in tourism which include a foreign language component. The final aim may be a career in Engineering, Law, Tourism, Primary Teaching to name but a few, but, no matter the subject area, a language skill will always put the learner in pole position. “ The limits of your language are the limits of your world”

DEVELOPMENT OF SKILLS FOR LEARNING, LIFE AND WORK

The Course contributes towards the development of literacy skills by providing learners with opportunities to listen and talk, read and write in a modern language, and to reflect on how this relates to English. Other skills developed in more detail are thinking skills; learners will have opportunities to apply their knowledge about language and vocabulary to use language in different contexts and for different purposes. Furthermore learners will learn about the culture, customs, practices and beliefs in another country and can develop all four language skills and knowledge in another language. The topics covered in the course will develop learners' understanding of both global issues citizenship issues in another country as well as encouraging understanding of their own culture and community.

MODERN STUDIES

ADVANCED HIGHER

COURSE DESCRIPTION

Advanced Higher Modern Studies is concerned with developing students' knowledge and understanding, evaluating and investigative skills in relation to Modern Studies topics. Students will understand the importance of sound evidence, both qualitative and quantitative, gathered in a disciplined way as a basis of their work. Students will also assess critically a variety of political and social science research methods and they will carry out independent research to develop their investigative skills with reference to one of the study themes in the syllabus.

The Advanced Higher course has two mandatory units:

- i. Political and Social Issues
- ii. Modern Studies: Practical Research

Within the Political and Social Issues unit, candidates will cover one of the following study themes:

- i. Comparative Politics and research methods
- ii. Law and Order and research methods

Students will carry out their practical research based on a unit within one of the study themes above.

ASSESSMENT

Students will develop their essay writing technique over the year and produce a 5000 word dissertation for external assessment based on a topic of their choice. They will also be assessed on a continual basis and their best work chosen for assessment purposes.

HOMEWORK

Students will be given regular homework based on essay writing and research skills throughout the year as well as working on their final dissertation. The school's deadlines policy will be enforced.

ENTRY REQUIREMENTS

Pupils require a **Higher** pass in Modern Studies, History or another Social Subject, however, other higher passes will be considered.

FUTURE STUDIES/CAREERS

Students will be able to continue into Higher education courses in Politics, Humanities and Social Sciences, Journalism, Law and Business Administration or other related areas. The essay writing skills that they will develop over the course of the year will benefit pupils in a number of higher education courses. Students may also progress to employment or vocational training in a variety of different areas.

MODERN STUDIES

HIGHER

COURSE DESCRIPTION

The purpose of this course is to provide breadth and depth in the knowledge and understanding of Political, Social and International Issues through the study of the 3 units below. It is also intended to develop skills of evaluating and decision-making.

The Higher Modern Studies course covers three study themes:

Study Theme 1: Political Issues in the United Kingdom

Devolved Decision Making in Scotland

This unit examines the Scottish Parliament, the Scottish Executive and local government in Scotland. It also looks at the Scottish Parliament and its relationship with Westminster. This unit will encompass a visit to the Scottish Parliament where there will be an opportunity to meet with MSPs.

Study Theme 2: Social Issues in the United Kingdom

Wealth and Health inequalities in the UK

This unit examines evidence of, causes and consequences of health and wealth inequalities in the UK. It also looks at the extent of these inequalities and the effectiveness of government policy to deal with them.

Study Theme 3: International Issues

The People's Republic of China

This unit considers the political, social and economic changes taking place in China today. It also looks at the growing importance of China as an emerging superpower.

ASSESSMENT

Assessment will be ongoing and class work will be used as part of the evidence portfolio for internal assessment. On top of this, an added value unit will allow pupils to study and produce work on an area of history study of their own choice.

HOMEWORK

The School deadline policy will be implemented in regards to Modern Studies Higher homework. In order to keep up with the contemporary nature of the Modern Studies course, students will be expected to maintain a media log based on newspapers, internet and other forms of media. Students will also work on essay questions throughout the year as part of their homework schedule.

ENTRY REQUIREMENTS

Students require a **National 5 pass** in Modern Studies or another Social Subject such as History, Geography, Business Management or Religious and Moral Education, however, other national 5 passes will be considered.

FUTURE STUDIES/CAREERS

The natural progression from a Higher pass is to continue the study of Modern Studies at Advanced Higher. Students can also continue into Higher education courses in Politics, International Relations, Education, History, Humanities and Social Sciences, Law and Business Administration or other related areas. Its contemporary nature and essay-based skills make it a desirable course for 6th years wishing to embark on Higher or Further education in a variety of courses.

