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INTRODUCTION

Senior students are young adults who are expected to take responsibility for their own Learning and to contribute to the wider life of the school.

All students are welcome to return to school provided suitable and acceptable courses at appropriate levels can be offered/negotiated.

In Fifth and Sixth Year more of the responsibility for education, and the organisation of study, belongs to the young person. It is a period of transition and preparation for work, college or university. It is also a time for personal development and the acquisition of social maturity and self-confidence. Most young people find it one of the most stimulating and enjoyable times in their school career.

An important part of the commitment to return to school is to be sure that it is the right place. Support for Pupils Staff are always willing to discuss whether a return to school is the best course of action.

A wide range of courses is offered, some through the support of the neighbourhood schools and local F.E. Colleges. Regrettfully a few sometimes do not run due to the small numbers choosing them or a shortage of staffing.

N.B. The school reserves the right to cancel courses offered if the numbers are not viable or if staffing difficulties occur.

Donald J Macdonald
Head Teacher
GENERAL GUIDELINES ON SENIOR SCHOOL

Course Choice:

Initial course selection takes place after the S4/S5 'prelim' results are available. After results are published in early August, there is an opportunity to amend the course chosen, provided spaces are available.

Behaviour & Attendance:

A high standard of behaviour is expected. Punctuality and good attendance for all classes is essential. Every effort is made to reduce constraints to a minimum, treating students in an adult manner. In return, students are expected to accept responsibility for their own actions and to make effective use of study time.

Students who have had a poor record of attendance and a lack of application to studies will be required to guarantee their intention to improve. Prolonged absences or serious misbehaviour may lead to the Student being required to leave school.

Attendance in every class is recorded by the class teacher in our ‘on-line’ system. Should a concern arise, this will be discussed with Students and Parents so that an early resolution can be achieved.

Size of Classes:

A minimum number of 10 is needed for Advanced Higher and 15 for all other courses, though consideration to allow the course to run will be given if numbers are close to this. Classes with less than this number will not normally be allowed to run. The majority of subjects offered attract more than the minimum number of students and relatively few are required to travel to another school or college.

Although we do try hard to ensure the opportunity of a place in an advertised class, gaining the entry requirements cannot guarantee a place on a course in this school.

Courses:

In Fifth Year, students choose five subjects. Choice of subject is based on the ability of the student and his/her career intentions. In Fifth Year, students may not have made commitments to a chosen career. They should, however, have a general area of interest in mind. Courses selected should leave as many options open as possible. Support for Pupils staff will be able to discuss any issues with the students.

Entry requirements for courses in Further & Higher Education should be carefully checked by the student before courses are selected. Information and Prospectuses are available for consultation in the Careers Library. Students are advised to write to Colleges or Universities for copies of Prospectuses if they are interested in a particular course of study.

Most universities have their own web sites with detailed department information available.
**Work Load:**

Only those with very good National 5 results and a clear commitment to study should undertake 5 Higher-Grade subjects. Other students are advised to take 4 or 3 Highers, together with one or two National 5 or National 4 courses. Students with part-time jobs are advised to keep the time spent on this commitment within reasonable limits so that study time is not affected. A maximum of 5 hours is recommended. For University entrance, the quality of pass grades is very important.

**Examination Results:**

The Scottish Qualifications Authority posts examination results home to candidates in August. When the results are available, it may be necessary to amend the course depending on availability.

**SQA Results Service:**

The Scottish Qualifications Authority Results Service is complex and the school makes the decision on whether a request is made. This depends mainly on the standard of work achieved in the 'prelim.' examinations and on selected coursework, in relation to the results of other students with similar grades. A marker review is one option and parents and pupils should be aware that there are three possible outcomes (1) No change (2) Upgrade (3) Downgrade. The other option as part of this service is a clerical review. This is where the candidate’s paper is checked and marks have been totalled correctly and transferred to the overall marking scheme correctly. This is also done as part of the marking review.

**Induction:**

During June, all new S5 & S6 students are expected to attend school for an Induction Course, which introduces them to the Senior School. Class Representatives are elected and choices for the Activity Programme are made. Attendance is compulsory unless examinations are still to be taken.

**Personal and Social Education:**

PSE for senior students is timetabled for 1 hour each week. It consists of a variety of enriching experiences often introduced by guest speakers who are authorities in their particular sphere.

We seek to ensure that young people are equipped to perform the various roles which life in society entails. This demands an awareness of current events and matters of global/national concern and an ability to communicate with ease and confidence. They must acquire knowledge and skills, which relate to the world of work, to leisure, to personal relationships and family life and to effective membership of the community. The PSE Programme seeks to develop this and is a compulsory part of our Senior School programme. It seeks to:

- Give students a wider general knowledge and awareness of current affairs.
- Give students an opportunity to discuss controversial subjects in a controlled environment.
- Encourage students to participate in discussion and to express their views on a number of topics, so developing communication skills.
SCOTTISH QUALIFICATIONS AUTHORITY COURSES

Virtually all courses are externally certificated by the Scottish Qualifications Authority.

National 4 courses:

These courses are available to students who have achieved a National 3 pass result in the chosen subject previously. On successfully completing this course with an A pass the student may consider the possibility of proceeding to Higher in that subject at a later stage.

National 5 courses:

These courses are available to students who have achieved a National 4 pass (in most subjects) or an Intermediate 1 pass in the chosen subject previously. On successfully completing this course with an A or B pass the student may consider the possibility of proceeding to higher in that subject at a later stage.

Higher Grade courses:

Higher Grade subjects are one year courses which are a continuation of National 5 courses. There is an increase in the level and standard of work demanded. A well organised study programme is essential. Students with an A, B or C are eligible to take a Higher grade in the same subject. Students who do not achieve this level will find it challenging to access a Higher grade one year course.

Students who have achieved an ‘A’ pass at Intermediate 2 level will be eligible to take a Higher grade in the same subject.

Advanced Higher and A-Level Courses – Sixth Year Only:

Advanced Higher courses give the same UCAS credit for the same levels achieved in A-Level (see next page).

The level of difficulty and depth of study in Advanced Higher and at A-Level is much greater than that of Higher-Grade courses. They are demanding and require a commitment to a consistent and conscientious approach to individual study. A maximum of three Advanced Highers or A-Levels is advised. In addition to teacher contact periods, students are required to spend 2 periods per subject in supported self-study.

6th Year students have access to all subjects offered to the 5th Year.

Students wishing to study Advanced Higher or A-Level should have obtained an A or top B in the appropriate Higher Grade. Experience has shown that a ‘C’ pass at Higher Grade is unlikely to ensure success at Advanced Higher or in A-Levels. Students intending to proceed to Further or Higher Education Institutions must have already obtained entry requirements on the basis of their Higher Grade Examinations before embarking on an Advanced Higher course.

Courses offered at A-Level are Art & Design and Urdu. A-Level course students usually sit exams in June.

SCIENCE BACCALAUREATE

The Science Baccalaureate will be offered to those students who have achieved very well in their Highers and who are studying 2 Advanced Highers and 1 Higher in Biology, Chemistry, Physic, Maths and Computing.
LANGUAGE BACCALAUREATE

The Language Baccalaureate will be offered to those students who have achieved very well in their Highers and who are studying 2 Advanced Highers and 1 Higher in Gaelic (Learners), German, French, Italian, Spanish, Urdu, Russian or Mandarin.
Progression:

- **S4**
  - National 4

- **S5**
  - Higher A or B

- **S6**
  - Advanced Higher

  - Intermediate 2, A or B or National 5
  - Higher
UNIVERSITY ENTRANCE

Entry Requirements:

The requirements for University Entrance fall into two distinct parts. Both must be satisfied:

- Entrance to the University: these are often in general terms and may refer to specific 'Standard' Grades and a number of unspecified Highers at a certain level.
- Entrance to a Department or Faculty in the University: these will most likely name particular Higher-Grade subjects relevant to the course of study. (An equivalent A-Level entry requirement will also be given.) It should be noted that entry requirements vary between Universities and also between different departments in the same Universities. Applicants are advised to check course requirements with great care at an early stage, as there are many variations. Advice should always be sought if difficulties are encountered.

UCAS Applications (Universities and Colleges Admissions Service):

From September onwards students prepare an electronic application. This is done on-line and, when completed, sent to the “referee” – usually the student’s Support for Pupils Teacher. The teacher will complete the reference based on the information gathered from the student’s subject teachers.

Notes

- Universities usually ask for entry requirements to be obtained at one sitting.
- A maximum of two sittings may be allowed to obtain Higher Grade entry qualifications. In some cases pass grades which are required over two sittings may be higher than if the same subjects were taken at one sitting.
- Not all Higher-Grade subjects studied are acceptable as entry qualifications.
- Where there is a degree of overlap between subjects, they may only count as one subject for admission purposes.
- Students should make certain that information about courses is accurate and up-to-date. Every year changes occur and the only reliable source of information is the most recent Prospectus of the particular Faculty.
- Care should be taken before deciding to drop a language, as some faculties still require this as an entry requirement.
- The deadline for applications to Law, Medicine, Veterinary Medicine, Dentistry, Oxford and Cambridge is around 15th October of the year preceding entry.

General Advice:

Students considering University should be capable of attempting and passing at least four Higher Grades in approved subjects at one sitting at A or B grades. Entry to Medical Faculties and Veterinary Colleges are increasingly required to gain 5 A’s at higher grade at one sitting, including an ‘A’ pass in Higher Chemistry. It should not be assumed that entry to any course would be granted with minimum entry requirements. A number of courses have a demand, which exceeds places. Students with better qualifications generally take priority. Where a student applies to a University, which is likely to offer an interview, it is essential that evidence of reading around and outwith the subject is shown.

Applicants to Oxford and Cambridge in particular need to show clear evidence of reading around their chosen discipline.

Further Education Colleges:

There is tremendous variation in entry requirements for various courses. Some require no Standard Grades while others, of degree standard, require Higher Grade passes. It is essential entry requirements are checked by referring to the most recent Prospectus of the College concerned.
ART AND DESIGN

HIGHER

Entry Level: National 5 Grades 1 to 3.
- Any mark lower than a grade 3 - students would have to consult with the Art Department

The course consists of three units of work –

- **Expressive Activity**
- **Design Activity**
- **Art and Design Studies**

These units further develop the skills gained during the Nat 5 course. The learner will draw upon their understanding of the main factors influencing artists’ and designers’ work and practice. Students are offered opportunities to determine, with guidance, areas for study that allow for personalisation and choice and depth of study. Pupils are expected to demonstrate personal involvement and commitment essential in the study of Art and Design at this level.

- **Expressive Activity** involves researching, investigating and creating imagery from chosen themes through drawing, painting, collage, photography, sculpture & printmaking. With guidance, pupils would choose from *portrait*, *figure composition*, *still life*, *natural environment or built environment* and would produce research studies, development compositions and a final piece.

- **Design Activity** focuses on the creation of a design brief and the experience of working through the design process using problem solving skills and critical thinking to fulfil the requirements of the brief. With guidance, pupils would choose from *jewellery design*, *textile design*, *graphic design*, *architecture design or product design* and would produce research drawings of their theme, show market research, a range of development designs, models and samples and a final design solution.

- **Art & Design Studies** is the written element of the course and involves the personal research, study and evaluation, with support, of both historical and contemporary art and design movements and works related to their Expressive and Design Activities. The Art & Design Studies element will involve pupils developing their knowledge, understanding and appreciation of historical and contemporary working practices, social and cultural influences on art & design work and will develop their critical thinking skills.

