

S5 into S6 Curriculum Pathways

A guide for pupils, parents & carers

2023 / 2024

This booklet contains information about the Subjects and Courses, which are available to pupils in S6.

The booklet is intended to be of interest to parents, carers and pupils preparing for the curricular demands of S6.

Pupils will select **four courses** to follow throughout S6.

Courses can be made up from a combination of National Qualifications e.g. Nat4, Nat5, Higher, Advanced Higher.

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1. THE CURRICULUM

Rationale and design of the curriculum

In designing our curriculum we have kept at the core of the development a commitment to the four capacities embedded within Curriculum for Excellence and we remain committed to developing these capacities in all learners as they progress through each stage of school life: Successful Learners; Confident Individuals; Effective Contributors; Responsible Citizens.

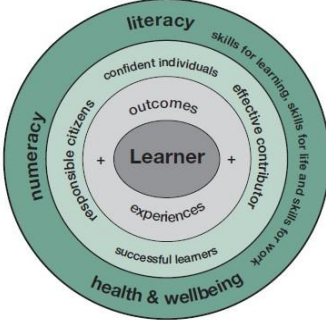
The curriculum in Bocclair Academy embodies all aspects of school life and meets the commitment of Curriculum for Excellence to embody "the totality of all that is planned for children and young people throughout their education"

- Ethos and life of the school as a community
- Curriculum areas and subjects
- Interdisciplinary Learning
- Opportunities for Personal Achievement

We have also paid due diligence to the seven principles of curriculum design and ensures that they apply at all stages of learning, with different emphasis at different stages. These principles are

- | | |
|---------------------------|------------------------------|
| ➤ Challenge and enjoyment | ➤ Personalisation and choice |
| ➤ Breadth | ➤ Coherence and |
| ➤ Progression | ➤ Relevance |
| ➤ Depth | |

Our starting point for discussion and self evaluation exercises is taken from "Building the Curriculum 3" advice from Scottish Government.

<p>Values</p> <p>Wisdom, justice, compassion, integrity</p> <p>The curriculum must be inclusive, be a stimulus for personal achievement and, through the broadening of experience of the world, be an encouragement towards informed and responsible citizenship.</p>	<p>The curriculum: 'the totality of all that is planned for children and young people throughout their education'</p> <ul style="list-style-type: none">• Ethos and life of the school as a community• Curriculum areas and subjects• Interdisciplinary learning• Opportunities for personal achievement	<p>Learning and teaching</p> <ul style="list-style-type: none">• Engaging and active• Setting challenging goals• Shared expectations and standards• Timely, accurate feedback• Learning intentions, success criteria, personal learning planning• Collaborative• Reflecting the ways different learners progress	
<p>Experiences and outcomes set out expectations for learning and development in:</p> <ul style="list-style-type: none">• Expressive arts• Languages and literacy• Health and wellbeing• Mathematics and numeracy• Religious and moral education• Sciences• Social studies• Technologies <p>Curriculum levels describe progression and development.</p>	<div></div>		<p>All children and young people are entitled to experience</p> <ul style="list-style-type: none">• a coherent curriculum from 3 to 18• a broad general education, including well planned experiences and outcomes across all the curriculum areas. This should include understanding of the world and Scotland's place in it and understanding of the environment• a senior phase which provides opportunities for study for qualifications and other planned opportunities for developing the four capacities• opportunities for developing skills for learning, skills for life and skills for work• opportunities to achieve to the highest levels they can through appropriate personal support and challenge• Opportunities to move into positive and sustained destinations beyond school
<p>Personal Support</p> <ul style="list-style-type: none">• review of learning and planning of next steps• gaining access to learning activities which will meet their needs• planning for opportunities for personal achievement• preparing for changes and choices and support through changes and choices• pre-school centres and schools working with partners	<p>Principles for curriculum design:</p> <ul style="list-style-type: none">• Challenge and enjoyment• Breadth• Progression• Depth• Personalisation and choice• Coherence• Relevance	<p>Arrangements for</p> <ul style="list-style-type: none">• Assessment• Qualifications• Self-evaluation and accountability• Professional development to support the purposes of learning	

The Senior Phase S4 – S6 and new Qualifications

As pupils progress into the senior phase there is a broad range of contexts for learning which allow young people to follow a variety of learner pathways, and allow individuals to succeed in a variety of different ways. The Senior Phase in Bocclair Academy will begin in S4 and continue through to the end of S6.

All S6 pupils will have a meeting with their Guidance Teacher to discuss their progress and consider their next steps.

As pupils progress into S5 and S6 it is anticipated that young people will study five subjects (in S5) and between four or five subjects in S6 depending on the complexity and level of the courses being studied. The aim is to provide progression routes for all young people from S4 and it is anticipated that young people will choose to build on subjects studied the previous session.

Some parents and carers may be unfamiliar with the new qualifications and the following illustration will hopefully offer a useful guide to the changes.

Previous National Qualifications	Replaced by	New National Qualifications
Access 1 & Access 2	>	National 1 & National 2
Access 3 Standard Grade (Foundation level)	>	National 3
Standard Grade (General level) Intermediate 1	>	National 4 - assessed by teachers
Standard Grade (Credit level) Intermediate 2	>	National 5 – final external assessment & coursework or performance
Higher	>	Higher
Advanced Higher	>	Advanced Higher

Overview of Curriculum for Excellence in Bocclair Academy

The following table provides an overview of the progression in Bocclair Academy from the Broad General Education (S1 – S3) through the Senior Phase (S4 – S6)

Year		Course
Broad General Education		
S1	>	S1 CfE Curriculum
S2	>	S2 CfE Curriculum
S3	>	S3 CfE Curriculum with element of choice
Senior Phase		
S4	>	National 4 & National 5
S5	>	National 5 & Higher
S6	>	National 5, Higher, Advanced Higher & Other Awards

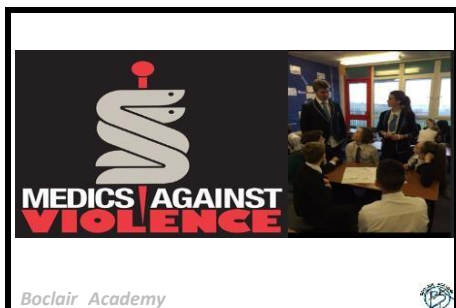
Senior Phase Wider Achievement Programme



In S4 all pupils will be trained in the Mentors in Violence Prevention Programme and as mentors they will visit groups of junior pupils to help deliver the message of a safe community within the school.