MODERN STUDIES**NATIONAL 5****COURSE DESCRIPTION**

The National 5 course will develop the understanding of rights and responsibilities in a national context. It will cover the responsibility of society on a political stage, as well as, dealing with difficult social problems that all societies face. It will tackle tough questions like: Should Scotland be an Independent country? How should society be funded? How do we compare to other countries? The pupils will be asked to delve into the difficult questions of how a society runs and, through doing so, gain an understanding of their own responsibility within one.

Political issues: Democracy in Scotland

Thus unit looks at the democratic system in Scotland. Students will examine the role of the Scottish Parliament; examining the work of the First Minister, the Scottish Government and MSPs in the running of Scotland. It will allow pupils to examine arguments surrounding further devolution or Scottish independence, and will inform them on the importance of voting. It will also look at the role of Councillors in Scotland, and investigate the arguments surrounding council funding and its effect on vital services. Finally it will examine how ordinary people can get involved and express their views in Scottish politics and influences on politicians such as Pressure Groups and the media.

Social Issues: Social Inequality in the UK

This unit looks the effect of poverty, social exclusion and ill-health on the people of the UK. It will examine the different causes that can contribute to poverty in the UK, and how different agencies attempt to tackle this. It will allow students to study the different causes of ill-health, from lifestyle and wealth to gender and geographic location. Finally it will allow students to ask the question: who is responsible for tackling these inequalities? Is it the State, the Voluntary Sector or the individual themselves?

International Issues: The People's Republic of China

China is now the 2nd richest state in the world, and is on the verge of becoming the second superpower on the global stage. But what do we really know about China? This unit will examine political, socio-economic and human rights issues in the PR China. Students will discover if China is in fact undemocratic. We will examine the issues caused by China's growing wealth for the people of China, and look at those left behind by it. Students will also focus on some of the major Human Rights issues in China, such as the death penalty, One Child Policy and Laogai prison labour camps, and see if China is making progress in addressing these issues.

ASSESSMENT

Each unit will be assessed according to the requirements of the SQA. The added Value unit will allow pupils to delve deeper into a 'Law and Order in the UK' or a subject of their choice connected to the content covered.

Development of skills for learning, life and work

Modern Studies contributes to general education and the wider curriculum. It will help develop informed and active citizens by helping learners gain a greater understanding of political and social institutions and processes. Learners will develop skills which are transferable to other areas of study and which they will use in everyday life.

From the achievement of a National 5 course students may be able to progress to the study of Higher Modern Studies or another Social Subject. They may also progress to further education programmes in arts and social sciences or other areas. Students will be able to continue into Higher education courses in Politics, Humanities and Social Sciences, Journalism, Law and Business Administration or other related areas. The essay writing skills that they will develop over the course of the year will benefit pupils in a number of higher education courses. Students may also progress to employment or vocational training in a variety of different areas

MUSIC**ADVANCED HIGHER****COURSE DESCRIPTION**

This course consists of three units and a course assessment.
The three units are:

PERFORMING SKILLS

To pass this unit, pupils must be able to demonstrate their ability to perform music to an acceptable standard on both of their two selected instruments or on one instrument and voice. They should be able to demonstrate complex musical, interpretative and technical skills and show clear understanding of the intentions of the composer. They must also be able to critically self-reflect and evaluate the quality and accuracy of their performance skills. Minimum standard of ABRSM grade 5.

COMPOSING SKILLS

To pass this unit, pupils must be able to create original music. They must demonstrate the ability to analyse the methods and concepts used by different composers. They must be able to experiment with concepts and refine and develop musical ideas. They must ensure the ideas make musical sense and be able to critically reflect on the created music and the creative process. A range of techniques will be explored during the course.

UNDERSTANDING MUSIC

To pass this unit, pupils must be able to identify and analyse the use of music concepts and style by recognising them in excerpts of music, analysing the impact of social and cultural influence on their development and analyse and use a variety of musical signs and symbols.

ASSESSMENT

- The three units above must be passed in line with the assessment standards. These are done throughout the year.
- Course assessment consists of a performance exam (60 marks, 30 per instrument) and an Understanding Music question paper. (40 marks) The Performance should be at minimum grade 5 standard and should last 20 minutes with at least eight minutes and two contrasting pieces on each instrument. The question paper will test knowledge and understanding of the concepts and outcomes from the Understanding music Unit.

HOMEWORK

- Continual practise of performance skills
- Ongoing development of compositional techniques.
- Frequent revision of musical concepts and literacy.

ENTRY REQUIREMENTS

At the discretion of the department. N6 Music at A or B. To be able to perform at grade 5 level minimum on 2 instruments.