**Homework** – The Art & Design Studies unit requires pupils to conduct a substantial degree of personal and independent research that will support practical work covered in class. The majority of this unit would be produced as written homework, with class support in the form of lectures, question sheets, word banks, tables and information sheets. Pupils would also be expected to produce a certain amount of expressive and design practical work as homework in addition to this.

**SQA Assessment:**

Expressive Activity and Design Activity are assessed externally by submitting a folio of coursework for each to the SQA. Art and Design Studies coursework is assessed internally and learning assessed through a written examination paper set by the SQA.
ART AND DESIGN

NATIONAL 5

Entry Level: National 4

Course Description:

The course consists of three related elements: Expressive Activity; Design Activity; Art and Design Studies. These build on the studies completed at Standard Grade with the three elements of the course given equal educational value.

- Expressive Activity involves investigating subjects through drawing and associated means, considering the creative possibilities offered by subjects, which will lead to final expressive outcomes.
- Design Activity is concerned with the student's personal creative development, through involvement with open-ended problem solving; using appropriate design processes to devise solutions to identified design briefs.
- Art and Design Studies is centred upon the study of the important issues and influences in Western Art and Design from 1750 to the present day and interacts with the two creative activities, encouraging students to evaluate responses and develop critical skills.

Homestudy:

To include gallery/exhibition visits; sketchbook work; and written assignments related to Art and Design Studies. The time requirement - averages one hour per week.

SQA Assessment:

Expressive Activity and Design Activity are assessed through submitting a unit of coursework for each to the Scottish Qualifications Authority. Art and Design Studies is assessed through a one hour written examination at the end of the course.
ART AND DESIGN

A-LEVEL

Advanced GCE Art and Design Course Structure

At James Gillespie’s High School we teach the Edexcel A’Level course which we believe offers every pupil the opportunity to pursue their own interests and ideas through a structured but creatively flexible course. This supports the individual pupil and is an incredible opportunity for personal diversification, deepening knowledge and skills within four distinct Units of work over an intensive year.

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The A’Level GCE Art and Design course is very dynamic and exciting. It offers a broad ranging, portfolio and studio based methods of working. It gives the individual pupil a freedom of choice, in regards to disciplines, and completely supports and prepares a pupil who wishes to apply to and Art based University, College, Further Education course. There is a huge variety of different specialist areas to focus on from Fine Art to Design.

**Fine Art:** Painting, Printmaking, Photography, Film  
**Design:** Graphic, Product, Fashion, Jewellery, and Architecture

Individual Commitment

We teach a two year course in one academic year and that means it is essential that the students are prepared to undertake a substantial amount of study in their own time and to come into the department whenever they have free periods in the week to produce additional practical work.
BIOLOGY

NATIONAL 5

Entry Level: a pass at N4 Biology together with a teacher recommendation or a pass at N5 Chemistry or Physics together with a teacher recommendation.

The National 5 course consists of 3 units:
1. Cell Biology
2. Multicellular Organisms
3. Life on Earth

Textbook: ‘National 5 Biology’ by James Torrance HODDER GIBSON

SQA Assessment:
- The assessment is based on internal assessments and an external examination.
- The final award is gained from an external exam and a coursework assignment which contributes to 20% of the overall grade.

CfE HIGHER

Entry Level: a minimum of a grade C pass in National 5 Biology

The Higher course consists of 3 units:
1. DNA and the Genome
2. Metabolism and Survival
3. Sustainability and Interdependence

Textbook: ‘Higher Biology for CfE’ by James Torrance HODDER GIBSON

SQA Assessment:
- The assessment is based on internal assessments and an external examination.
- The final award is gained from an external exam and a coursework assignment which contributes to one sixth of the overall grade.

CfE ADVANCED HIGHER

Entry Level: a grade A or B in Higher Biology

The Advanced Higher course consists of 3 units:
1. Cells and Proteins
2. Organisms and Evolution
3. Investigative Biology

SQA Assessment:
- The assessment is based on internal assessments and an external examination.
- The final award is gained from an external exam and an investigation which contributes to just under one quarter of the overall grade.

BUSINESS MANAGEMENT
NATIONAL 5

Entry Level:

- National 4 Business
- Negotiable for S5/6 pupils who have not studied Business, but a pass in National 5 English is advisable.

Course Description:

The purpose of the course is to develop learners’ understanding of the way on which businesses operate in the current dynamic, changing, competitive and economic environments and to encourage entrepreneurial attitudes.

The main feature of this course is the development enterprise and employability skills; learners will gain a better understanding of the personal qualities and attributes required by people involved in business. This will be facilitated through practical activities which encourage risk taking and decision making, thereby enabling learners to cope more easily in our rapidly changing business environments.

Successful completion of this course opens up a range of vertical and lateral progression routes for learners. These include other National Qualifications and Skills for Work courses. The course may also lead to employment and/or training in various industries.

Aims of the course

- Develop knowledge and understanding of business concepts in a range of contexts
- Develop awareness of the processes and procedures businesses use to ensure customers’ needs and wants are met
- Develop enterprising skills and adopt enterprising attributes by participating in practical activities in realistic business situations
- Develop financial awareness through a business context
- Develop an insight into the impact of the economy on businesses and our daily lives, thus gaining economic awareness

Homestudy

Review of classwork
Written and marked work where appropriate

Assessment

National 5 qualifications are externally assessed.
BUSINESS MANAGEMENT

HIGHER

Entry Level:

- National 5 Business Management A or B.
- Negotiable for S6 pupils who have not studied Business Management, but a pass in Higher English is necessary.
- Fifth Year students who have not studied Business Management should apply for National 5.

Course Description:

The course will provide candidates with a knowledge and understanding of the business world.

The course consists of 3 units:

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

The Course aims to enable learners to develop and extend:

- knowledge and understanding of the ways in which society relies on business to satisfy our needs
- an understanding of a range of methods businesses use to ensure customers’ needs are met
- understanding of enterprising skills and attributes by providing them with opportunities to study relatively complex business issues
- understanding of business-related financial matters
- an understanding of the ways businesses can use resources to achieve maximum efficiency
- an understanding of the steps taken by business to improve overall performance and effectiveness
- knowledge and understanding of the main effects that external influences, such as economic impact and sustainability, have on organisations
- Provide a foundation for future education and training.

Homestudy:

- Review of class work.
- Written and marked work where appropriate.

Course Assessment Structure

Component 1 Externally assessed two hour written paper 70 marks
Component 2 Externally assessed assignment 30 marks
ADMINISTRATION AND IT

NATIONAL 5

Entry Level:

- National 4 Business
- Negotiable for S5/6 pupils who have not studied Business, but a pass in National 4 English is advisable.

Course Description:
Administration is a growing sector which cuts across the entire economy and offers wide-ranging employment opportunities. Moreover, 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’ administrative and IT skills and, ultimately, to enable them to contribute to the effective functioning of organisations in administrative positions.

The course contains a significant practical component, which involves experiential learning, encouraging the integration of skills, knowledge and understanding through practical activities. Its use of real-life contexts makes it relevant to the world of work and its uniqueness lies in enabling learners to work towards industry standard in IT in an administration-related context. While the skills, knowledge and understanding it develops reflect current administrative practice, the course is sufficiently flexible to take account of emerging technologies, and this will ensure its continuing currency and relevance.

The course develops a range of essential skills which will stand learners in good stead regardless of the career path they ultimately choose. Its contribution to vocational education is just as significant because it opens up progression to a range of careers in administration and IT.

Aims of the course
The key purpose of this course is to develop learners’ administrative and IT skills and, ultimately, to enable them to contribute to the effective functioning of organisations in administrative positions. The course aims to enable learners to:

- develop an understanding of administration in the workplace and key legislation
- affecting both organisations and employees
- develop an understanding of good customer care and its benefits to organisations
- develop IT skills and use them to perform administrative tasks
- acquire organisational skills in the context of organising and supporting event

Homestudy
Review of classwork. Written and marked work where appropriate

Assessment
National 5 qualifications are externally assessed.
CHEMISTRY

NATIONAL 5

Entry Level: a pass at N4 Chemistry together with a teacher recommendation or a pass at N5 Biology or Physics together with a teacher recommendation.

The National 5 course consists of 3 units:
1. Chemical Changes and Structure
2. Nature's Chemistry
3. Chemistry in Society


SQA Assessment:
- The assessment is based on internal assessments and an external examination.
- The final award is gained from an external exam and a coursework assignment which contributes to 20% of the overall grade.

CfE HIGHER

Entry Level: a minimum of a grade C pass in National 5 Chemistry

The Higher course consists of 4 units:
1. Polarity and the Periodic Table
2. Consumer Chemistry
3. From Research to Profit
4. Researching Chemistry

Textbook: ‘Higher Chemistry for CfE’ by John Anderson, Eric Allan and John Harris, Hodder Gibson

SQA Assessment:
- The assessment is based on internal assessments and an external examination.
- The final award is gained from an external exam and a coursework assignment which contributes to one sixth of the overall grade.

CfE ADVANCED HIGHER

Entry Level: a grade A or B in Higher Chemistry

The Advanced Higher course consists of 3 units:
1. Inorganic and Physical Chemistry
2. Organic Chemistry and Instrumental Analysis
3. Researching Chemistry

SQA Assessment:
- The assessment is based on internal assessments and an external examination.
- The final award is gained from an external exam and an investigation which contributes to just under one quarter of the overall grade.
Computing Science

Computing Science (Higher)

Entry Level: National 5 Computing Science grade A – C
S6 pupils who do not have N5 Computing Science but have three Higher including Maths or Physics

Course Description:

Computing science is vital to everyday life — socially, technologically and economically; it shapes the world in which we live and its future. Computing is embedded in the world around us from systems and devices in our homes and places of work, to how we access education, entertainment, transportation and communication. 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.

The aims of the Course are to enable learners to:

♦ develop and apply aspects of computational thinking in a range of contemporary contexts
♦ extend and apply knowledge and understanding of advanced concepts and processes in computing science
♦ apply skills and knowledge in analysis, design, implementation and evaluation to a range of digital solutions
♦ communicate advanced computing concepts and explain computational behaviour clearly and concisely.
♦ develop awareness of current trends in computing technologies and their impact on our environment and society

Units of Work

Software Design and Development
Information System Design and Development
Higher Assignment – Appropriately challenging practical assessment based on skills developed in the above units.

Home Study

Initially homework will be issued once per week, increasing to twice per week prior to assessments and prelim examinations. Students are also expected to review the work done in class after each lesson.

Examination Board Assessment

Each of the units of work outlined above will be internally assessed through a series of tasks and tests completed in class using SQA assessments. There is an item of coursework that is internally assessed but externally moderated by the SQA which is worth 40% of the final grade. The final external examination at the end of the course will be worth 60% of the final grade.
Computing Science

National 5 Computer Science

Entry Level: National 4 Computing Science
           National 5 Maths or Physics

In recent years Computing has played an increasing important role in society. The influence of computer and information systems has been pervasive, affecting work, home and leisure activities. Computing is both a Science and a Technology; it encompasses a very wide field of study, merging at its boundaries with many other disciplines. It provides us with many increasingly powerful hardware and software tools. Our society requires more and more individuals who have the skills to use these tools, who understand how they work and who have the ability to develop new and improved tools.

This course will give you the opportunity to:
- Develop Information Systems such as websites and databases,
- Explore the hardware of networks and the potential security risks.
- Look at current developments in technology and their impact on society.
- Experience the software development process in different contexts.
- Develop computational thinking skills

The knowledge and skills gained as part of this course will enable the student to play a full and active role within the ‘information society’.