Delivery of this programme is supported by MVP Scotland and allows young people to lead the learning experience for younger pupils.

Our S5 pupils have recently completed their Youth Philanthropy Initiative work with local charities. Three teams progressed to the Bocclair Final which was judged by a panel made up of school staff, parents and Business partners. We have been invited to both speak and perform at the National YPI final later this year.



We have recently established a strong link with the national organisation Medics Against Violence (MAV), and over 80 of our S6 pupils are now MAV Interns. As well as developing their skills for learning, life and work, our MAV interns plan and deliver lessons to junior PSE classes on issues related to safety in our local communities and knife crime.

Our S6 pupils further develop their Saltire Award as part of the Bocclair Buddies scheme, supporting our junior pupils through S1. Throughout the year buddies hold a number of wellbeing meetings and support the Guidance Team in looking after junior pupils.





Our Duke of Edinburgh Programme for S3 to S6 pupils continues to grow with a clear pathway for young people from Bronze to Gold. We currently work in partnership with the Duke of Edinburgh Award Scheme and East Dunbartonshire Council Outdoor Education Team to deliver the programme.

S6 Wider Aspects Programme

As well as your subject commitments we expect all S6 to take on one wider aspects involvement. This can be any one of the following:-

- Prefect/Senior Prefect/Captain
- Best Buddy Programme
- Barista Skills
- Mental Health First Aid
- Classroom helper
- ICT helper
- Paired Reading
- Pupil Council
- Sports Council
- STEM Leader
- Dance Leader

Homework

Satchel One is our online homework tool designed to help our young people manage their homework tasks efficiently. Personal log in details are issued to every pupil in Bocclair Academy to allow access to tasks set.

Parents are also issued with personal log in details to allow them to help their child with learning at home.

Personal log in details are not essential as our homework calendar can ALWAYS be accessed via our school website link –



Forgotten passwords, lost homework sheets are no longer a problem!! Just access Satchel One via our link and search your class and task.

Attendance

It is essential that pupils achieve as full an attendance as possible.

Of course, health comes first. But all the evidence suggests that absence from class is a major obstacle to attainment and achievement at the highest level possible. If you are absent from school you must alert the school office as quickly as possible.

University and College Applications

University applications are done through the UCAS system. This means that you need access to a computer with internet facilities. If you do not have one you will be able to use those available in the school.

All S6 pupils will be allocated a UCAS/Pathways Tutor. This will be a member of staff, most often your guidance teacher, responsible for helping you with your UCAS/College Apprentice/Employment Application.

Your UCAS Tutor will log you on to the system and help you through the process. It is imperative that when you are asked to attend an interview with your tutor that you arrive on time and ensure that tasks issued to you are followed and completed to schedule. Parents can access all the resources required to support their child at UCAS.com.

If you wish to apply for any of the following you will be fast-tracked through the process as the deadline is **early October**:

- Oxford or Cambridge
- Medicine, Dentistry and Veterinary Medicine

For all other courses the deadline is **usually towards the end of January**.

2. PERSONALISATION AND CHOICE

Making Choices

This information which follows has been produced to help pupils and parents select the subjects they wish to take forward into National Qualifications.

At Boclair we involve pupils, parents and staff as partners in the decision-making process. This process is seen as part of the young person's education itself. Our aim is to provide information, advice, recommendations and support so that the best choices are made for each individual.

How many subjects are studied?

Pupils in S6 are expected to undertake a minimum of **four courses**.

In addition, pupils will receive Personal and Social Education and have the option for a period of core Physical Education.

Some General Advice

Equal Opportunities

Boclair Academy does its best to provide equal opportunities for every individual, regardless of race, sex, cultural background, or disability.

When it comes to course planning, we try not to reinforce traditional stereotyped images of male and female-orientated subjects and/or careers or occupations.

In particular, girls are positively encouraged to consider the possibility of entering careers or occupations, which have in the past been male-dominated, such as science, engineering, and technological employment. Likewise boys are positively encouraged to consider the possibility of entering careers or occupations, which have in the past been female-dominated, such as catering, caring, and aesthetic areas.

There are no such things as "boys' subjects" or "girls' subjects"!

Preparation through PSE

In the weeks leading up to making choices, S5 pupils are informed and advised during the weekly Personal and Social Education periods. Pupils also receive a wide range of information through assemblies, from the school careers advisor, guidance staff and subject teachers.

Pupils, parents and carers can access further information and support materials on the excellent Skills Development Scotland Website My World on Work/on Planitplus and on the EDC website – www.eastdunbarton.gov.uk/edopps4all

<https://www.myworldofwork.co.uk>

<https://www.planitplus.net>

This gives access to activities which help support course choice and information on subjects required for specific careers and entry requirements for College and University courses.

Timeline

Date	Event
Thursday 9 th of February 2023 7.00 – 7.30pm	Parent Information Evening
Thursday 9 th of February 2023	S6 course choice booklet issued online
W/B 20 th February 2023	S5 Reports issued
Monday 27 th of February	Individual Pupil Interviews begin
Friday 3 rd of March 2023	Deadline for signed forms returned to Guidance Teacher

SOME DO's AND DON'Ts

DO Listen to advice from your teachers, your parents, and careers officer.

DO Remember that it may not be possible to offer every pupil her or his first choice of subjects. Of course we will do our best.

DO Pay attention to S5 Parents Evening advice.

DO Consider also how much you ENJOY a subject. You will be much more motivated to work hard in subjects you enjoy.

DO Remember to think about what you may wish to do post S5/6 as a potential career pathway.

DON'T Choose a subject just because your friend has chosen it.