FUTURE STUDIES/CAREERS

The Music Industry, Performance Studies at a Music College, the Media, the Recording Industry, Music Therapy, Community Arts, Music Technology, Teaching.

MUSIC**HIGHER****COURSE DESCRIPTION**

This course consists of three units and a course assessment.
The three units are:

PERFORMING SKILLS

To pass this unit, pupils must be able to demonstrate their ability to perform music to an acceptable standard on both of their two selected instruments or on one instrument and voice. They should be able to demonstrate complex musical, interpretative and technical skills and show clear understanding of the intentions of the composer. They must also be able to critically self-reflect and evaluate the quality and accuracy of their performance skills. Minimum standard of ABRSM grade 4.

COMPOSING SKILLS

To pass this unit, pupils must be able to create original music. They must demonstrate the ability to analyse the methods and concepts used by different composers. They must be able to experiment with concepts and refine and develop musical ideas. They must ensure the ideas make musical sense and be able to critically reflect on the created music and the creative process. A range of techniques will be explored during the course.

UNDERSTANDING MUSIC

To pass this unit, pupils must be able to identify and analyse the use of music concepts and style by recognising them in excerpts of music, analysing the impact of social and cultural influence on their development and analyse and use a variety of musical signs and symbols.

ASSESSMENT

- The three units above must be passed in line with the assessment standards. These are done throughout the year.
- Course assessment consists of a performance exam (60 marks, 30 per instrument) and an Understanding Music question paper. (40 marks) The Performance should be at minimum grade 4 standard and should last 12 minutes with at least four minutes and two contrasting pieces on each instrument. The question paper will test knowledge and understanding of the concepts and outcomes from the Understanding music Unit.

HOMEWORK

- Continual practise of performance skills
- Ongoing development of compositional techniques
- Frequent revision of musical concepts and literacy.

ENTRY REQUIREMENTS

At the discretion of the department. National 5 Music. To be able to perform at grade 4 level minimum on 2 instruments.

FUTURE STUDIES/CAREERS

The Music Industry, Performance Studies at a Music College, the Media, the Recording Industry, Music Therapy, Community Arts, Music Technology, Teaching.

MUSIC**NATIONAL 5****COURSE DESCRIPTION**

The N5 Music course is a practical based subject, which will allow pupils to develop and refine performance skills on Two instruments or One instrument and Voice. Through this and creating their own music, they will develop knowledge and understanding of specific musical concepts and musical literacy.

The course has 3 units.

PERFORMING SKILLS – Perform level specific pieces to develop technical skills on chosen instruments. This may be in a solo and/or group setting. Part of progressing on the instruments is also being able to analyse and evaluate own performance or that of others. This can be of a work in progress or a finished performance. Being able to identify areas for improvement is vital to be able to produce a strong final performance.

COMPOSING SKILLS – Experiment with a range of musical activities including improvising, composing and arranging and understand compositional methods and concepts. Skills will also be developed to organise musical ideas into more substantial compositions.

UNDERSTANDING MUSIC – Through practical approaches, develop knowledge of a range of musical concepts and literacy. This will involve listening to many different styles of music and being able to identify important features in the music. It also includes learning about the background and influences of these styles of Music.

ASSESSMENT

Each of the units, Performing, Composing and Understanding must be passed. Internal assessments are set for this by the department.

The added value assessment consists of:

- A performance of 8 minutes featuring both instruments.(60 marks)
- A question paper which tests understanding of the listening and literacy concepts. (40 marks)

Both of these elements are prepared for internally. Performance will be assessed by a visiting SQA examiner and the written paper will be set by the SQA and completed under exam conditions

HOMEWORK

- Continual practise of performance skills
- Ongoing development of compositional techniques
- Frequent revision of musical concepts and literacy.

ENTRY REQUIREMENTS

At the discretion of the department. Pass at National 4 Music. To be able to perform at grade 3 level minimum on 2 instruments.

FUTURE STUDIES/CAREERS

The Music Industry, the Media, the Recording Industry, Community Arts, Music Technology.

PHYSICAL EDUCATION

HIGHER

COURSE DESCRIPTION

Expectations and Equipment

Pupils who decide to study for a Higher are required to show a particular aptitude for P.E and have been successful in achieving a good pass at National 5 P.E.

Pupils should also note that the Higher P.E. course is practical, assignment and exam based. Therefore, pupils will be learning through both practical and classroom sessions on a weekly basis as well as receiving weekly homework tasks to support learning. The literacy elements of the course are plentiful and form a large part of assessment tasks.

Content

The course is completed over 1 year where pupils will participate in the following activities: Badminton, Basketball and Swimming.