Homestudy:

Time taken to complete will depend on the presentation level. Initially once a fortnight increasing to weekly. Students are also expected to review the work done in class after each lesson.

SQA Assessment:

At National 5 students will sit an external examination, which is worth 60% of the final grade. This exam will be sat at the end of the National 5 course in S4. The remaining 40% will be assessed by an assignment carried out in class where they will be able to apply the skills they have learned in a practical challenge.

Other Information:

The approach to these units is essentially practical, however there is a significant amount of related theory that has to be completed and this will require effort and close attention to detail. Software Development is demanding because of the combination of practical skill and the application of theoretical concepts in software design and computer languages.
DESIGN AND TECHNOLOGY

PRACTICAL WOODWORKING SKILLS

This is a practical woodworking course. The course will develop skills in marking out, cutting, shaping and finishing materials, as well as adjusting and maintaining a range of hand tools. Students will develop most skills by manufacturing a number of artefacts in wood. This course provides a sound foundation for students interested in developing skills in the area of woodworking/joinery.

Entry Level:

Students should have completed Design and Manufacture at National 4 or 5 level or have demonstrated skills at a similar level.

SQA Assessment:

In order to receive an award for this course, students have to complete all practical tasks and a small amount of written work to the required standard. In addition, students will be required to complete a practical ‘project’ at the end of the course which integrates knowledge, understanding and skills gained throughout the course.
“Communication through graphics, in whatever medium, permeates all spheres of life, including education, industry and commerce. In increasingly global markets, graphic communication has a major impact in all industries”.

This course will be beneficial to all students who aim to undertake careers or have an interest in Product Design, Architecture, Interior Design and Landscape Architecture or any design / engineering based course.

**RECOMMENDED ENTRY**
Entry is at the discretion of the department, students who choose this course would normally be expected to have attained one of the following:

**For Higher:**
- Graphic Communication at National 5 or other relevant courses ie. Design & Manufacture and/or any art based course with a good pass at Nat 5 level.

**For National 5:**
- Graphic Communication at National 4 or a good level of skill in a relevant course; please speak to your teacher

**COURSE CONTENT**
The course is split into four units of work;

**Unit 1** – 2D Graphics
**Unit 2** – 3D & Pictorial

**Assignment:** this is an individual project covering all learned aspects of the course

**ASSESSMENT**
This consists of a portfolio of work from each unit (pass/fail) and a final assignment (50%) combined with a final exam (50%)

IT IS ESSENTIAL STUDENTS HAVE DATA STICKS OR AN EXTERNAL STORAGE DEVICE.
The course focuses on professional practice in design for manufacture and much of it is project-based, allowing students to develop design solutions to a number of product areas (Mass-market, Intermediate Technology and the 'Designer' market). The course explores the role of the designer in society, modern technology, materials and manufacturing processes, ergonomics, modelling and prototyping.

RECOMMENDED ENTRY
Entry is at the discretion of the department, students who choose this course would normally be expected to have attained one of the following:

For Higher:
- Design & Manufacture at National 5 or other relevant courses ie. Design & Manufacture and/or any art based course with a good pass at Nat 5 level.

For National 5:
- Design & Manufacture at National 4 or a good level of skill in a relevant course; please speak to your teacher.

HOMESTUDY
The course is based on a student centered approach, encouraging independence and self-motivation. Students will be expected to carry out a considerable amount of research, report writing, home assignments and sketching in their own time.

ASSESSMENT
Assessment is split into two areas - internal and external assessment.

Internal
The course has two mandatory units: Design and Materials and Manufacturing. Each unit has a number of learning outcomes. Students must satisfy all learning outcomes and hence unit assessments in order to 'pass' the internal assessment and subsequently the final assessment.

External
External assessment consists of two elements:
- Written Examination (2 hours) - 70 marks.
- Design Assignment (up to 20 hours) - 70 marks.

Design Assignment - this design project is executed in school and involves the production of a complete design folio. The folio is marked by the SQA and must be completed by the set deadline.
DRAMA AND MEDIA STUDIES

Higher Drama

Recommended entry
National 5 Drama and National 5 English (entry without National 5 Drama is in discussion with the Drama Subject Leader)

Rationale
In this Course, there will be an emphasis on skills development and the application of those skills. The Course provides students with opportunities to continue to acquire and develop the attributes and capabilities of the four capacities, as well as skills for learning, skills for life and skills for work. Within the Course, students are encouraged to exercise imagination and creativity. They will develop important skills, attitudes and attributes of the four capacities, including creativity and adaptability, enthusiasm, a willingness to learn and confidence.

Aims of the Course
The aims of the Course are to enable learners to:
- Generate and communicate thoughts and ideas when creating drama
- Develop a knowledge and understanding of the complex social and cultural influences on drama
- Develop complex skills in presenting drama
- Develop knowledge and understanding of complex production skills when presenting drama
- Explore form, structure, genre and style

On completing the Course, students will be able to work collaboratively, communicate thoughts and ideas, create and present drama, use complex production skills when presenting to communicate meaning to an audience, show a knowledge and understanding of social and cultural influences on drama, and evaluate their own work and that of others.

Course Structure
The Course consists of two mandatory Units and the Course assessment.

Drama Skills (Higher)
In this Unit, learners will explore and develop complex drama skills and ways of communicating thoughts and ideas to an audience. They will learn how to respond to text, including stimuli. They will also learn how to develop character in a range of ways and develop understanding of form, structure, genre and style when creating and presenting drama. Learners will develop knowledge and understanding of the social and cultural influences on drama. They will also learn how to evaluate their own progress and that of other learners.

Drama: Production Skills (Higher)
In this Unit, learners will develop complex production skills. They will use these skills to enhance drama when presenting. Learners will use problem-solving skills in order to generate ideas for presenting drama.

Course assessment – Added Value Unit
Component 1 — Question Paper 40 marks
Component 2 — Performance 60 marks
Total = 100 marks

Question Paper
The question paper will have 40 marks (40% of the total mark). This question paper has two Sections.
Section A will have 20 marks and will focus on the studied prescribed text and the social, historical and/or theatrical context of the play. The question paper will pose questions that allow students to answer from the perspective of a director or actor or designer.
Section B will have 20 marks.
This Section will take the form of a written analysis of a performance that the students will have seen. This may be a live or, if necessary, a recorded theatrical performance.

Performance (60 marks)
The performance will have 60 marks (60% of the total mark). The performance has two sections: a performance and a support log. The weighting of marks across the two Sections is 50 marks for the performance in the chosen role of
acting, directing or design, and 10 marks for the support log.

**Section A**, the ‘Support Log’, will have 10 marks. Students will have selected a text to explore in depth from the perspective of an actor or director or designer. The support log will include research on the chosen text (texts for actors) and the processes used to reach their acting or directing or design concept for the performance.

**Section B**, the ‘Performance’, will have 50 marks.

**Actors** — Will prepare two contrasting roles. 25 marks will be available for each role.

**Directors** — Will conduct a rehearsal with actors for their performance assessment. 50 marks will be available.

**Designers** — Will design a set for their chosen text and choose one other production area to complement this. 30 marks will be awarded for set design and 20 marks for other production area.

**Homestudy:** Homestudy will consist of the study of both the Prescribed Text and the texts selected for Performance. Essays covering both these areas will be set on a regular basis. Students will also be expected to research these scripts outside of class time. Students are encouraged to take increasing responsibility for their own learning, which is reflected by the degree of student autonomy and choice.
DRAMA AND MEDIA STUDIES

MEDIA STUDIES

The Higher Media Course enables learners to analyse and create media content. Learners understand and develop their media literacy skills and appreciate the opportunities and challenges that occur within the media industry, while developing both theoretical knowledge of the media and the ability to create media content.

It can also be useful for those who are gathering a portfolio of creative pieces in different media.

Relationship between the Course and Curriculum for Excellence values, purposes and principles

Higher Media enables learners to analyse and create media content. Learners think critically about the media and its role in everyday life, and develop an appreciation of media content in a cultural context and in the context of the media industry. Through analysing and creating media content, learners develop skills that enable them to engage more fully in society and in learning.

The Course provides learners with the opportunity to develop knowledge of media contexts, roles and the key aspects of media literacy: categories, language, representation, narrative, audience and institution. Learners encounter a wide range of different types of content in different media. Building on the four capacities, the Course enables learners to communicate, be critical thinkers, develop cultural awareness, and be creative.

Recommended entry

Candidates would benefit from having sat Nat5 Media. Occasionally if a candidate has a very good pass at Nat4 they would also be considered for it. It may be crashed as a Higher if students possess good passes in two or more subjects which have an emphasis on analytical writing (e.g. English, History, Modern Studies, Drama etc) and/ or subjects which demonstrate creativity (e.g. Art, Drama, Music, Computing etc).

It is recommended that the student speak to the department if they are in any doubt as to their suitability for application.

Progression

This Course or its Units may provide progression to:
- other qualifications in Media or related areas
- further study, employment and/or training

Course Structure and Conditions of Award Course Structure

To gain the award of the Course, the learner must pass all of the Internal Units as well as the External Course Assessment.

This Course is made up of two mandatory Units assessed internally and will be awarded a pass or a fail

1/ Analysing Media Content
The purpose of this Unit is to develop the skills to analyse media content. This Unit provides learners with the opportunity to develop knowledge and understanding of media contexts, roles and the key aspects of media literacy central to the detailed and complex analysis of media content.

2/ Creating Media Content
The purpose of this Unit is to develop the skills to plan and create media content and evaluate production processes. This Unit provides learners with the opportunity to develop knowledge and understanding of the key aspects of media literacy central to creating media content.
ENGLISH

HIGHER

Entry

Minimum of a B in National 5. Candidates gaining a C or D are likely to be placed in a bi-level class with Nat 5 candidates, but they will be given every opportunity to pass Higher assessments and, if they pass them, to sit the Higher exam.

Content

The Higher English Course provides learners with the opportunity to develop the skills of listening, talking, reading and writing in order to understand, and use, language effectively. Building on literacy skills gained at Nat 5, learners study a wide range of texts, including Scottish texts, and develop high levels of analytical thinking. They also continue to create their own texts in a variety of genres for a folio.

Homework/Preparation

This course demands commitment. It is essential that all target dates for completion of work be met. Failure to complete class work or home assignments will jeopardise students’ chances of success and could result in withdrawal from the course.

Assessment: Internal Assessment

The Higher course comprises two units which are internally assessed. Pupils will be asked to complete assessments in Reading and Listening (Analysis and Evaluation Unit) and Writing and Talking assessments (Creation and Production Unit).

All Internal Assessments must be passed before the exam. Pupils cannot attain an overall course award without passing these and therefore will not be presented for the final exam should they have failed after two attempts.

External Assessment: The external examination will consist of two papers:

Paper 1: Reading for Understanding, Analysis and Evaluation
Pupils will read two unseen passages and answer questions out of 30 marks.

Paper 2: Critical Reading
Literature – pupils are asked to respond to literature they have studied in class – questions on a Scottish text (20 marks) and a critical essay (20 marks) on another text studied.

The Folio of Writing (30 marks) comprises the final component of the overall grade. This is created throughout the year and is submitted to SQA for external marking.

Candidates must be successful in both the internal and external assessments in order to gain an award at Higher.

Progression

Candidates who successfully complete this course at level B or above may wish to continue their studies in English at Advanced Higher level in the following year. They may wish to move on to a college course or university course or to employment.
ENGLISH

ADVANCED HIGHER

Entry Level: Pass at Higher English at A or B

Course Description:

The course consists of 3 units, with the emphasis on detailed study of literature and creative writing. Only one of these units will have an external examination.