DON'T Choose a subject just because you like (or dislike!) the teacher. You may have a different teacher next session

DON'T Give up a subject without thinking whether or not you may need it

REMEMBER that throughout your life you have to make decisions. Make sure that you have thought about these matters carefully. Never hesitate to ask for advice or information. We are here to help.

3. S6 Course Outlines

ADVANCED HIGHER ART & DESIGN

Course Description - There are two options when selecting this course.

Option 1 Expressive Enquiry-70% of the overall grade.

Folio consisting of 15 A1 sheets of practical work.

Pupils will develop and complete expressive art work based on a theme of their choice covering 1 or all aspects of Fine Art including Drawing, Painting, Sculpture and Photography.

And an ADS Essay worth-30% of overall Grade.

Pupils will complete an Essay based on a subject of their choice which relates to their practical folio work. (Approximately 2000 words).

Option2 Design Enquiry work worth 70% of overall grade

Folio consisting of 15 A1 sheets of practical work .

Pupils will develop and complete design work based on a theme of their choice covering 1 area of Design. Pupils can specialise in: Interior Design, Graphic Design, Fashion Design, Architecture, Jewellery Design, Product Design.

And an ADS Essay worth 30% of overall Grade.

Pupils will complete an Essay based on a subject of their choice which relates to their practical folio work. (Approximately 2000 words)

Assessment arrangements - All Folio work and Art and design studies Essay are externally assessed. There is no written exam

Recommended entry requirements - This course is for interested, self motivated pupils who either wish to pursue Art and Design as a career option or wish to continue their achievements at Higher level to a further qualification.

Jobs/Career links

This course is suitable for those who wish to pursue a university/ college course in the creative arts and in Design. Careers linked to the course include Fine Art Painting, Photography, Printmaking, Sculpture and Environmental Art. In Design students can focus on Interior Design, Architecture, Graphic design, Illustration, Costume Design, Fashion and textile design, Jewellery, Ceramics, Landscape Architecture, Set Design for Theatre, Computer aided design, and Product Design.

HIGHER PHOTOGRAPHY

Course Description

Project - 77% of overall mark

In this practical project, pupils will research a negotiated brief. They will develop their work for a theme by planning, producing, reviewing, selecting and editing photographs.

Pupils will submit 12 final images to be professionally printed. All work is recorded in a project book that clearly explains their creative photographic journey.

The project book will contain all photographic work, notes, and experiments, together with 12 final images. A plan of action and a written evaluation of the project will also be assessed in this project.

Question Paper - 23% of overall Mark

This exam will assess pupils understanding of photography theory, and will include topics such as properties of light, image formation, camera controls and photographic process.

Assessment arrangements

The Project and the Question paper are externally assessed.

Recommended entry requirements.

This course is open to any S5 / S6 pupils' who are motivated and disciplined and have a keen interest in Photography and the creative arts and design. No previous experience is necessary.

Jobs/ Career Links.

This course is suitable for those who wish to pursue a future career in art or design, Digital Media, Media studies, Public relations, Fashion Industry, Film, Theatre, and generally it develops skills for life and work.

HIGHER HUMAN BIOLOGY

Purpose

The purpose of the Course is to develop learners' interest and enthusiasm for human biology in a range of contexts. The skills of scientific inquiry and investigation are developed, throughout the Course, by investigating the applications of human biology. This will enable learners to become scientifically literate citizens, able to review the science-based claims they will meet. The Course provides a broad-based, integrated study of a range of biological topics which develop the concepts of human biology. The Course content is set in contexts that are of particular significance and relevance to the human species.

Course Details

Human cells

In this Unit, learners will develop knowledge and understanding through studying stem cells, differentiation in somatic and germline cells, and the research and therapeutic value of stem cells and cancer cells. The Unit covers the key areas of division and differentiation in human cells; structure and replication of DNA; gene expression; genes and proteins in health and disease; human genomics; metabolic pathways; cellular respiration; energy systems in muscle cells.

Physiology and Health

In this Unit, learners will develop knowledge and understanding by focusing on the key areas of the structure and function of reproductive organs and gametes and their role in fertilisation; hormonal control of reproduction; the biology of controlling fertility; ante and postnatal screening; the structure and function of arteries, capillaries and veins; the structure and function of the heart; pathology of cardio vascular disease (CVD); blood glucose levels and obesity linked to cardiovascular disease and diabetes.

Neurobiology and Immunology

In this Unit, learners will develop knowledge and understanding through the key areas of divisions of the nervous system and parts of the brain; perception and memory as storage, retention and retrieval of information; the cells of the nervous system and neurotransmitters at synapses; communication and social behaviour. Within the immunology section, learners will cover key areas of non-specific defences; specific cellular defences; the transmission and control of infectious diseases; active immunisation and vaccination and the evasion of specific immune responses by pathogens. Analytical thinking and problem solving skills will be developed contextually within these topics.

Course Assessment

The course assessment will be externally administered by the SQA and graded A – D. The final exam totals 120 marks over two papers lasting 3 hours in total.

Pupils will also complete an assignment taking the form of an extended research project. This will also be marked by the SQA and contributes 20% towards the final grade.

Progression

Students who achieve Higher Biology may progress to Advanced Higher Biology.

ADVANCED HIGHER BIOLOGY

Purpose

The purpose of the Course is to build on the knowledge, understanding and skills developed by the learner in Higher Biology and Higher Human Biology, and to provide a useful bridge towards further study of biology. The Advanced Higher Biology Course is based on integrative ideas and unifying principles of modern biological science. It covers key aspects of life science at the molecular scale and extends to aspects of the biology of whole organisms that are among the major driving forces of evolution. In addition, the Advanced Higher Biology Course aims to develop a sound theoretical understanding and practical experience of experimental investigative work in biological science.

Recommended Entry

Students would be expected to have attained an award in Higher Biology at C pass or above.

Course Details

The course has three units and an investigation.

Unit – Title, Length and Brief Description

Cells and Proteins

This Unit builds on understanding of the genome from Higher Biology and Higher Human Biology. Learners will develop knowledge and understanding of proteomics, protein structure, binding and conformational change; membrane proteins; detecting and amplifying a stimulus; communication within multicellular organism and protein control of cell division. The study of protein is primarily a laboratory-based activity, so the Unit includes important laboratory techniques for biologists.