ASSESSMENT

Assessment for Higher P.E. will be completed through unit assessments on an ongoing basis carried out by teachers, through a one off performance and through a final examination. To be awarded a Higher in P.E., pupils must demonstrate that they meet the requirements of the units and course assessment as well as passing their final examination. A full break down of the course is listed below:

Higher Physical Education

To achieve a Higher in P.E., pupils are required to pass all elements below.

Practical Performance - Unit Assessment

Pupils will be assessed continuously during the course in the 3 practical activities. Pupils are required to pass a minimum of 2 activities at Higher level. This unit will be internally assessed by the class teacher.

Factors Impacting on Performance – Unit Assessment

Pupils will be required to pass their unit assessments which will assess their depth of knowledge and understanding of analysing and reporting on factors which impact on performance (Mental, Emotional, Physical and Social) at Higher level to pass this unit. This unit will be internally assessed by the class teacher.

Practical Performance – Course Assessment

Pupils are required to perform a one off performance where they will be graded by their teacher from 1 – 40 marks at Higher level. In addition, pupils are required to prepare an assignment which details how they planned, prepared for and evaluated their performance where they can achieve 8 marks for preparation and 12 marks for evaluation. Pupils will then be given a total mark out of 60 for this section which will contribute to 60% of their final grade.

Final Examination – Course Assessment

Pupils are required to sit a final exam which will be graded out of 40 where all questions will be mandatory making up 40% of the final grade. The first section will be assessing methods of collecting information, approaches to develop performance and monitoring, recording and evaluating performance. The second section will be a scenario based question.

Pupils will be grades A – D based on the 2 elements of course assessment by the SQA once all aspects of the course and unit assessments have been completed and submitted.

Performance Unit Only

These units are for those students who only wish to enjoy the practical side of P.E. There are no exams and pupils are only assessed on their practical ability. Pupils will gain an SQA Unit Pass for Performance in P.E from National 4 – National 6 (Higher). This course is a good compliment to a rigorous academic timetable and has a timetable requirement of 5 periods per week whereby pupils will experience a breadth of activities.

PHYSICAL EDUCATION

NATIONAL 4/5

COURSE DESCRIPTION

The course comprises of 2 Mandatory Units:
Performance Skills

Factors Impacting on Performance (Portfolio at N5)

Performance Skills – Pupils will develop a range of movement and performance skills in physical activities. They will develop consistency and control, fluency of movement, decision making and ability to control emotions within the performance. At N5 pupils will perform across a range of activities with the specific focus being on their best two.

Factors Impacting on Performance – Pupils will explore and develop their knowledge of factors that impact on personal performance in physical activities. They will record, monitor and reflect on their own performance. At N5 pupils will focus on three main sections:

1. Understanding factors that impact on performance - Physical, Social, Mental & Emotional.
2. Planning, developing and implementing approaches to enhance personal performance.
3. Monitoring, recording and evaluating performance development.

The N4 course also comprises of 1 Added Value Unit: Performance

Added Value Unit (Performance) – Pupils will prepare for, and carry out, a performance which will allow them to demonstrate challenge and application.

There may be opportunities for personalisation and choice in the selection of physical activities.

ASSESSMENT

All units will be assessed internally and will be on a pass/fail basis.

1. **Performance** will be required to pass two physical activities at National 4 level.

At N5

2. **Performance** - Pupils will be awarded a mark out of 40 for a one off performance in a practical activity of their choice. A mark out of 20 will be awarded for the planning, preparation and evaluation of this performance.
3. **Portfolio** - Pupils will be assessed externally within the portfolio unit by the SQA. They will be awarded a mark out of 40 for researching what factors impact on performance and also evaluating and recording performance.

HOMEWORK

Regular homework will be issued for Performance Skills and Factors Impacting on Performance. It should be pointed out that this course involves some extensive written tasks and a good work ethic is required to cope with this.

RECOMMENDED ENTRY LEVELS

Pupils must have achieved at least Level 3 Secure in Physical Education or have previous agreement with Faculty Head that they are a suitable candidate for the course.

Strong literacy skills are essential throughout the course. National 4 Literacy is the minimum level required.

FUTURE STUDIES/CAREERS

Useful as qualification for PE Teaching/Sports Coaching, Sports Science, Leisure Activities/Management, and for Further/Higher Education.

DEPARTMENT: PHYSICAL EDUCATION

COURSE TITLE: SPORT AND RECREATION: BI-LEVEL NATIONAL 4/ NATIONAL 5**Subject Description**

This Skills for Work Course is designed to provide opportunities for pupils to develop and enhance their skills and attitudes ready for employability.