- Unit 1: Specialist Study. Candidates will make an independent study of, and produce a dissertation on, an approved aspect or aspects of literature. Length – 3500-4500 words, including quotations but excluding footnotes and bibliography. (Comprises 40% of total).
- Unit 2: Literature. A range of set texts will be studied and all candidates will sit two internally assessed critical essays. In the external exam candidates will answer one question in a critical essay. (Comprises 30%).
- Unit 3: Creative Writing. Candidates will produce three pieces of creative writing in at least two genres to be internally assessed. Two pieces in 2 genres will be sent to the SQA in a folio to be assessed externally. (Comprises 30%).

Homestudy:

A lot of homework will be expected including the following: work on Specialist Study; reading set texts; practice critical essays; redrafting of creative writing - minimum of four hours per week.

SQA Assessment:

External Literature Paper: 1 hour 30 minutes - one question.
- Specialist Study
- Creative Writing Folio

Internal:
- 2 Critical essays.
- 2 Pieces of Creative Writing
EXCELLENCE THROUGH ENTERPRISE

An Enterprise course in school includes:

- Opportunities for young people to think and act in enterprising ways
- A clear emphasis on Core Skills (Communication, Information Technology, Numeracy, Working with Others and Problem Solving) and the ability to transfer these to different contexts
- Opportunities for work-related experiences
- Learning and teaching approaches which encourage positive attitudes and develop skills such as problem solving, decision making and evaluating risks
- Entrepreneurial experiences (making and selling goods/services)
- Opportunities for vocational education

Above all, students choosing an Enterprise course should be prepared to adopt a flexible and creative approach to their learning. This is an active course and not one in which the teacher works from a set text or detailed course outline. Much of the content of the course will depend on the attitude, interests and imagination of those taking part.

In recent years the students taking this course have designed and sold the school Christmas card, run a Quiz Night for students, teachers and parents, processed and produced worksheets for a number of departments, produced a school recipe book, collected unwanted teaching materials for shipping out to South Africa, designed and ordered sports tops for different teams in the school, made and sold jewellery and taken part in many other interesting enterprising projects.
GEOGRAPHY

HIGHER

Entry Level: National 5 Geography
Progression: Advanced Higher Geography
Higher Environmental Science

Course Description:

The Higher course deals with contemporary issues, through which the student will investigate elements of the environment and study how we respond to our surroundings and over time change them. The syllabus is people-orientated and examines the relationships we have with our surroundings in order to explain the forces which shape society. The course focuses on the management and sometimes mismanagement of resources and allows the student to exercise decision-making and problem-solving skills in the classroom.

Course Content

Physical
- Atmosphere
- Lithosphere
- Hydrosphere
- Biosphere

Human
- Population
- Rural
- Urban

Global Issues
- Development and Health
- River Basin Management

Assignment
- Students will demonstrate skills, knowledge and understanding within the context of a geographical topic or issue.

Textbooks:
- Higher Core Geography - Thomson and Maclean, Heinemann

Homework:

There will be a necessity for candidates to follow a rigorous programme of work at home.

The Department is committed to allowing its candidates the opportunity to exercise theoretical concepts through the practical approach of field study.

SQA Assessment:

Component 1: Question paper 2hrs 15 mins 60 marks
Component 2: Assignment assessment 1hr 30 mins 30 marks

To be awarded a Higher Certificate, students must have passed all the elements of internal assessment.
GEOGRAPHY

Advanced Higher Level

Entry Level: Higher Grade at A or B.
Higher Environmental Science at A or B

Course Description:


The Advanced Higher qualification in Geography gives learners an in-depth understanding of complex ideas about how the world works. It also gives them the chance to carry out their own research, with an emphasis on fieldwork.

Learners will be able to use sophisticated geographical methods to gather information. They will be able to use statistics to analyse this data and spot relationships within it. They will be able to describe and summarise different viewpoints and evaluate them critically. It addresses many themes important today, such as concern for the environment and an appreciation of global changes and inequalities. The syllabus includes a research paper which offers learners a chance on current global issues and

Students at the Advanced Higher Level will be introduced to the vocational aspects of the subject through a programme that focuses on IT-based Geographic Information Systems and the cross-over into areas such as Environmental Science.

Course Specifications:
This Course has three mandatory Units as follows:

- Geographical Skills
- Geographical Issues
- Course assessment

An emphasis in the Advanced Higher Course is placed on the acquisition of a wide range of high order skills necessary in the research, evaluation and presentation of geographical information. As these skills are being developed the opportunity exists to broaden and deepen candidates’ knowledge and understanding of geographical phenomena.

Geographical Skills

In this Unit, learners will develop a range of geographical methods and techniques including mapping skills, graphical techniques and a range of statistical techniques for analysing and interpreting geographical data. Learners will develop a range of investigating skills while undertaking independent research such as scoping or identifying appropriate research topics; how to plan and manage a complex programme of research; techniques to source, collect and record appropriate and reliable primary and secondary information; methods of independent fieldwork; techniques to present findings using appropriate conventions; and how to evaluate research methodology.

Geographical Issues

In this Unit, learners will develop critical thinking and the ability to evaluate sources and viewpoints on current geographical issues

Course Assessment

The learner will draw on, extend and apply the knowledge and skills they have acquired during the Course. This will be assessed through a combination of a question paper and a project. The question paper will require demonstration of knowledge, understanding and skills accumulated from across the Course. The project will require learners to extend and apply their knowledge and skills and will be sufficiently open and flexible to allow for personalisation and choice.
Homestudy/ Practical Field Study:

- There are a number of opportunities to extend knowledge through practical field study
- All staff teaching this course use Tutorial methods from time to time and students may be asked to prepare papers for group presentation.
- Essays are given on a regular basis.
- Individual research will be conducted throughout the year, in association with your study tutor

Advanced Higher Geography Assessment:

The Course assessment consists of two components:

1. A question paper. This will assess, under controlled conditions, the ability of candidates to use a variety of geographical methods and techniques.

2. A folio of Course work which consists of two key pieces of work:

- Project: folio Section A: Geographical Study — a report based on geographical research
- Project: folio Section B: Geographical Issue — an essay that critically evaluates an issue from a geographical perspective
HISTORY

HIGHER

Why Study History?

The study of history develops important skills including evaluation and analysis, essay writing and the ability to express and sustain a logical and coherent argument on a wide variety of issues. These skills are relevant for many careers including law, journalism, the civil service, teaching and politics. History is a widely acceptable qualification for Further Education. History is vital in the development of citizenship, internationalism and anti-racism.

The content studied adds greatly to our understanding of the world in which we live. You can return to study History, even if you missed out on Standard Grade. To do so a Grade 1 in ‘S’ Grade English or in a Social Subject is necessary.

Entry Level: National 5

Course Summary:

(A general study of the themes of Ideology, Identity and Authority)
Section (a) Britain 1850s - 1979.
Section (b) The Growth of Nationalism in Germany.
Special Topic The impact of the Great War on Scottish Society 1914-1928.

General Study:

Section (a): Britain 1850s - 1979
A study of ideology, identity and authority in Britain in the period from the 1850s to 1979.

➢ The people of Britain at the start of the period; political and popular attempts to influence authority and alter Britain's economic, social and political identity in the period: the Women's Rights Movements, an examination of the record of the Liberal Government 1906 – 1914, Labour in Power 1945 – 1951 and the Struggle for Democratic Rights 1850 – 1928.
➢ The growth of democracy, outlining the major changes which widened the franchise and the reasons for these changes, including the attitudes of the political parties; the effects of these changes on the political identity of Britain.

Section (b): The Growth of Nationalism in Germany
➢ A study of ideology, identity and authority in Western Europe from 1815 to 1939 as shown through aspects of nationalism and the growth and characteristics of the nation state.
➢ Reasons for the growth of national consciousness in Europe in the early nineteenth century; reasons for the emergence of Germany as a nation state; the process of unification in Germany
➢ The nature of Fascism in Germany and reasons for its victory; the nature of fascist authority and use of power to 1939.

OR

Section (b): Appeasement and the road to war to 1938
➢ A study of the reasons for the aggression of fascist foreign policy in the 1930s.
➢ A study of the impact of British Foreign Policy in the 1930s.
➢ Reasons for the adoption of the policy of appeasement.
➢ Why the policy of appeasement failed and was abandoned.

Special Topic: The Impact of the Great War on Scottish Society 1914-1928
A study of the political, social and economic impact of the First World War on Scottish Society from 1914-1928.

➢ A study of the role of Scots on the Western Front and the impact of WW1 on Scotland.
➢ The Home Front in Scotland during WW1 and the changing role of women.
➢ Economic changes in Scotland resulting from WW1
➢ Political changes in Scotland during and after WW1. The emergence of Red Clydeside
Textbooks:

- "Germany, 1815 - 1939", by Finlay McKichan.
- "Appeasement and the Road to War", by Ronald Cameron.

Homestudy:

Home exercises will be given every two weeks. In addition, students will be expected to complete work begun in class and study their notes, handouts and textbooks.

Scottish Qualifications Authority Assessment:

Extended Essay
30% of the total assessment. An issue drawn from any Sections of Paper I or from the Special Topic selected from Paper II, or of their chosen Option. The essay should be 1500 to 2000 words in length.

Paper I (1 hour 20 minutes)
This paper will relate to the General Study and will count for 50% of the total assessment. Candidates will be required to answer two essay questions.

Paper II (1 hour 25 minutes)
This paper, which will count for 30% of the total assessment, will relate to the Special Topics within Option C. It will consist of a number of questions directly linked to a set of provided extracts from primary and/or secondary sources related to the aspects of the Special Topic.
HISTORY

ADVANCED HIGHER

Entry Level: Candidates should have gained a pass in Higher History at Grade A or B.

Course Description:
This course aims to prepare students to work independently as part of their transition to university. The department offers only one of the SQA options at this level – Japan: from Medieval to Modern State 1850-1920. The emphasis of this course is on the different interpretations of events offered by a range of historians so candidates need to read extensively and be able to discuss the validity of sources. This requires a good factual knowledge of the period.

Topics include:
The Tokugawa period when the shogun dominated the country
The fateful visit of Commodore Perry in 1853
The Meiji Restoration of 1868
The modernisation of Japan's economy, trade and manufacture
The cultural changes of the Meiji period
The development of Japan's foreign policy
The effects of war – from the Chinese War to the First World War

Assessment:
This comprises a 3 hour final exam of one paper with two parts. Candidates have to choose two essays – each worth 25 marks - from a choice of six and complete 3 source questions for 12, 12 and 16 marks. There is a Dissertation of 4000 words to be finished by March. This is marked by the SQA – not the school – and is worth 36% of the total mark. Time is given through the year to work on this. There are two NABs which have to be passed in order for the candidate to complete the course. These will be taken during the course of the year but before the Easter break.
FOOD AND HEALTH TECHNOLOGY

Practical Cake Craft – National Qualification

Course Details

This is a practical and experimental course which develops a range of cake baking and cake finishing skills. This is ideally suited to those who are interested in the Hospitality Industry as well as those who enjoy baking as an interest.

This course allows pupils the opportunity to acquire technical, creative and aesthetic skills in a practical environment.

The course may interest students with an artistic/creative flair or those who have an entrepreneurial spirit and may wish to start their own business one day. The course units are as follows:

- Cake baking
- Cake Finishing
- Final course assessment cake

Assessment

This will be a practical activity which draws on the knowledge, understanding and skills developed across the course.
ENVIRONMENTAL SCIENCE

HIGHER

Entry Level: National 5 Geography, National 5 Biology or National 5 Environmental Science. Entry is possible with other qualifications, at the school’s discretion. For some candidates, it may suit to complete both Higher Geography & ES courses in one year or parallel to Advanced Higher Geography.