Organisms and Evolution

This Unit builds on understanding of selection in the context of evolution and immune response from Higher Biology and Higher Human Biology. Learners will develop knowledge and understanding of evolution; variation and sexual reproduction; sex and behaviour and parasitism. It covers the role of sexual reproduction and parasitism in the evolution of organisms.

Investigative Biology

This Unit builds on understanding of the scientific method from Higher Biology and Higher Human Biology. Learners will develop knowledge and understanding of the principles and practice of investigative biology and its communication. The Unit covers scientific principles and processes, experimentation and critical evaluation of biological research. Learners will do this through the key aspects of the scientific method, literature and communication and

ethics; pilot studies, variables, experimental design, controls, sampling and ensuring reliability; evaluating background information, experimental design, data analysis and conclusions. The collection of experimental data will provide an opportunity to develop planning and organising skills.

Biology Project

The purpose of the project is to allow the learner to carry out an in-depth study of a biology topic. The topic will be chosen by the learner, who will individually investigate/research the underlying biology. This is an open-ended task which may involve a significant part of the work being carried out without close supervision. The learner will extend and apply the skills of independent/autonomous working. This includes making independent and rational decisions based on evidence and interpretation of scientific information, and the analysis and evaluation of their results. This will further develop and enhance their scientific literacy.

Assessment

Unit Assessment

Each unit is assessed internally by an end of unit test. In addition, a satisfactory report on one experiment drawn from any unit of the course must be completed.

The project report is assessed externally and contributes 25% of the overall mark.

Course Assessment

The course is assessed externally by an examination which contributes 75% of the overall mark. To gain the course award, all the units of the course and the successful completion of the investigation report as well as the external assessment, must be achieved. External assessment provides the basis for grading attainment in the course award which will be graded A-D..

Progression

Students who achieve Advanced Higher Biology may progress to:

HNC, HND or degree level study in Biological Sciences

Other further and higher education opportunities

A range of employment or training opportunities.

NATIONAL PROGRESSION AWARD IN ENTERPRISE AND EMPLOYABILITY

LEVEL 5

Units to be covered

Unit 1 Preparing for Work

Pupils evaluate their employability skills and investigate potential careers. They also work through the process of applying for a job, including a mock interview.

Unit 2 Enterprise Activity

This is run in conjunction with Young Enterprise (pupils will continue to take part in the YE competitions and sit the Strathclyde University Enterprise examination).

Unit 3 Work Placement

A self-found placement to be identified which will then undergo a Health and Safety check by EDC staff.

Unit 4 Personal Development: Self and Work

Pupils will build on their confidence and personal skills while organising an event.

Aims of the Course

Candidates enhance awareness of their own skills and personal qualities.

Candidates enhance abilities to plan and review.

Candidates enhance their ability to self reflect and review personal performance.

Candidates acquire Enterprise and Employability skills. Candidates develop core skills.

Skills Acquired

Problem solving

Working with others

Employability

Decision making

Communication

Course Assessment

Portfolio approach with evidence acquired for each section of the Units listed above. No formal SQA examination.

HIGHER ADMINISTRATION & IT

Purpose

This Course aims to enable learners to:

- Acquire skills in managing the organisation of events.
- Develop a range of advanced IT skills.
- Develop knowledge and understanding of administration in the workplace and its importance.

The course comprises of 3 sections:

Communication in Administration

Planning an Event (Event management) – planning, organising and evaluation of an event.

Acquiring an understanding on the barriers to communication and how to ensure the security and confidentiality of information.

Administrative theory and practice – Administrative Services

Applying skills and knowledge to different situations – time management, workplace legislation, effective teams, working practices, modern office layout and customer care.

IT

Gaining advanced IT skills in:

Word processing

Database

Spreadsheets

Presentations

Desktop publishing

Electronic Communication

Final Assessment:

- A practical examination utilising skills in IT and problem solving, research and communication.
- A written theory examination.

Skills acquired include:

Researching, working with others, time management, knowledge of the business working environment, using a range of complex functions of the following IT applications in both familiar and unfamiliar contexts, managing the organisation of an event and problem solving.

Assignment:

Assignment consists of a variety of IT (practical) tasks which will be completed in class.

Course Assessment:

Question paper – 50 marks (42%)

Assignment – 70 marks (58%)

HIGHER BUSINESS MANAGEMENT

Business plays an important role in society. We all rely on businesses to create wealth, prosperity, jobs and choices.

Purpose

The Course aims to enable learners to develop and extend:

- Knowledge and understanding of the ways in which society relies on businesses and other organisations to satisfy its needs.
- An understanding of a range of methods businesses and other organisations use to ensure customers' needs are met.
- Understanding of enterprising skills and attributes by providing opportunities to study relatively complex business issues.
- Understanding of business-related financial matters.
- Knowledge and understanding of the main effects that external influences, such as economic impact and sustainability, have on large organisations.

The course consists of the following 3 units:

Understanding Business

In this Unit, learners will extend their understanding of the ways in which large organisations in the private, public and third sectors operate. Learners will carry out activities that highlight the opportunities and constraints on these organisations in the pursuit of their strategic goals. This Unit also allows learners to analyse the impact that the internal and the external environment has on an organisation's activity, and to consider the implications of these factors.

Management of People and Finance

In this Unit, learners will develop skills and knowledge that will deepen their understanding and awareness of the issues facing large organisations in the management of people and finance. This Unit will allow learners to carry out activities that will extend their grasp of relevant theories, concepts and procedures used in planning for an organisation's success, including leadership, motivation and finance. It also allows learners to explain and analyse relevant business information, in each of these contexts.

Management of Marketing and Operations

In this Unit, learners will extend their knowledge that will deepen their understanding of the importance to large organisations of having effective marketing and operations systems. The Unit will allow learners to carry out activities that will extend their knowledge of relevant theories, concepts and procedures used by organisations in order to improve and/or maintain quality and competitiveness. It will provide learners with a firm understanding of the importance of satisfying both internal and external customers' needs.