A key feature of this course is the emphasis on *experiential* learning. This means learning through practical experiences and learning by reflecting on these experiences. It is particularly geared towards pupils who want to further their leadership and organisation skills with a view to entering the sport and leisure industry.

The Sport and Recreation National 4/5 course aims to:

- Provide pupils with a broad introduction to the Sport and Recreation sector
- Encourage pupils to foster a good work ethic, including time keeping and a positive, responsible attitude.
- An awareness of Health and Safety issues relevant to a range of physical activities
- Develop Communication and Customer Care skills
- Develop skills in planning, reviewing and evaluating physical training programmes for clients.

The course will be divided into 5 units:

- Skills for Employment
- Assist with Activity Sessions
- Dealing with Facilities and Equipment
- Dealing with Accidents and Emergencies
- Personal Fitness/Fitness Programming

The National 4/5 courses result in a Pass/Fail course award and therefore no A-D grade will be given. All assessments are completed on a pass/fail checklist basis. Pupils will keep an assessment log of their progress and learning. The vast majority of outcomes will be achieved through scenario style assessments.

Assessment (N4) (Pass/ Fail)	Assessment (N5) (Pass/Fail)
<p>Unit Assessment Skills for Employment – You will be assessed on your interactions with customers on two separate occasions in two different activities. You will also complete relevant paperwork to review and evaluate your customer service skills.</p> <p>Assist with Activity Sessions – You will assist/lead one individual and one team activity and complete relevant paperwork to support your delivery. You will assist with a minimum of another 2 activities.</p> <p>Dealing with Facilities and Equipment – You will be assessed in your ability to safely set up, move, handle and dismantle equipment. This will be through the completion of an assessment log.</p> <p>Dealing with Accidents and Emergencies – You will be assessed in two areas. One area will be assessed by a short 20 minute written test. The second area will be through 4 role play/scenario situations for different injuries/emergencies</p> <p>Personal Fitness – You will be assessed on your ability to identify your own personal fitness levels and develop a training programme to improve upon this.</p>	<p>Unit Assessment Assist with a Component of Activity Sessions – You will assist/lead one individual and one team activity and complete relevant paperwork to support this.</p> <p>Employment Opportunities in the Sport and Recreation Industry – You will be assessed on a written piece of work documenting evidence of 3 career pathways within the industry and the skills, qualifications and experience required for these. You will also review your own experience and qualifications and document a personal career action plan for one career path within the industry.</p> <p>Assist with Fitness Programming – You will develop a fitness programme for a client and deliver this over a 6 week period. You will provide evidence of baseline fitness testing, training plan for 2 identified areas of fitness development, and a final review of the programme and clients thoughts.</p> <p>Assist with Daily Centre Duties – You will help to set up, dismantle and store equipment showing evidence of a work schedule and safe practice. You will also need to demonstrate a minimum of three client interactions.</p>

Development of Skills for learning, life and work
This course aims to deliver skills and attitudes for employment or self-employment that include:

- Time keeping, appearance and customer care
- Self-evaluation skills
- Positive attitude to learning
- Flexible approaches to solving problems
- Adaptability and positive attitude to change
- Confidence to set goals, reflect and learn from experience

Personal Study/Homework
Due to the Sport and Recreation course being largely experiential and the fact that most assessments are conducted within lesson time, homework will be slightly more intermittent than some other courses within the curriculum. In the most part, a pupil's study priority will revolve around the upkeep of their assessment log.

POSSIBLE PROGRESSION IN THE SENIOR PHASE
Pupils are able to move 'sideways' into the National 4/5 P.E course. In the near future we hope to introduce a Community Sport Leaders Award and this would be a natural progression for those pupils who pass the National 5 course. It would also be appropriate for National 5 pupils to assist with sports clubs in the extra-curricular programme to further enhance their skills.

DEPARTMENT: PHYSICAL EDUCATION**COURSE TITLE: SCQF Level 5 Community Sports Leaders Award****OUTLINE OF COURSE**

The SCQF Level 5 Award in Community Sports Leadership is a nationally recognised qualification. It is a fun and practical qualification suited to pupils who have a keen interest in developing and enhancing their leadership skills.

The primary aim of the Community Sports Leaders Award is to produce responsible, motivated and confident individuals who can lead safe, purposeful and enjoyable activities alongside developing key leadership skills that can be transferred into a variety of different settings. It is also designed to encourage pupils to become involved in organising and assisting with the provision of sport on a voluntary basis. Skills are taught through practical exercises and scenarios with pupils keeping a log of their progress. Once qualified sports leaders can organise safe, purposeful and enjoyable recreational activities within their community.