Progression: In addition to university courses, Higher ES progresses to Advanced Higher Geography

Course Description: (You can find the full SQA course description here - http://bit.ly/1pNsFlY)

The purpose of the Course is to develop learners’ interest and enthusiasm for environmental science in a range of contexts, as well as their investigative and experimental skills. Environmental science takes a problem solving approach to attempt to develop solutions that prevent or reverse environmental deterioration and aim for sustainable practices.

The Course develops a scientific understanding of environmental issues. It provides a broad and up-to-date selection of ideas relevant to the central position of environmental science in society. This allows a deeper understanding of the environmental issues and possible solutions to these.

The Course provides a range of opportunities for learners to investigate key areas of the living environment such as biodiversity and interdependence. Through the Earth’s systems, learners will investigate resource issues in the atmosphere, hydrosphere, geosphere and biosphere.

The course integrates elements from Biology, Geography, Geology & Managing Environmental Resources and integrates them around a core of human use and abuse of the environment.

The essence of the course is practical and candidates must be prepared to be fully involved in the environment!

The course comprises three mandatory Units:

- Living Environment
- Earth’s Resources
- Sustainability

Mode of Delivery:

As well as class contact there is a requirement for research leading to the controlled assessment assignment. In addition there will be fieldwork opportunities that students are expected to take up.

Homework:

There will be a necessity for candidates to follow a rigorous programme of work at home. They will be provided with research tasks and should be prepared to integrate major elements of IT-based learning and training into their programme.

SQA Assessment:

Unit Assessment
All Units are internally assessed against the requirements shown in the Unit Specification. These units must be passed for presentation at the final examination.

Course Assessment – 120 marks total
Question Paper 2 ½ hours, in a short answer format plus 2 essay-style questions. (100 marks)
Assignment Completed in term time for submission to SQA (20 marks)
MATHEMATICS

HIGHER

Entry Level: National 5 or Intermediate 2 level at a grade A or B pass is preferred. Candidates with a grade C can also choose to take Higher but may find it challenging and advice will be given to pupils in August if this is the case.

Course Description:

This course gives learners an opportunity to study Mathematics to a greater depth. Topics become much more interrelated and there is a greater opportunity to tackle problems using different approaches. The skills developed in this course can support pupils in a variety of different fields of academic study well beyond the field of Mathematics.

Calculus
Pioneered by Isaac Newton and Gottfried Leibniz, Calculus is the study of change and the infinite and will be an entirely new branch of Mathematics to the learners. It has numerous practical applications in subjects like economics and medicine as well as the more obvious links like in science and engineering. Learners will learn how to find optimal solutions to problems such as determining the maximum surface area for a solar cell or the minimum cost for the design of a product’s packaging.

Geometry
The topics of vectors, straight line, 3D coordinates and circle will be studied further, building upon concepts and understanding from National 5. Greater emphasis is placed on the use of coordinates to describe geometrical situations, which will combine elements of all shapes covered. The skills learned here can form the basis to computer graphics and game design in 2D or 3D.

Algebra
The study of operations and solving equations will include recurrence relations, further percentages, and introductions to exponential and logarithmic function. Recurrence relations have applications in finance but also in predicting long term effects in numerous fields. Exponential and logarithmic functions allow pupils to interpret, amongst other things, population growth and radioactive decay.

Trigonometry
Learners will develop their understanding of trigonometry giving the basis for skills needed in fields such as acoustics and optics. They will learn how to combine waves or work out the differences between them which has many practical applications.


Homestudy:

The review of learning and the practice of techniques are essential components for success on this course. Pupils should spend a short time after each lesson going over their work to help consolidate their understanding. Homework exercises will assess how they apply their understanding to various problems. A minimum of 2 - 3 hours a week is expected.

Assessment:

SQA: The final exam is made up of two papers, one which is completed without a calculator. There are also unit assessments that pupils must pass in order to be presented for the final exam.

Internal: In Higher Mathematics the unit assessments are well below the challenge of the final exam so we give pupils an extended assessment after they have completed a third of the course which supplies pupils with good evidence of how they are performing so far.
MATHEMATICS

ADVANCED HIGHER

Entry Level: Higher at a grade A or B pass is preferred. Candidates with a grade C can also choose this course but may find it challenging to achieve success in one session due to the fact that the content of the Advanced Higher course assumes expertise at many aspects of Higher.

Course Description:

This course gives a flavour of the type of study that might be experienced in first year of university. Learners are expected to work independently once they have been introduced to a new skill and, through effective self-evaluation, identify their next steps. Achieving success at this course demonstrates a learner’s ability to undertake extended critical thinking and decision making along with logical problem solving skills.

Calculus: Having discovered the important role that calculus plays in understanding change learners will expand the variety of functions they are able to handle. They will learn to evaluate situations where multiple variables are changing at the same time and this is useful in physical and economic models. Further, they will gain a strong grounding in solving differential equations which play an important role in modelling virtually every physical, technical, or biological process, from celestial motion, to bridge design, to interactions between neurons.

Geometry: Pupils will develop a more nuanced understanding of the shape and properties of functions. They will also be introduced to matrices which are very important in the field of computer science, particularly in graphics.

Algebra: Pupils will have a chance to begin to work with imaginary numbers which, despite their name, have many practical uses in the fields of quantum mechanics, fluid dynamics, electromagnetism and electrical engineering. They will also investigate sequences and series and how they can behave and this has applications in, amongst other areas, signal processing and probability.

Proof: Proof is the cornerstone of mathematics and pupils will learn how to prove a variety of concepts with logic and rigor. Completing a proof is about delivering an argument intended to convince people of the truth of statement. Having the skill set to back up your theories with sound reasoning is a highly sought after trait both in the Advanced Higher exam and beyond.

Textbook: Maths in Action Advanced Higher books 1, 2 and 3

Homestudy:

Pupils will have to complete a significant amount of work out with class time on their own or with others. It is important that pupils who choose this course have a passion for improving their understanding of Mathematics. Pupils are expected to complete a minimum of 4 hours per week doing work related to the lessons.

Assessment:

SQA: The final exam is made up of one paper in which you are allowed to use a calculator. There are also unit assessments that pupils must pass in order to be presented for the final exam.

Internal: In Advanced Higher the unit assessments are well below the challenge of the final exam so we give pupils an extended assessment approximately a third of the way through the course which supplies pupils with good evidence of how they are performing at that stage.
MATHEMATICS

ADVANCED HIGHER
Applied Mathematics -
STATISTICS

Entry Level: Pass at Higher Mathematics

The Subject:

The study of Statistics uses the watertight and totally reliable logic of mathematical processes to engage with messy and not totally logical, real world. It is an opportunity to really see how mathematics can be applied in situations other than those appearing in Mathematics text books.

In a world where information is so readily available, Statistics provides valuable tools which allow data to be analysed and interpreted, risk to be assessed and informed decisions made.

The Course:

Through practical experiments, game playing and simulations, often using computer technology, time is taken to explore the key concepts of probability and uncertainty that might be glossed over at Universities and Colleges. Real-life situations are explored and mathematical models are used to describe inherent natural variation. Assumptions and limitations of these models are considered and then conclusions drawn. The rigorous mathematical analysis allows appropriate confidence to be placed in results and some attempt to be made to grapple with the unsettling concept of uncertainty. Throughout the course, emphasis is on interpretation and application rather than complex algebraic manipulation.

Possible students:

This course would be useful to those who go on to study in the following areas:-

(This is just a small selection of possible disciplines)

Examples of problems studied:

Calculating the probability of winning the National lottery.
Can people tell the difference between Coke and Tesco Cola?
The distribution of the number of goals scored per game in European football leagues.
Should we be concerned over 6 cycle deaths in London in a fortnight?
How to determine overall pesticide use on soft fruit crops in Scotland.
How well do surgeons perform in medical operations.
Will women ever run faster than men?

Textbook: Maths in Action Advanced Higher Statistics books 1 and 2

Assessment: The final exam is made up of one paper in which you are allowed to use a calculator. There are also unit assessments that pupils must pass in order to be presented for the final exam.
MATHEMATICS

PERSONAL FINANCE AWARD

Entry Level:  National 3 Lifeskills or above

Course Description:

We engage in financial encounters every day and decisions we make regarding loans, banking and budgeting can have wide reaching implications on our daily lives. The Personal Finance Award equips pupils with the skills to cope confidently and effectively with basic financial situations as well as managing money.

The principles of money  This Unit will help learners to gain a better understanding of what money is and where it comes from. It will help candidates to understand sources of income, how to store and access their money and how to use a budget. Learners will also learn about foreign exchange.

Money Management  This Unit focuses on managing money and equips candidates with the skills required to deal with everyday financial encounters. Candidates will learn about bills and budgeting and will look at the costs involved with borrowing money. They will consider insurance and long term financial planning and will look at different ways of buying goods and how to compare different deals.

Textbook:  This course is completed online using SQA SOLAR. SOLAR is the name of SQA’s internet based Assessment service and it makes available an increasing number of summative and formative e-assessments based on banks of quality-assured question items

Homestudy:

Instead of traditional homework exercises pupils will undertake investigations based on real data which they will gather. They will also complete their own budgets and see firsthand how the skills they learn in class apply to their financial encounters every day.

Assessment:

SQA:  If pupils gain a pass in both units they will gain the Award in Personal Finance.
MATHEMATICS

NATIONAL 5 MATHEMATICS

Entry Level: A pass at National 4 Mathematics is required. A confidence with the algebra and trigonometry learned in National 4 would also be preferred as National 5 assumes that candidates have mastered these skills at a National 4 level.

Course Description:

Learners will have an opportunity to develop a more rigorous understanding of the algebra and geometry skills they studied at National 4 and see how those skills can be applied in various fields of study.

Algebra

This course places a much greater emphasis on algebraic skills. Pupils will learn how to manipulate quadratics, surds and indices, techniques which are required for pursuing Mathematics to a more advanced level. They will learn manipulate equations and formulae which might arise in science, engineering and finance.

Trigonometry

Pupils will take the skills that they learned at National 4 level relating to right angled triangles and extended it to non-right angled triangles. They will also investigate the circular nature of trigonometric problems and learn how to find solutions to equations relating to waves.

Applications

Pupils will take their understanding of simple percentages and apply them in a compound nature to more accurately model appreciation and depreciation. They will also learn statistical methods that can measure the consistency of a process or the variation in a sample of products.

Geometry

The concept of vectors will be introduced in both two and three dimensions which have practical uses in Science and also form the basis for 3D computer design. They will develop their understanding of the straight line and be able to use it in an experimental context to predict different outcomes.

Textbook:

We will use the “Maths in Action” – intermediate 2 textbook along with other resources. If pupils wish to purchase their own resources please ask your teacher for recommendations.

Homestudy:

The reviewing of learning and practice via exercises are essential components for success at this level. Pupils should spend a short time after each lesson going over their work to help consolidate their understanding. Homework exercises will assess how they apply their understanding to various problems. A minimum of 2 to 3 hours a week is expected.

Assessment:

SQA:

The final exam is made up of two papers, one which is completed without a calculator. There are also unit assessments that pupils must pass in order to be presented for the final exam.
MODERN LANGUAGES

FRENCH / GERMAN / URDU / SPANISH

Higher Modern Languages

New Higher Qualification

1. Entry Requirements:
   National 5 at Grade A or B

2. What are the aims of the Higher course?
   Gaining a qualification at Higher in a foreign language is an indication that you are able to use the language independently in confident and flexible ways.