Skills acquired include:

Decision making, analysing, researching, problem solving, entrepreneurial attributes, communicating, working with others and employability.

Assignment:

Consists of a Business Report completing a SWOT/PESTEC analysis on a Franchise or large organisation in order to make recommendations to improve performance.

Course Assessment:

Question paper – 90 marks (75%); Assignment – 30 marks (25%)

BUSINESS MANAGEMENT – ADVANCED HIGHER

The course aims to enable candidates to:

- enhance the skills of independent learning, research, critical analysis, and problem solving in a business context
- apply business and management concepts and theories to reach conclusions
- evaluate the social, ethical, and global factors that affect local, national, and multinational organisations
- analyse and evaluate leadership theories, management schools of thought and approaches to managing change
- prepare and critically evaluate a range of analytical techniques and management techniques used to assist in effective planning and decision making at a strategic level

The course has three areas of study:

The external business environment

Candidates develop a detailed knowledge and in-depth understanding of the effects of external influences on organisations operating at a multinational and global level. They gain an in-depth understanding of current issues affecting organisations in an economic, social and environmental context, and consider the effectiveness of various courses of action.

The internal business environment

Candidates expand their knowledge of both traditional and contemporary management theories used by organisations to maximise efficiency, and evaluate theories relating to internal factors that influence the success of teams.

Evaluating business information

Candidates develop skills in evaluating a range of business information used by organisations to reach conclusions.

Skills acquired include:

Decision making, analysing, researching, problem solving, entrepreneurial attributes, communicating, working with others and employability.

Assignment:

Consists of a Business Report completing an International organisation in order to make recommendations to improve performance.

Course Assessment:

Question paper – 80 marks (67%)

Assignment – 40 marks (33%)

HIGHER COMPUTING SCIENCE

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

Recommended entry

National 5 Computing Science Course at grade C or above

The Course aims 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 with some complex aspects
- communicate advanced computing concepts and explain computational behaviour clearly and concisely, using appropriate terminology
- develop awareness of current trends in computing technologies and their impact in transforming and influencing our environment and society

The course consists of the following 2 units:

Software Design and Development

For this Unit, the learner will be required to provide evidence of:

- skills in software design and development
- knowledge and understanding of software design and development □
understanding of the impact of contemporary computing technologies

Information System Design and Development

For this Unit, the learner will be required to provide evidence of:

- skills in information system design and development
- knowledge and understanding of information system design and development
- understanding the legal, environmental, economic and social implications involved in designing and developing an information system.

Skills acquired include: applying computational thinking to understand problems across a range of contexts, analysing problems, designing, implementing, testing and evaluating digital solutions, developing skills in programming, investigating and evaluating the legal, environmental, economic, and social impact of contemporary computing technologies.

Course Assessment:

Question paper - 110 marks; Assignment – 50 marks

CHEMISTRY - HIGHER

Chemistry, the study of matter and its interactions, contributes essential knowledge and understanding across all aspects of our lives. Chemistry explains the links between the particulate nature of matter and the macroscopic properties of the world. Chemistry research and development is essential for the introduction of new products. The chemical industry is a major contributor to the economy of the country.

Chemistry Courses should encourage resilience, which leads to becoming a confident individual. Successful learners in chemistry think creatively, analyse and solve problems. Chemistry can produce responsible citizens through studying the impact it makes on developing sustainability and its effect on the environment, society, and the lives of themselves and others.

The Course provides opportunities for learners to recognise the impact chemistry makes on developing sustainability, and its effects on the environment, on society and on the lives of themselves and others.

An experimental and investigative approach is used to develop knowledge and understanding of chemistry concepts.

Recommended Entry

The Course is suitable for learners who are secure in their attainment of National 5 Chemistry or an equivalent qualification.

In certain circumstances, the Course may be suitable for those wishing to study chemistry for the first time.

This Course emphasises practical and experiential learning opportunities, with a strong skills-based approach to learning. It takes account of the needs of all learners, and provides sufficient flexibility to enable learners to achieve in different ways.

Unit - Title and Brief Description

Chemical Changes and Structure (Higher)

This Unit covers the knowledge and understanding of controlling reaction rates and periodic trends, and strengthens the learner's ability to make reasoned evaluations by recognising underlying patterns and principles. Learners will investigate collision theory and the use of catalysts in reactions. Learners will explore the concept of electronegativity and intramolecular and intermolecular forces. The connection between bonding and a material's physical properties is investigated.

Researching Chemistry (Higher)

This Unit covers the key skills necessary to undertake research in chemistry. Learners will research the relevance of chemical theory to everyday life by exploring the chemistry behind a topical issue. Learners will develop the key skills associated with collecting and synthesising information from a number of different sources. Equipped with the knowledge of common chemistry apparatus and techniques, they will plan and undertake a practical investigation related to a topical issue.

Nature's Chemistry (Higher)

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

Chemistry in Society (Higher)

This Unit covers the knowledge and understanding of the principles of physical chemistry which allow a chemical process to be taken from the researcher's bench through to industrial production. Learners will calculate quantities of reagents and products, percentage yield and the atom economy of processes. They will develop skills to manipulate dynamic equilibria and predict enthalpy changes. Learners will investigate the ability of substances to act as oxidising or reducing agents and their use in analytical chemistry through the context of volumetric titrations. Learners will use analytical chemistry to determine the purity of reagents and products.

Progression

This Course or its Units may provide progression to:

Advanced Higher Chemistry

Other qualifications in Chemistry or related areas

Further study, employment and/or training

CHEMISTRY – ADVANCED HIGHER

Purpose

In this course, which continues the study of chemistry beyond Higher, students continue to extend their knowledge of the major branches of the subject and its applications.

The course provides a firm basis in the underlying theories of chemistry and develops the practical skills used in a chemical laboratory.

The study of chemistry at this level can make a major contribution to a student's knowledge and understanding of the natural and physical environment. The course develops the skills of independent study and thought that are essential in a wide range of subjects and occupations.