Pupils should be aware that part of the course requires them to organise and run fundraising events throughout the year that will help enhance their knowledge and practical skills, as well as raising funds for their own Sports Leaders uniforms and added value courses such as first aid. Although these are not compulsory elements of the course we feel that it will go a long way in developing the culture of coaching and mentoring within Forres Academy and create role models for younger pupils.

UNITS COVERED

The SCQF Level 5 Award in Community Sports Leadership consists of seven units of work including 10 hours demonstration of leadership. This will be completed in school through the organisation and planning of whole school events and may, if appropriate, include external partnerships in the community, for example local Primary Schools.

Unit Unit Title

- 1** Plan, lead and evaluate a sport/activity session
- 2** Developing leadership skills
- 3** Lead a session to improve fitness
- 4** Adapting sports activities
- 5** Establish and maintain a safe sport/activity session
- 6** Organise and deliver a sports event or competition
- 7** Pathways in sport and recreation
- 8** Demonstrate leadership skills in the community. 10 hours voluntary leadership experience (voluntary by choice of activity, but a compulsory part of the course).

PUPIL LEARNING EXPERIENCES AND SKILLS DEVELOPED

Pupils will learn and develop essential leadership skills including:

- Learning to lead others
- Increased confidence in leading groups
- Enhanced self-esteem
- Improved communication skills
- Improved organisation and planning skills
- Experience working as part of a team

ASSESSMENT AND EVIDENCE OF LEARNING

Skills are taught through practical exercises with pupils keeping a log of their progress.

Assessment is made upon a learner's ability to lead and demonstrate their leadership skills for a certain period of time, within a specific setting – all of this will be recorded on a personal learning log. This will then be presented for external verification. Awards are made on a pass/fail basis and successful candidates will receive a certificate.

POSSIBLE PROGRESSION IN THE SENIOR PHASE

- In the future we hope to offer a Higher Leadership course for S6 pupils.
- This course is ideally suited to any pupil aspiring to enter a world of work that requires excellent organisational and leadership skills.

PHYSICS**ADVANCED HIGHER****COURSE DESCRIPTION**

The CfE Advanced Higher Physics course (new in 2015) is designed to build on the physics concepts, skills and abilities developed at CfE Higher Level. It involves a significant amount of mathematical work, and follows the same basic structure as the CfE Higher. There are 2 main units, a half unit, and a Research unit to complete. The unit titles are:

Rotational motion and Astrophysics (Full unit)

Equations of motion in rotating systems, the energy and forces that make objects orbit. Gravitation (forces between particles) Angular momentum, Escape velocity. The properties of stars, their evolution, relativity and black holes are all studied.

Quanta and waves (Full unit)

Quantum theory, wave –particle duality, models of the atom, the solar wind and cosmic rays. Simple harmonic motion, the properties of waves, travelling waves, interference between waves and polarisation.

Electromagnetism (half sized unit)

Covering electric fields, ferro magnetism, induction, capacitance, and electromagnetic radiation.

Investigating Physics (half sized unit)

This consists of an extended investigation involving planning, organisation, experimental design, and the collection and analysis of data culminating in the production and presentation of a report on a topical area in Physics.

The course is designed to provide students with learning experiences leading to the acquisition of knowledge, skills and attitudes to assist students to make their own reasoned decisions on many issues within a modern society which is increasingly dependent on science and technology.

ASSESSMENT

The theoretical elements of each unit are assessed using on a pass/fail basis using National Assessment items. The practical element of the course is assessed via the completion of a practical experiment and formal write-up. In addition, the Investigation Unit will be assessed on the Student Day book, together with readings and analysis of the information obtained. There is also an externally marked assignment and a final SQA exam.

HOMEWORK

Homework is given on a regular basis and takes a variety of forms: Completion of note taking or examples, Self-study, Formal Assignments, Completion of experimental reports, Revision, Background Research and preparatory work for the investigation. As in previous courses summary notes and problem booklets will be provided, along with additional support materials and software.

ENTRY REQUIREMENTS

Pupils should have attained good grades in Higher Physics and Higher Maths. A candidate with a 'C' grade at Higher Physics will find this course hard work.

FUTURE STUDIES/CAREERS

Physics has application in a wide range of careers such as Science and Engineering; Research; Medicine, including Physiotherapy; the Telecommunications, Energy and Manufacturing Industries and represents a good qualification to contribute to entry to a wide range of Higher education courses including the possibility of Second year entry into some universities.