   You will develop your skills in speaking, reading, listening and writing to a level of some sophistication. You will also develop your knowledge of the vocabulary and structures of the language and of the culture of the countries where the language is spoken.

3. What does the course cover?
   Two Units – Using Language and Understanding Language.
   Four themes - Learning, Employability, Culture and Society

   In the Using Language Unit you will focus on the skills of speaking and writing. In the Understanding Language Unit you will focus on the skills of reading, listening and translation.

   Grammatical knowledge: Grammatical knowledge acquired at National 5 will be revised and new grammar will be taught. One period a week will usually be devoted solely to grammar.

4. What do I have to do to gain the Higher Course award?
   You have to pass:

   4 internal assessments (Reading, Listening, Speaking, Writing)
   an external exam (Reading and Translation, Directed Writing, Listening, Short Essay Writing, Speaking)

   Note: You cannot get the full Higher Course award without passing all the internal unit assessments plus the external exam. However, even if you do not pass the external exam, you will be credited with the units you have passed on your certificate.

5. Internal Assessments (Unit Awards)

   one reading assessment
   one listening assessment
   one speaking assessment
   one writing assessment

   These assessments are generally carried out at the appropriate point of each theme (Learning, Employability, Society, Culture)

   You are awarded a pass or fail for each assessment.
   If you fail any of the internal assessments, you are allowed to re-sit once, or
in special circumstances, twice. Different assessment materials will be used each time for the reading and listening assessments.

6. Work Ethic

It is not compulsory for any pupil to take Higher Languages and we therefore assume that you:

- are interested in learning languages to an advanced level
- are prepared to work hard
- are committed to doing well

You should have a sensible outlook and realise the importance of the following:

- Regular attendance is a basic requirement. You must realise that it is your responsibility to catch up if you have to be absent for any reason.
- Be organised. Always bring all necessary materials to class. Organise your work at home in ring binders with subject dividers. Bring a ring binder to school with current work organised into sections for easy access.
- Work consistently throughout the year. Remember this is definitely a subject where you can't swot everything up the night before an exam!
- Note and learn all new vocabulary on an on-going basis.
- Re-draft any piece of writing you have had corrected so that you can build up a folio of your best work. This will help you to prepare for the speaking and writing.
- Revise grammar notes regularly.

Homework plays an important part in consolidating learning and in ensuring that all aspects of the course are covered.

You can expect regular homework. The types of task you will be given include:

- grammar exercises
- preparation of texts for discussion in class
- preparation of writing and speaking tasks
S6 MODERN LANGUAGES

COURSES OFFERED IN FRENCH /GERMAN/SPANISH/GAELIC & GAIDHLIG FOR FLUENT SPEAKERS

ADVANCED HIGHER FRENCH/GERMAN/SPANISH/GAELIC

Entry Level: Higher Grade A or B at Higher level

Course Description:

The courses consist of advanced language work and the study of two literary texts or a literary text and a background topic. The skills of Speaking, Listening, Reading and Writing are further developed in two units: Language; Extended Reading and Viewing. The themes are:

- Personal, social and cultural issues (issues that affect young people in today’s society)
- Topical issues (e.g. impact of technology on everyday life etc.)
- Environmental issues (global warming, rainforest destruction, renewable energy sources etc.)
- Europe

The courses are an important preparation for those wishing to study languages in Higher Education, and are of value to anyone with an interest in the study of a language at an advanced level.

Homestudy:

Written pieces of work and preparation of literary text or background topic taking approximately 4-5 hours per week.

SQA Assessment:

The 4 Skills are assessed internally during the study of the two units. There is also an external exam, which consists of:

- Speaking (25%) - both units tested by visiting examiner
- Listening (15%) - passage played twice with answers in English
- Reading (25%) - text with questions in English and some translation
- Writing (35%) - folio (2 pieces) and essay

These courses may be offered at a neighbourhood school.
MODERN LANGUAGES

GÁIDHLIG

HIGHER

Gaelic (Learners) Higher at James Gillespie’s High School

Learn Scotland’s oldest living language in the heart of Scotland’s Capital City at James Gillespie’s High School.

Higher Gaelic (Learners) is an exciting, stimulating and rewarding course for those who study it. As a student on this course you will benefit from the expertise of our skilled Gaelic teaching staff as well as complement our highly regarded Gaelic Medium Education courses.

Students wishing to study Gaelic (Learners) will already have shown an aptitude for Modern Languages, having achieved a pass at Higher in another Modern Language. However, consideration will also be given to students who show aptitude in other subjects and display a dedication and genuine interest in Gaelic language and culture.

The initial six weeks of the course will be delivered at an accelerated intense pace in order to deliver the basic general skills of the Broad General Education, subsequent to this the delivery of the Higher course will be taught as students work towards certification.

Students can expect to develop a wide vocabulary, deep knowledge of grammar and strong conversational skills with a course that reflects the same themes as the other Modern Languages courses delivered in the Curriculum.

In the modern progressive Scotland, learning Gaelic opens up a great many opportunities, with employment prospects in media, music, art, education, local and national government as well as the ability to develop a greater understanding of Scottish and Highland geography, history and culture. Students also develop global citizenship skills regarding the value of other minority languages across the globe.

Gabh an cothrom! Seize the opportunity!

NB: Gaelic (Learners) has the same status and value as equivalent qualifications in other Modern Language in terms of UCAS and SCQF.
MODERN STUDIES

HIGHER MODERN STUDIES


The course makes a distinctive contribution to the education of students as a relevant academic study in its own right and in preparing students for the skills demanded by higher education and business. The study of Modern Studies develops knowledge and skills, which are of importance and relevance to our lives. Higher Modern Studies is one of the SQA’s most popular qualifications. The subject is taught throughout Scotland and is highly respected by employers and universities, particularly in the faculties of Law and Humanities.

The Higher Modern Studies Course develops learners’ knowledge and understanding of contemporary political and social issues in local, Scottish, United Kingdom and international contexts. In these contexts, learners develop an awareness of the social and political issues they will meet in their lives.

Through this course, learners will undertake a coherent study of contemporary society with concepts and themes being revisited and built upon across the units. The Course will develop the skills to help learners interpret and participate in the social and political processes they will encounter now and in the future.

Modern Studies makes a distinctive contribution to the curriculum by drawing on the social sciences of politics, sociology and economics and where appropriate, of associated ideas drawn from other social subjects. It thereby adopts a multi-disciplinary approach.

The main aims of Modern Studies are to enable learners to develop a range of research, analytical and evaluating skills understanding of the democratic process and complex political issues understanding of complex social and economic issues at local, Scottish, national and international levels and ways of addressing needs and inequalities understanding of different views about the extent of state involvement in society understanding of the nature and processes of conflict resolution understanding of the importance of human and legal rights and responsibilities and their application in different societies

Entry Level: A pass at National 5 Modern Studies.

For Sixth Year students who would like to enter without having studied Modern Studies in S3- S4 a pass in Higher English or History is required.

Course Description:

Students will study three units: Political issues; Social issues and International issues. These units are broken down into study themes as shown below:

1. **H23C: 76 Democracy in Scotland and the United Kingdom**

   Use a range of sources of information to detect and explain the degree of objectivity in contexts relating to democracy in the Scottish and United Kingdom political systems. Draw on factual and theoretical knowledge and understanding of democracy in the Scottish and United Kingdom political systems

2. **H23F: 76 Social Issues in the United Kingdom**
Research and use a range of sources of information to make and justify decisions about social issues in the United Kingdom, focusing on crime and the law
Draw on factual and theoretical knowledge and understanding of social issues in the United Kingdom, focusing on either social inequality or crime and the law

3. **H23G: 76 International Issues**

   Use a range of sources of information to draw and support conclusions
   About international issues, focusing on either a major world power or a significant world issue
   Draw on factual and theoretical knowledge and understanding of international issues, focusing on either a major world power or a significant world issue

4. **The Assignment Task**

   The purpose of this assessment is to generate evidence for this Component of the Added Value of this Course by means of an assignment. The purpose of this assignment is to demonstrate challenge and application by requiring the candidate to draw on and apply skills, knowledge and understanding within the context of a modern studies issue. This may be related to areas they have studied in class if they wish, but they are free to research any relevant contemporary issue. This assessment has a research stage and a production of evidence stage. Candidates should choose an area of study which allows them to analyse a complex contemporary issue and apply decision-making skills. They should research the issue, analyse, evaluate and synthesise information, show detailed knowledge and understanding of the issue, reach a decision while showing an awareness of alternatives and communicate information using the conventions of a report

   Assessors should provide reasonable guidance on the types of
   Issue which will enable candidates to meet all the requirements of this
   Assignment. They may also guide candidates as to the likely availability and accessibility of resources for their chosen issue. Candidates should work on their research with minimum support from the assessor.

**Homestudy:**

2/3 hours a week - mainly preparing for and writing essay type answers/reports and preparing for the internal assessments. This will involve doing extra research and reading articles/ watching documentaries etc.

**SQA Assessments:**

**Internal Assessments**
Throughout the academic year students will sit internal assessments on each unit of study. Pupils must pass all three internal assessments be presented for the Higher exam.

**External Assessment**
The external exam is comprised of a 2 hour 15 minute exam worth 60 marks and an externally graded Higher Assignment worth 30 marks out of a total of 90 marks.


**Progression**
This Course or its units may provide progression to Advanced Higher Modern Studies course or its component Units, further study, employment and/or training
MODERN STUDIES
ADVANCED HIGHER

Why Modern Studies?

Detailed information on the course can be found on the SQA website. New Advanced Higher course from August 2015:

http://www.sqa.org.uk/sqa/48467.html

The Advanced Higher Modern Studies course allows you to build on your previous knowledge and understanding of political, social and international issues and the theories underpinning them. It also provides you with the opportunity to develop the critical skills of analysis, synthesis and evaluating and carry out your own independent research in a selected area of study.

Modern Studies also contributes to your personal and social development. In particular, the course addresses the issue of rights and responsibilities, including those of citizens in a democratic society, and examines the moral and ethical responsibilities of individuals.

Entry to the course

You would normally be expected to have attained one of the following

- Higher Modern Studies
- Higher grade A or course in another social subject.

Course Outline

Study Theme: Law and Order

A. Understanding the criminal justice system
   Individual human rights and liberty in relation to criminal justice
   Judicial framework
   Current criminal justice issues

B. Understanding criminal behaviour
   The nature and extent of criminal behaviour
   Evaluation of theories of criminal behaviour
   The social and economic effects of criminal behaviour

C. Responses by society to crime
   Theories and explanations of responses to crime
   Current responses to crime
   Evaluation of responses to crime

D. Research Methods
   Research methodology and related moral and ethical issues

Assessment

Units are assessed internally by your teacher/lecturer in accordance with SQA guidelines.
The external assessment carried out by the SQA is in two parts

- A written examination involving essay writing and analysis of research methods and sources – 90 marks
- A dissertation – 50 marks  (4000 – 5000 words).

Homestudy:

Minimum of 6 hours per week - mainly preparing for and writing essay type answers/reports and preparing for the internal assessments and working on the dissertation task. This will involve doing extra research, organising visits and interviews and reading articles/ watching documentaries etc.