The course is particularly suitable for students who wish to progress to degree courses either in chemistry or in subjects of which chemistry is a major component such as medicine, chemical engineering and environmental science. The course also provides a sound basis for direct entry to chemistry related employment.

Recommended Entry

Students would normally have achieved a pass in Higher Chemistry

Unit - Title and Brief Description

Inorganic and Physical Chemistry (Advanced Higher)

This Unit develops a knowledge and understanding of the principles and concepts of inorganic and physical chemistry. Learners will discover how electromagnetic radiation is used in atomic spectroscopy to identify elements. They will extend an understanding of the concept of atomic structure by considering atomic orbitals and electronic configuration related to the periodic table. Using electron pair theory, learners will predict the shape of molecules. Learners will gain an understanding of the physical and chemical properties of transition metals and their compounds. Learners will investigate the quantitative component of chemical equilibria. They will develop their understanding of the factors which influence the feasibility of chemical reactions. Learners will progress their understanding of reaction kinetics by exploring the order and mechanisms of chemical reaction.

Organic Chemistry and Instrumental Analysis (Advanced Higher)

This Unit develops a knowledge and understanding of organic chemistry. Learners will research the structure of organic compounds, including aromatics and amines, and draw on this to explain the physical and chemical properties of the compounds. They will consider the key organic reaction types and mechanisms, and link these to the synthesis of organic chemicals. Learners will discover the origin of colour in organic compounds and how elemental analysis and spectroscopic techniques are used to verify chemical structure. They will study the use of medicines in conjunction with the interactions of the drugs.

Researching Chemistry (Advanced Higher)

In this Unit, learners will be given the opportunity to gain an understanding of stoichiometric calculations, to develop practical skills and to carry out research in chemistry. Learners will develop the key skills associated with a variety of different practical techniques, including the related calculations. Equipped with the knowledge of chemistry apparatus, techniques and an understanding

of concepts, learners will identify, research, plan and safely carry out a chemistry practical investigation of their choice. The Unit will equip learners with the scientific background and skills necessary to analyse scientific articles and use them in order to make informed choices and decisions.

Progression

HND/degree programmes in a chemistry-based course or a related area, such as medicine, law, dentistry, veterinary medicine, engineering, environmental and health sciences.

Careers in a chemistry-based discipline or related area, or in a wide range of other areas, such as oil and gas exploration, renewable energy development, engineering, technology, pharmaceuticals, environmental monitoring, forensics, research and development, management, civil service and education.

ENGLISH – NATIONAL 4 AND 5

Purpose

National 4 is internally assessed and has no exam or portfolio. There is, however, an added value unit.

National 5 has both a final exam and a folio. The folio, as in Higher, contains two pieces of writing, creative and transactional.

The assessments required for each course can be seen below.

National 4	National 5
Analysis and Evaluation Unit (Pass/Fail)	Spoken Language (talking and listening)
Creation and Production Unit (Pass/Fail)	Portfolio (worth 30% of the final grade)
Literacy Unit (Pass/Fail)	Exam (worth 70% of the final grade)
Added Value Unit (Pass or Fail)	<i>Section 1 - Reading for Understanding, Analysis, and Evaluation</i> 1 x Close Reading (30 marks)
Demonstrate ability to apply language skills to investigate a subject independently and present on it orally or in writing	<i>Section 2 – Critical Reading</i> 1 x Critical Essay (20 marks) 1 x Scottish Text (20 marks)

Self, peer and teacher assessment will be used to ensure you understand what is required and receive appropriate feedback on how to improve.

At both N4 and N5 levels, pupils must pass all of the unit assessments to achieve an overall course award. These assessments take place during class time throughout the year.

The National 5 portfolio of writing is taken together with the end of course exam to determine a final grade.

A brief outline of the course assessments is shown below:

- listen, talk, read and write, as appropriate to purpose, audience and context
- understand, analyse and evaluate texts, including Scottish texts, as appropriate to purpose and audience through the study of literature, language and media
- create and produce texts, as appropriate to purpose, audience and context
- apply knowledge and understanding of language

ENGLISH - HIGHER

Purpose

The main purpose of the Course is to provide learners with the opportunity to build on the skills of listening, talking, reading and writing from National 5. The Course offers learners opportunities to extend a wide range of skills and develop their ability to:

- listen, talk, read and write, as appropriate to purpose, audience and context
- understand, analyse and evaluate texts as appropriate to purpose and audience in the contexts of literature, language and media
- create and produce texts, as appropriate to purpose, audience and context
- apply knowledge and understanding of language Entry to this course in S5/6 will be for learners who have attained National 5 English.

Assessment: Internal assessments - Spoken Language

External assessments · Portfolio of Coursework – Writing (2 pieces: one Creative and one Discursive) 30 marks · Question Paper – Reading for Understanding, Analysis and Evaluation 30 marks · Critical Reading (Scottish Text analysis and Critical Essay on a second text) 40 marks

The Portfolio of Writing is compiled in the course of the session. Learners will have the opportunity to redraft their work. The Portfolio will be submitted to SQA for external marking.

The Question Paper will have two papers: Reading for UAE and Critical Reading. In the Reading for Understanding, Analysis and Evaluation paper, learners will answer questions designed to test their understanding, analysis, evaluation, summarising, inferencing and comparative skills. The passages will be non-fiction and previously unseen.

In the Critical Reading paper, there will be two sections: a section for analysis of one of the set Scottish text studied in class and a critical essay on a different text from another genre studied in class.

The final grade will be awarded on the overall mark attained in the Question Paper and the Folio of Writing.

Pupils may go on to study Advanced Higher English or English literature or language at college or university.

ENGLISH - ADVANCED HIGHER

Recommended Entry

Higher A, B or C

Course Description

This is the candidates' opportunity to explore literature in depth and challenge their creative/analytical skills. They can choose some of the texts/topics which particularly capture their interests. It is good preparation for the study of English Language, Literature or related subjects at University level.

Course Breakdown

Coursework:

At Advanced Higher level in English, 60% of your grade is determined by coursework.