PHYSICS**HIGHER****COURSE DESCRIPTION**

The CfE Higher course is designed to follow on from the National 5 course, continuing many of the themes studied at National 5. The course comprises four units, listed below:

Our Dynamic Universe

We study essential mechanics and dynamics, such as the effects of forces, energy and power in the Universe. We then use these tools to study how the Universe came into being, show it has evolved, and where it is likely to finish. This includes the Big Bang theory, special relativity, and universal expansion.

Particles and Waves

We study the Standard Model of matter, how it was made, how it interacts. Also covers nuclear reactions, wave particle duality, how waves refract, diffract and interfere.

Electricity

This is a smaller unit covering AC, and the fundamentals of electricity such as potential difference, resistance, voltage and current. We look at sources of electricity, and some of the components used in modern electrical and electronic systems.

Researching Physics

A topic relevant to modern society, drawing on the knowledge gained in the other units, is researched and presented by the pupil.

Particular emphasis is placed on understanding the effects that the topics studied have on society and the environment.

ASSESSMENT

Each unit is assessed by means of a question paper similar in format to that used in the National 5 course. Each pupil also produces an assessed experimental report. The course is also assessed by means of an assignment and a final examination, marked externally, the marks from which will be used by the SQA to award a final grade for the course.

HOMEWORK

Will take the form of note completion, research, and problem solving, all of which will be completed regularly as the course progresses. A series of summary and problem books are issued to each pupil to allow this, they also are given access to an online Physics course.

ENTRY REQUIREMENTS

Pupils should have attained a pass in the National 5 physics course, or equivalent.

FUTURE STUDIES/CAREERS

The CfE Higher course provides a sound basis for the CfE Advanced Higher course in S6. Physics qualifications have application in a wide range of careers in management, engineering, scientific research, telecommunications, finance and many more.

PHYSICS**NATIONAL 5****COURSE DESCRIPTION****There are 3 units:**

'Electricity and Energy' – main topics covered are energy transfer, heat, and the gas laws. This will involve studying energy conservation, electric fields and charge, building electrical and electronic circuits, electrical power, how objects store and release heat, how volume, pressure and temperature are related in a gas.

'Waves and Radiation' – Pupils will study waves and nuclear radiation. This includes the properties of waves, how they transfer energy, how waves 'bend' around objects, the electromagnetic spectrum and refraction. Nuclear radiation includes understanding what different types of radiation are, how it occurs naturally, uses of radiation, and a simple understanding of fusion and fission.

'Dynamics and Space' – We study velocity, vectors, how to graph movement, acceleration, Newton's laws of motion, how projectiles move after launch. We also look at the Universe and our place in it, and examine the risks and benefits of space exploration – and their impact on our everyday lives. an introduction to how we measure and map the Universe rounds off the unit.

ASSESSMENT

Each unit is assessed by means of a question paper testing each of the key areas studied. Each pupil also produces an experimental report and a brief descriptive piece about an area studied, these are also assessed and must be completed successfully.

There is also an assignment and a final exam, both marked by the SQA, the combined score for which will determine the grade awarded.

HOMEWORK

Consists of note completion, research, experimental reports and problems solving. These will be completed regularly throughout the course. Pupils are expected to ensure that their notes are complete and up to date. Summary and problem booklets are provided, as is access to an online course tutorial program.

ENTRY REQUIREMENTS

Although completion of the S3 Physics course or the National 4 Physics in S4 would be preferred, pupils new to physics will find the course accessible provided they are prepared to put the study time in. Some mathematical ability is required as there are a number of equations to rearrange and use.

FUTURE STUDIES/CAREERS

Success at National 5 would qualify a pupil for entry to the CfE Higher in S6. Physics qualifications have a wide range of applications in modern life, and many career paths are open to those successful in the subject, including management, scientific research, telecommunications, finance, engineering, armed forces....

PHILOSOPHY

NATIONAL 5/HIGHER

COURSE DESCRIPTION

Aims – The course aims to introduce the student to the main ideas in philosophy. Students will explore a variety of philosophical points of views and arguments. An important part of the course is the development of a range of skills - evaluating evidence, presenting arguments and justifying your own view point. People who enjoy discussions will find philosophy exciting and stimulating. Studying philosophy allows you to think about thinking itself which can be very amusing.

Content – There are 3 units in this course.

Arguments in Action

In this unit we look at the nature of arguments and what makes a good or bad argument. Candidates also examine weaknesses in arguments.

Knowledge and Doubt

In this unit we examine what knowledge means and if it is possible to have true knowledge of anything. We also study the philosophy of Descartes and Hume.

Moral Philosophy

The moral theories of Utilitarianism and Kantianism are studied. We apply these theories to a range of moral issues such as euthanasia, stem cell research, war, reality TV shows and also relevant topics from the daily newspapers.