Progression

This course is highly regarded in academic circles partly as a result of the level of research undertaken in order to complete the dissertation task. Successful completion of this course may lead to:

Education (HNC/HND/Degree) or Employment in

- **Arts, Social Sciences, Law & Religion**
- **Libraries Museums & Archaeology**
- **Social, Caring & Advisory Services**

And a wide variety of other areas
MUSIC

HIGHER

Entry Level: National 5 qualification, relevant component units or equivalent instrumental and compositional skills (entry without National 5 Music is in discussion with the faculty head of department)

Course Description:

The Higher Music course allows learners to develop and consolidate practical skills in performing and creating music, while developing a broader understanding of a range of styles and concepts. The course activities allow learners to work independently or in collaboration with others, and it can meet the needs of a wide variety of learners with a range of musical interests.

The Higher Music course provides opportunities for learners to perform a variety of challenging music in solo and/or group settings using their voice or selected instrument(s). Through music, learners will extend their ability to express themselves and develop their personal creativity and self-confidence when performing and creating music. Learners will develop a breadth of knowledge and understanding of music concepts and literacy. They will develop their ability to recognise and distinguish level-specific music sign, symbols and music concepts as they perform, create and listen to music.

Learners are encouraged to express themselves musically and to self-reflect on their learning. This encourages them to think imaginatively and to explore and develop their own creative ideas and music, making use of their understanding of music concepts.

The Higher Music course is practically based and consists of three units, and an added value unit (the course assessment):

1. Performing Unit

At Higher level, pupils will be expected to perform a programme of pieces on two different instruments, or one instrument and voice. This combined programme must amount to between 12 to 13 minutes overall between both instruments at an equivalent ABRSM grade 4 or above level.

The performance time on either of the two selected instruments, or instrument and voice, must be a minimum of 4 minutes within the over 12 to 13 minute programme, and pupils must include a minimum of two pieces on each instrument/voice.

Pupils are encouraged to critically self-reflect and evaluate their performance skills throughout this unit, and identify areas of strength and areas for improvement through a performance log.

2. Composing Unit

Pupils will have opportunities to compose and/or arrange music in a range of ways and techniques. These will be covered through different topics and units of work relating to styles of music linked to the Understanding Music unit. Activities will include a Minimalist composition and either a Serialist or Theme and Variations composition covered in class. Pupils can submit any of
these as part of their composition folio, or submit their own original composition. Pupils will be encouraged to self-reflect on their creative choices and decisions through a composition log, and will develop their understanding of how musicians develop their ideas and create their music. Composing will be done using instruments/voices and pupils will further develop IT skills using software such as Sibelius. Composition work will demonstrate structural, melodic, rhythmic and harmonic ideas, and pupils will be encouraged to create original music using compositional methods and music concepts creatively.

3. Understanding Music Unit

Pupils will cover a breath of complex music concepts and music literacy through a comprehensive listening course that fully explores music from Renaissance to the 21st Century. Pupils will demonstrate the ability to listen to music extracts and identify where specific music concepts are used, and to identify the distinguishing features of specific music styles. They will also identify and use a range of music signs and symbols in music notation – these are covered throughout the course. Pupils will be encouraged to identify and analyse the social and cultural factors that has influenced the distinctive sounds and structure of specific music styles through an Understanding Music log.

SQA COURSE ASSESSMENT (ADDED VALUE UNIT)

The course award assessment comprises of two components:

1. Performing Assessment: 60%

At Higher level, pupils will perform a 12 to 13 minutes combined programme of pieces on two instruments, or one instrument and voice, to an external SQA examiner in February/March of S5/6. Each instrument must include at least two contrasting pieces and be a minimum of 4 minutes in length.

This accounts for 60% of the overall course award.

2. Understanding Music Assessment: 40%

Pupils will be assessed on their knowledge and understanding of music concepts, styles and literacy through a one hour written paper in May of S5/6 at the end of the course. This paper is externally marked by the SQA. Pupils will be expected to identify and recognise a range of musical styles and concepts covered throughout the course.

This accounts for 40% of the overall course award.

Composition:

Pupils will submit a composition folio of original work by March of S5/6 with a recording and either a written or oral account of the creative processes.

This will be graded on a pass/fail basis and must be passed in order to gain an overall course award.

Homestudy:

Regular practise on performance instruments, consolidation and revision of music concepts and work on composition must be undertaken at home.
MUSIC

ADVANCED HIGHER

Entry Level: Higher qualification at grade A or B, relevant component units or equivalent instrumental and compositional skills (entry without Higher Music is in discussion with the subject leader/curricular leader)

Course Description:

The Advanced Higher Music course allows learners to develop and consolidate practical skills in performing and creating music, while developing a broader understanding of a range of styles and concepts.

The course activities allow learners to work independently or in collaboration with others, and it can meet the needs of a wide variety of learners with a range of musical interests.

The Advanced Higher Music course provides opportunities for learners to perform a variety of challenging music in solo and/or group settings using their voice or selected instrument(s).

Through music, learners will extend their ability to express themselves and develop their personal creativity and self-confidence when performing and creating music. Learners will develop a breadth of knowledge and understanding of music concepts and literacy. They will develop their ability to recognise and distinguish level-specific music sign, symbols and music concepts as they perform, create and listen to music.

Learners are encouraged to express themselves musically and to self-reflect on their learning. This encourages them to think imaginatively and to explore and develop their own creative ideas and music, making use of their understanding of music concepts.

The Advanced Higher Music course is practically based and consists of three units, and an added value unit (the course assessment) with a choice of two components.

All units must be passed in order to proceed to the course assessment (added value unit)
1. Performing Unit

At Advanced Higher level, pupils will be expected to prepare a programme of pieces on two different instruments, or one instrument and voice.

Pupils are encouraged to critically self-reflect and evaluate their performance skills throughout this unit, and identify areas of strength and areas for improvement through a performance log.

This performance will give learners the opportunity to demonstrate the following skills, knowledge and understanding:

♦ the ability to perform a prepared programme of musically and technically demanding music either solo and/or in a group setting
♦ the ability to maintain musical flow and realise the composer’s intentions
♦ interpretive flair and musicality when performing

2. Composing Unit

Pupils will have opportunities to compose and/or arrange music in a range of ways and techniques. These will be covered through exploring various composer’s techniques and musical structures relating to styles of music linked to the Understanding Music unit.

Pupils will be encouraged to self-reflect on their creative choices and decisions through a composition log, and will develop their understanding of how musicians develop their ideas and create their music.

Composing will be done using instruments/voices and pupils will further develop IT skills using software such as Sibelius.

Composition work will demonstrate structural, melodic, rhythmic and harmonic ideas, and pupils will be encouraged to create original music using compositional methods and music concepts creatively.

3. Understanding and Analysing Music Unit

Pupils will cover a breath of complex music concepts and music literacy through a comprehensive listening course, and compile these in an understanding music log.

Pupils will demonstrate the ability to listen to music extracts and identify where specific music concepts are used, and to identify the distinguishing features of specific music styles. They will also identify and use a range of music signs and symbols in music notation – these are covered throughout the course.

Pupils will be encouraged to identify and analyse the social and cultural factors on the development of music with reference to style and form, melody, harmony and rhythm.

Pupils are also encouraged to analyse sections of musical movements or works by selecting suitable music for study and identifying certain aspects of the music and concepts contained within the extract. These could be pieces that the pupils plays or enjoys listening to.

4. Added Value Unit/Course Assessment (externally assessed by SQA)

The added value unit consists of two components:

Component 1: (60%)

either performing a programme of music on two instruments or one instrument/voice or producing a portfolio of music compositions/arrangements.

Component 2: (40%)

A one hour written paper assessing the knowledge and understanding of musical concepts

Component 1: (Performance option)

♦ Preparing and performing a programme of music on two selected instruments, or instrument and voice The combined programme must amount to 20 minutes overall between both instruments at an equivalent ABRSM grade 5 or above level.
The performance time on either of the two selected instruments, or instrument and voice, must be a minimum of eight minutes within the overall twenty minute programme, and pupils must include a minimum of two pieces on each instrument/voice.

**Component 1: (Portfolio option)**

- Producing a 12 minute portfolio of music.

The portfolio will include a minimum of two contrasting pieces of music and will be presented in the form of an audio folio. This must include at least one original composition. It may also include elements of improvisation and/or arranging. The pieces that make up the portfolio may be produced in a variety of ways and this may include using music technology.

The pieces may be in any appropriate musical context and in a wide variety of genres and styles.

**Component 2: Understanding Music Question Paper**

The purpose of the question paper is to assess learners’ knowledge and understanding of music concepts and music literacy.

Learners will demonstrate conceptual knowledge and understanding of music by responding to music excerpts and an associated range of questions in sophisticated and challenging musical contexts.
PERSONAL AND SOCIAL EDUCATION

Education for personal and social development is a lifelong process that takes place constantly in a wide variety of settings. A range of factors including the home, social and cultural expectations, religious beliefs and peer and media pressures influence this development. For young people the various educational settings in which they spend a significant amount of time are an important influence on their development. Schools have a particular responsibility since they have the personal and social development of young people as a specific and intentional educational aim.

Education for personal and social development incorporates all that a school does in all aspects of its life to help young people grow and mature as people, as members of families and of society, as citizens, and as future participants in the world of work. The PSE programme in this school aims to help young people to become:

- successful learners
- confident individuals
- responsible citizens
- effective contributors

Successful learners:

who appreciate the need to develop skills in:

- communication
- numeracy
- problem solving
- using ICT
- working together
- thinking and learning

and are better able through a commitment to learning to:

- take increasing responsibility for their own lives and the choices they make
- look after their personal needs, including planning their financial future
- take responsibility for their actions and behaviour
- become more independent
- be responsive to the needs of others

Confident individuals:

who through education for personal and social development:

- develop the attitudes, skills and capabilities and knowledge and understanding needed for a healthy, fulfilling and productive life
- assess their own abilities and capabilities
- clarify personal values in relation to those held by others
- act with resilience, optimism and empathy towards others
- deal more responsibly with their emotions
- make their own decisions
- assess their own strengths and weaknesses
- understand and manage their own emotions
- reflect on self
Responsible citizens:

who:

• identify, review and evaluate the values that they and society hold and understand in what ways these affect thoughts and actions
• develop a positive regard for self and for others and their needs
• participate effectively in society
• develop a sense of social and environmental responsibility
• develop a disposition of openness, objectivity and rejection of prejudice or discrimination
• have respect and care for themselves
• have respect and care for others
• have a sense of belonging

Effective contributors:

who:

• develop individual talents and capabilities
• fulfil personal goals in a complex and changing society
• participate effectively in groups
• communicate well with others
• think coherently and productively
• engage with problems and make decisions
• are creative, innovative and enterprising
• look after their own personal needs, health and safety
• work independently and with others

In both Fifth and Sixth Year the PSE programme maintains progression in topics and skills encountered earlier in school and covers the themes of Personal Awareness and Development (PAD), Social Awareness and Development (SAD) and Vocational Awareness and Development (VAD). The Core Skills of Communication, Numeracy, IT, Working with Others, and Problem Solving occur in a natural way throughout all PSE Programmes.

Topics covered during Fifth and Sixth Year are Drugs and Alcohol Education; Sexual Health and Relationships including a morning workshop with the local HIV/AIDS Education Team; Image, Identity, Equality and Diversity; Citizenship and Human Rights; Personal and Group Values; Gap Year Information; Future Planning, UCAS Preparation, Course Choice; Preparation for Independent Living; Enterprise in Education; Working in Committees and Running Events.
PHILOSOPHY

HIGHER

Scottish society today has been influenced by a wide variety of cultures and traditions, and it is therefore important that all its citizens are able to develop and express their own values and perspectives in a reasoned way. In addition, it is important that they are able to discuss and reflect upon perspectives and values which may be different from their own. Developing a reasoned and structured approach to all forms of discourse will contribute to this process.