- Dissertation: 30% 3000-3500 words This is a comparative critical essay of two texts of your own choosing.
- Writing: 30% 15 marks for each folio piece (Prose, Poetry, Reflective, Persuasive or Dramatic Monologue) You will create more than two pieces this year so you can pick your best work to send away. 1000 word minimum.

The exam is 3 hours long and has two elements:

- Textual Analysis on an Unseen text (Essay Style): 20% 1 hour 30 mins
- Literary Study (Comparative Essay on Drama – Tennessee Williams): 20% 1 hour 30 mins

MEDIA – NATIONAL 5 & HIGHER

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

During the course learners will analyse media texts, and design, and plan. The knowledge and skills that learners acquire by successfully completing the course will be valuable for learning, life and work.

The course aims to develop:

- The ability to analyse and create media content, as appropriate to purpose, audience and context.
- Knowledge and understanding of the role of media within society.
- The ability to apply media literacy concepts and terminology.
- The ability to plan and research when creating media content, appropriate to purpose, audience and context.
- The ability to evaluate the learner's own practice and that of others.

To gain National 5, learners must pass all Units and the Course Assessment (Assignment, Case Study and Question Paper).

Units are assessed as pass or fail by the school/centre (following SQA external quality assurance to meet national standards).

Unit assessment (or 'evidence of learning') will involve the completion of media production tasks or activities which may be evidenced in digital texts, presentations, a video, discussions, extended writing, multi-modal notes or podcasts. A portfolio of work may be prepared.

The Course Assessment consists of an Assignment (marked by the SQA), a Case Study (internally assessed in accordance with SQA guidelines) and a Question Paper (exam marked by the SQA). The Assignment will require learners to create media content to a brief; the Case Study will require analysis of a media text. The Course Assessment will be graded A to D.

GEOGRAPHY – NATIONAL 5

Course Details

The course comprises three mandatory units

Unit – Title, Length and Brief Description

Geography: Physical Environments

Students will study glaciated and coastal landscapes in the British Isles. Ordnance Survey map work is also covered in this unit. This unit will focus on how the landscape is shaped by physical processes outside of man's control.

Geography: Human Environments

There are four sub sections dealing with the human environment (population, rural and urban geography). Ordnance Survey map work is also covered in this unit.

Geography: Environmental Interactions

In this unit, emphasis is placed on opportunities to develop aspects of physical and human geography within specified topics, looking at environments and issues of concern to Human kind. Students are required to study two interactions (Natural Hazards and Development and Health).

Assignment (Research Project)

This project allows you to choose a particular area of geography you are interested in. Ideally it will include field work.

This will contribute to 20% of your overall grade.

Progression

Units or the course at Higher Geography.

Units or the course in another social subject at Higher.

GEOGRAPHY - HIGHER

Recommended Entry

A or B or C grade at National 5 Geography
A or B or C at National 5 in any other Social Subject/Science

Course Details

The course comprises three mandatory units

Unit - Title, Length and Brief Description

Geography : Core Physical Environments

There are four sub-sections dealing with the physical environment (atmosphere, hydrosphere, lithosphere, biosphere).

These units focus on natural processes which occur and also how humans can alter these landscapes. Topical themes which are covered include climate change and plant succession.

Geography : Core Human Environments

There are four sub sections dealing with the human environment (population, rural and urban geography). These units focus on how humans interact with the landscape and compares different areas and peoples of the world.

Geography : Environmental Interactions

In this unit, emphasis is placed on opportunities to develop aspects of physical and human geography within specified topics, looking at environments and issues of concern to Human kind. Students are required to study two interactions, (River Basin Management and Development and Health).

Geography Assignment (Research Project)

The task is open to any geographical topic or issue you are interested in. This may be related to areas you have studied or an area you are particularly interested in. Ideally this will include fieldwork. This will contribute to 27% of your overall grade.

Progression

Units or the Course at Advanced Higher Geography

Units or the course in another social subject at Advanced or Environmental Science Higher.

Related Higher National programmes.

Higher Education programmes in which geography is accepted either as arts, social science or a science subject.

GEOGRAPHY – ADVANCED HIGHER

Recommended Entry

Higher Geography

Course Details

The course comprises two mandatory units and compulsory course work worth 66% of overall grade.

Unit – Title, Length and Brief Description

Geographical Skills

Learners will develop independent geographical research skills, apply a wide range of research methods and field work techniques. Pupils will also analyse statistical data within a geographical context and apply map skills in a variety of situations.

Geography: Geographical Issues

Learners will critically evaluate viewpoints using evidence from a wide range of sources relating to a complex, current geographical issue.

Geography: Course Assessment

Learners will complete a Geographical Critical essay of their choice worth 40 marks, a Geographical Study worth 60 marks.

TRAVEL AND TOURISM - NATIONAL 5

Course Details

The course comprises four mandatory units, to achieve the award of Travel and Tourism: Skills for Work course, learners must pass all of the required Units. There is no Course assessment. This course is ungraded.

Units –

Travel and Tourism: UK and Worldwide

Learners will be required to produce evidence on three destinations, one from the UK, one European and one long haul. Pupils will learn about their chosen destinations and produce a detailed itinerary with accommodation, activities, attractions and amenities.

Travel and Tourism: Employability

Learners will be required to produce evidence of three different job roles and review their own employability skills and attitudes.

Travel and Tourism: Customer Service

Learners will be required to interact with other learners, staff and peers within the school in different situations. Using appropriate verbal and written communication and working as part of a team to achieve a collective goal.

Travel and Tourism: Scotland

Learners will be required to produce evidence on three destinations, within Scotland. Pupils will learn about their chosen destinations and produce a detailed itinerary with accommodation, activities, attractions and amenities.

What employment opportunities are there?

For candidates who wish to use these National Certificates as an entry to employment in either the travel or tourism or related sectors, there is ample opportunity to develop skills which will increase 'employability'.