ASSESSMENT

Internal assessment takes place throughout the course. The coursework and exam paper are externally marked by SQA.

HOMEWORK

Structured homework is given regularly but the most important aspect of work outside the classroom is weekly revision of what is covered in class.

ENTRY REQUIREMENTS

This is on the advice of the Department but, as a guideline, consider the following:-
Higher Philosophy – Pass in Nat 5 English or equivalent.
Nat 5 Philosophy – Pass Nat 4 English/Pass in Nat 4/5 RMPS Unit or equivalent.

FUTURE STUDIES/CAREERS

A philosophy course is an excellent education. It develops the ability to think clearly and logically, to present a persuasive case, to analyse issues and sort out the essential from the inessential. It encourages the development of independence of mind. All these qualities provide a sound basis for a range of careers such as journalism, publishing, social services, media, politics, teaching and indeed any career which requires thinking skills.

PSYCHOLOGY**HIGHER****COURSE DESCRIPTION**

Aims – The course aims to develop knowledge and understanding of the human mind and behaviour. Students will learn how to interpret, analyse and evaluate psychological research and evidence in a critical way.

Content – There are 3 Units in this course.

Psychology: Individual Behaviour

- Sleep and Dreams
- Phobias

Psychology: Research

- The Research Process and Research Methods

Psychology: Social Psychology

- Conformity and Obedience
- Social Relationships: Love and Attraction

ASSESSMENT

Internal assessment takes place throughout the course. The coursework and exam paper are externally marked by SQA.

HOMEWORK

Structured homework is given regularly but the most important aspect of work outside the classroom is weekly revision of what is covered in class.

ENTRY REQUIREMENTS

This is on the advice of the Department but, as a guideline, consider the following:-
Pass in Nat 5 English or Nat 5 in Biology or equivalent.

FUTURE STUDIES/CAREERS

Students could progress to HNC or HND awards in Social Science or use the Higher for general entrance to university or degree courses in humanities and social sciences or psychology. A psychology course is an excellent basis for a wide range of careers. An understanding of human behaviour helps everyone in the working world. Psychology related work covers a wide area including educational, sports and forensic psychology.

COURSE DESCRIPTION

Aims – The course aims to develop the students' ability to critically examine questions about meaning, purpose and value of life. Questions such as "How Did the World Begin?" and "What is the Purpose of Life?" will be studied through a process of inquiry, debate, analysis and evaluation. A particular emphasis is on investigative skills, especially in the use of primary and secondary sources.

Content – There are 3 Units in this course.

World Religion

- Buddhism

Morality and Belief

- Religion and Justice
- Crime and Punishment

Religious and Philosophical Questions

- The Origin of Life

ASSESSMENT

Internal assessment takes place throughout the course. The coursework and exam paper are externally marked by SQA.

HOMEWORK

Structured homework is given regularly but the most important aspect of work outside the classroom is weekly revision of what is covered in class.

ENTRY REQUIREMENTS

This is on the advice of the Department but, as a guideline, consider the following:-

Higher RMPS – Pass in Nat 5 English or equivalent.

Nat 5 RMPS – Pass in Nat 4 English/Pass in Nat 4/5 RMPS Unit or equivalent.

FUTURE STUDIES/CAREERS

Religious, Moral and Philosophical Studies is an excellent course for a wide range of careers as it encourages critical thinking and awareness of the world at large. Journalism, social services, and teaching are examples of careers that RMPS could help students to access.

COURSE DESCRIPTION**S5 PSE**

Students will cover a series of topics including personal safety, health, finance and communications skills during the 1 period of PSE. All pupils will have the opportunity to participate in a mock interview and will have to provide an up-to-date CV and letter of application.

S6 PSE

S6 PSE will encourage students to develop an increased sense of self awareness and provide opportunities where they can take responsibility and show creativity.

The S6 school show will still provide a central vehicle for students to work collectively and cooperatively and students will at times, be expected to work outwith their comfort zone.

A series of leadership opportunities will be offered to promote enhanced communication skills, personal lifestyle, changes and increased knowledge to life beyond school.

Driving Attainment (S5 and S6)

During the class, you will work closely with your Guidance Teacher to regularly review and monitor your progress in terms of NABs, your Negotiated Target Grades (NTG), Prelim Grades and in identifying your next steps. There will be opportunities to work with 'study buddies' and to develop and share effective study skills.

Throughout the year, there will be options to attend talks from Universities, Colleges and Opito and be given advice and guidance to complete college, apprenticeship, summer school, on-line work experience and UCAS application forms. This course is designed to assist you with making informed choices and in the preparation and planning for the wider world of work.

ENTRY REQUIREMENTS

Compulsory