This course aims to:

- develop knowledge and understanding of philosophy and philosophers
- develop thinking, analytical and evaluative skills appropriate to philosophy
- encourage learners to use philosophical techniques, including abstract thought
- offer learners insight into the ideas of others which might be different from their own
- develop communication skills appropriate to philosophy

This course is suitable for all learners with an interest in using thinking and communication skills to explore ideas about human existence. Learners who like to discuss and share ideas are likely to be enthusiastic about the course.

Entry Level: National 5 award in English and a social subject

Course description:

Arguments in Action - When presented with a complex argument, the learner will be able to analyse the argument by describing aspects of the argument, distinguishing the component propositions of the argument and identifying any hidden premises. The learner will be able to evaluate the reliability of the argument with reference to the impact of premises, hidden premises, fallacies and the reliability of conclusions.

Knowledge and Doubt - The learner will be able to explain rationalist and empiricist responses to scepticism. This will involve describing key concepts of these views and explaining and interpreting sources that exemplify these views. The learner will evaluate either a rationalist or an empiricist view with reference to appropriate texts. This will involve analysing and evaluating a text to explain the view.

Moral Philosophy - The learner will be able to analyse and evaluate a moral theory in detail. This will involve explaining the main features of moral theories and analysing their response to moral issues, with reference to appropriate sources. Evaluation will involve considering strengths and weaknesses of theories and judging how successfully the theories respond to moral issues. Learners will express a philosophically-informed opinion on the moral theory.

Homestudy: students should expect to spend 2-3 hours per week completing reading assignments, writing essay-style answers, and preparing for the internal assessments.

SQA Assessment: this course will be assessed by a Question Paper (worth 70%) and an Assignment (worth 30%).
PHYSICAL EDUCATION

NATIONAL 5/HIGHER

This is an academic course primarily aimed at improving the candidate’s practical performance in a range of sporting activities.

There are two course units:

1. Performance
2. Factors Influencing Performance

Structure of the Course – The course is made up of three components:

| Football or Athletics | Basketball or Dance | Badminton or Gymnastics |

The pupils will spend 12 weeks on each component. Pupils will decide what activity they will participate in during each component.

Each component will be studied alongside a ‘factor influencing performance’. There are four factors influencing performance:

1. Mental  
2. Emotional  
3. Social  
4. Physical

Assessment:

Pupils will be practically assessed in a one off performance in an activity of their choice. This is worth 60% of their overall mark for the course. Pupils must also meet the minimum requirements in performance in at least two activities in order to sit the final examination.

Pupils will also complete a final exam (Higher) or a portfolio (National 5) which will be externally assessed by the SQA. This is worth 40% of their overall mark for the course. Pupils must also complete a workbook at minimum standard in order to be eligible for the final written assessment.

Other Information:

PE kit is required at all times and course folders brought to each lesson. A short homework task will be set once a week.

The course requires candidates to participate in at least 50% of all practical lessons. Failure to do so will result in the candidate being withdrawn from the course (this does not include pupils who are medically exempt from participation).

We encourage all pupils to participate in sport outside of school hours in order to develop their practical performance.
PHYSICAL EDUCATION

National 5 Dance

This is a two year academic course primarily aimed at improving the candidate’s technical skills in a range of dance styles and their self-expression and creativity using choreography.

There are 2 mandatory units in this course:

3. Technical Skills
4. Choreography

The technical skills unit involves candidates applying the technical dance skills in two given dance styles and performing a teacher choreographed dance sequence in each style. Candidates will also develop their knowledge and understanding of a selected dance style and demonstrate this through a written or oral presentation.

The choreography unit involves candidates developing their knowledge and understanding of a range of choreographic principles and then applying this knowledge to create a short dance piece for two people excluding themselves in a selected style.

Assessment:

The course assessment will consist of one component – Performance which is 100% of the total mark.

The performance will have three sections:

1. Performance of a solo in one dance genre (35% of total mark)
2. Performance of a choreography for two dancers (35% of total mark)
3. Support log for choreography (30% of total mark)

Visiting assessors appointed by the SQA will carry out the assessment of performance.

Other Information:

PE kit suitable for dance is required at all times and course folders brought to each lesson. Short homework tasks and extra rehearsals will be set regularly throughout the course.

The course requires candidates to participate in at least 50% of all practical lessons. Failure to do so will result in the candidate being withdrawn from the course (this does not include pupils who are medically exempt from participation).
PHYSICAL EDUCATION

Community Sports Leadership Award (CSLA)

The CSLA course is an exciting, challenging and dynamic course which teaches skills and techniques as well as developing crucial personal and social skills through leading lessons and working with the community.

The Level 2 Award in Community Sports Leadership is a nationally recognised qualification that enables successful learners to lead groups of people in sport/activity, under indirect supervision.

The qualification teaches generic leadership skills such as organisation, planning, communication and teamwork through the medium of sport. It is a fun and practical qualification with no entrance requirements or final examinations to sit.

The Level 2 Award in Community Sports Leadership consists of seven units of work including 10 hours demonstration of leadership:

- Plan, lead and evaluate a sport/activity session
- Developing leadership skills
- Lead a session to improve fitness
- Adapting sports activities
- Establish and maintain a safe sport/activity session
- Organise and deliver a sports event or competition
- Pathways in sport and recreation

Other Information:

PE kit is required at all times and course folders must be brought to each lesson.

The course requires candidates to participate in at least 50% of all practical lessons. Failure to do so will result in the candidate being withdrawn from the course (this does not include pupils who are medically exempt from participation).

Additional bolt on courses:
- Early Touches SFA coaching course
- Basketball Level 1 coaching certificate
- Tennis Leaders Award
- NQA Cricket
PHYSICS

**NATIONAL 5**

Entry Level: a pass at N4 Physics together with a teacher recommendation or a pass at N5 Biology or Chemistry together with a teacher recommendation.

The National 5 course consists of 3 units:

1. **Electricity and Energy**
2. **Waves and Radiation**
3. **Dynamics and Space**


SQA Assessment:
- The assessment is based on internal assessments and an external examination.
- The final award is gained from an external exam and a coursework assignment which contributes to 20% of the overall grade.

**CfE HIGHER**

Entry Level: a minimum of a grade C pass in National 5 Physics

The Higher course consists of 4 units:

1. **Our Dynamic Universe**
2. **Particles and Waves**
3. **Electricity**
4. **Researching Physics**


SQA Assessment:
- The assessment is based on internal assessments and an external examination.
- The final award is gained from an external exam and a coursework assignment which contributes to one sixth of the overall grade.

**CfE ADVANCED HIGHER**

Entry Level: a grade A or B in Higher Physics

The Advanced Higher course consists of 4 units:

1. **Rotational Motion and Astrophysics**
2. **Quanta and Waves**
3. **Electromagnetism**
4. **Investigating Physics**
SQA Assessment:

- The assessment is based on internal assessments and an external examination.
- The final award is gained from an external exam and an investigation which contributes to just under one quarter of the overall grade.
PSYCHOLOGY

HIGHER

Entry Level:
Recommendations based on S4/5 attainment. Pupils should have achieved an A or B in English and a Social Subject.

What makes you tick?
What do our dreams mean?
Why do we behave the way we do?

These are just a few of the questions that the Higher Psychology course tries to tackle. Psychology is the study of the human mind and behaviours. The way we think, how we feel and how we interact with others are all influenced by Psychology. The course is designed to stimulate interest in the field of Psychology and to provide students with an understanding of the key domains.

Course Description:
Students will study three units: Individual Behaviour; Research and Social Behaviour. These units are broken down into study themes as shown below:

Unit 1: Individual Behaviour

Sleep, Dreams & Disorders – We explore the purposes of sleep, according to different psychological approaches and explore the relevance and meaning of dreams.
Atypical Behaviour - We will consider different theories atypical behaviour, including phobias, and how these are studied/treated in psychology.

Unit 2: Research

Research Methods - We will explore how Psychologists undertake experiments and explore the ethics behind particular experiments. Pupils will undertake their own experiments and research, which will strengthen their knowledge and understanding of concepts within the course.

Unit 3: Social Behaviour

Conformity & Obedience – We will explore explanations of conformity, including informational and normative social influence, and consider why we comply with society. We will also consider individual and cultural factors when considering why we behave how we do.

Prejudice – We will study stereotyping, prejudice and discrimination and what methods are being used by societies to reduce instances of prejudice.

Assessment

Throughout the academic year students will sit internal assessments on each unit of study. Students must pass each unit in order to achieve the Higher award.
As part of the Research unit, pupils must undertake their own psychological experiment and present their findings in a short report. This will be externally assessed.
CAREERS EDUCATION

Your Careers advisor is
Hilary Malcolm
Careers Adviser
Skills Development Scotland
Tel: 07884116056
www.skillsdevelopmentscotland.co.uk

OR You can contact

The Skills Development Scotland careers centre is at Shandwick Place, Edinburgh
Please check the website www.myworldofwork.co.uk
by telephone: 08009178000

There is also a Drop-in Clinic in the Library at Tuesday lunchtime (13:00 – 13:30) for all students.
The Careers Adviser is also in school from 12:15pm on Mondays and all day on Tuesdays.

WHILE YOU ARE STILL AT SCHOOL
• The Careers Adviser can help you to make decisions about your future career.

The Careers Adviser in schools:
• Gives TALKS TO GROUPS OF PUPILS to help them develop effective career management skills.
• Offers INDIVIDUAL CAREERS INTERVIEWS, if you want to discuss your career plans in depth and is also present at parents evenings S4, S5 and S6.

SOME USEFUL WEBSITES
www.myworldofwork.co.uk/subjectchoices
My World of Work is a Skills Development Scotland service that provides a unique mix of resources, features and job information to help people discover more about themselves and the future world of work.
Some great new content has just been launched on My World of Work to help school pupils and their parents/carers get to grips with subject choice decisions.
Pupils can use the online Strengths tool
http://www.myworldofwork.co.uk/mystrengths-loggedout>
To find out more about what they’re good at and what that might mean for a career. The content also includes some great tips from pupils, parents and careers advisers on subject choices such as:
Help! What subjects should I choose?
http://www.myworldofwork.co.uk/content/help-what-subjects-should-i-choose
Jobs of the future.
http://www.myworldofwork.co.uk/subjectchoices/jobs-of-the-future>
While subject choices are important the world of work is changing. Find out what jobs you might end up doing that haven’t even been invented yet!
5 easy steps to helping your child.
http://www.myworldofwork.co.uk/subjectchoices/5-easy-steps-to-making-the-right-subject-choices>
Includes a video of school pupils suggesting how they would like their parents to support them.

www.planitplus.net - register for free with this website for a range of advice on planning the future and identifying educational, training and work opportunities.

www.edinburghcollege.ac.uk - detailing all the courses they offer, the entry requirements and further study opportunities.

www.adamsmith.ac.uk – the Adam Smith College website, detailing all the courses they offer, the entry requirements and further study opportunities.

www.mappit.org.uk - a website for those interested in pursuing a Modern Apprenticeship, including links to positions available currently in Fife.

www.ucas.com – everything you need to know about how to apply to university, the courses and their entry requirements.

www.bestcourse4me.com – a website that looks at where university courses can lead, including statistics on employability and earnings.

unistats.direct.gov.uk – a website that compares different universities, including information on student satisfaction and job prospects.

www.gapadvice.org – a website providing advice about gap years and how to research/organise/fund them.