These skills include:

- an understanding of the workplace and the employee's responsibilities
- self-evaluation skills
- positive attitude to learning
- flexible approaches to solving problems
- adaptability and positive attitude to change
- confidence to set goals, reflect and learn from experience

The course in Travel and Tourism designed to offer an opportunity for pupils to progress to higher education and/or further training, and to improve employability skills with a knowledge and understanding of travel and tourism issues. The course will involve working as part of a team, communication, numeracy and IT. Pupils will be required to develop practical skills related to the industry through investigation, demonstration, external visits and team activities.

HISTORY – NATIONAL 5

Why should I study National 5 History?

The purpose of the course is to gain an understanding of our past in Scotland, Britain and the wider world .

Everything changes, all the time, and we need to understand how changes come to happen.

Why was union between Scotland and England agreed in 1707?

What made America move away from intolerance and racism and intolerance to a fairer society that gave everybody equal rights?

Course Outline

There are three units.

The choice of units depends on who is doing the course and whether or not they have studied History in S4. This year the following 3 units were studied

Unit 1

The Treaty of The Union 1689 - 1715

Unit 2

The Atlantic Slave trade 1770 - 1807

Unit 3

Free At Last ? Civil Rights in the USA 1918 - 1968

Entry requirements

National 4 History

Assessment

There are 2 parts to the external assessment:

The exam lasts for 1 hour 45 mins and is worth 80 marks.

The assignment. Pupils pick a question to study and answer this in an hour, with a resource sheet to aid them.

HISTORY - HIGHER

Why should I study Higher History?

Purpose

The purpose of the course is to gain understanding of our human past in Britain and the wider world by studying a selection of topics that cover a broad range of issues relating to social and political change.

Everything changes, all the time, and we need to understand how changes come to happen e.g. How did Britain become a more democratic country or what made America move away from intolerance and racism to a fairer society that gave everybody equal rights? What part was played by individuals, by pressure groups or by governments?

History helps us to understand how the world works.

Course Outline. There are three units

Unit 1 – Britain 1851 - 1951

A study of the women's suffrage movement and the social reforms of the Liberals (1906 – 1914) and Labour (1945 – 1951).

Unit 2 – The USA 1918 - 1968

Focussing on civil rights issues. We study changing attitudes to immigration in the 1920s, the influence of the Ku Klux Klan, the reasons for the growing pressure for civil rights after 1945, the nature of the civil rights movement in 1950s and 1960s, the achievements of the civil rights movement, the role of leaders like Martin Luther King and Malcolm X, the contribution of Presidents like John F Kennedy and L B Johnson.

Unit 3

The Treaty of Union 1689-1740. A study of political and economic change in Scotland, illustrating the themes of identity, conflict and authority worsening relations with England, arguments for and against union with England. The passing of the Act of Union, The effects of the Union to 1740.

Entry Requirements

You need to have a pass in National 5 in History or another Social Subject to have a realistic chance of coping with Higher History.

Assessment

There are two parts to the external assessment at the end of the course.

The exam requires pupils to answer essay and source questions.

There is also the Assignment, which is externally assessed.

HISTORY – ADVANCED HIGHER

Why should I study Advanced Higher History?

Advanced History is 'real' history, using scholarly books and articles, doing research and preparing papers for discussion, as well as producing an academic dissertation. It is an excellent preparation for University; it bridges the gap between Higher and University work very effectively.

The purpose of the course is to gain understanding of our human past.

Course Outline

There are two components.

Unit 1

Historical Study (Germany: Versailles to the outbreak of the Second World War)

A study of the Weimar Republic, established after Germany's defeat in the First World War. We focus on the emergence of Hitler and Nazis and their role in government from 1933.

Unit 2

Historical research (one third of the course)

You have to write a Dissertation of around 4000 words on a topic of your choice relating to the course. This will involve original research, using a variety of sources and will be in an academic format, with a bibliography and notes and references.

Entry requirements

A pass at Higher History

Assessment

There are two parts to the external assessment at the end of the course.

A 3 hour exam which involves writing essays and answering source questions. There is also the Dissertation, which is externally assessed.

MATHEMATICS - NATIONAL 5

What will I get out of National 5 Mathematics?

- understanding of mathematics and its importance in everyday life
- be able to explain and justify decisions with mathematical reasoning and knowledge
- develop confidence in the subject and a positive attitude to further study
- skills to use in work, life and learning.
- enjoyment and fun
- a qualification that is essential for majority of jobs and careers

The course develops important mathematical techniques which are critical to successful progression beyond National 5 in Mathematics and many other curriculum areas. The skills, knowledge and understanding in the course also support learning in technology, health and wellbeing, science, and social studies.

Using mathematics enables us to model real-life situations and make connections and informed predictions. It equips us with the skills we need to interpret and analyse information, simplify and solve problems, assess risk and make informed decisions.

Assessment arrangements

In class assessments will be carried out throughout the year to monitor understanding of progress. There are no course work elements to the National 5 course and final grades are solely based on an external end of year examination. Some pupils may complete the three unit assessments throughout the year.

Job/career links

The demand for mathematics experts has grown exponentially in a number of careers—and so has the interest in these jobs.

Mathematician, actuary, data scientist, and statistician jobs are among the most promising career paths based on their income levels, growth outlook, and low-stress work environments. A number of work place apprenticeships and trade based careers require a National 5 qualification. A qualification in mathematics opens many opportunities for a range of future careers.

More information can be found here:

<https://www.learnhowtobecome.org/careers-in-mathematics/>

MATHEMATICS - HIGHER

What will I get out of Higher Mathematics?

- A greater understanding of the applications of algebra, trigonometry, and calculus.
- develop understanding and mathematical reasoning
- look at mathematics in different industries including engineering, science, finance and data.

Mathematics is important in everyday life, allowing us to make sense of the world around us and to manage our lives. Using mathematics enables us to model real-life situations and make connections and informed predictions. It equips us with the skills we need to interpret and analyse information, simplify and solve problems, assess risk and make informed decisions.

Assessment arrangements

In class assessments will be carried out throughout the year to monitor understanding of progress. There are no course work elements to the Higher course and final grades are solely based on an external end of year examination. Some pupils may complete the three unit assessments throughout the year.

Recommended Entry

This course is suitable for learners who have previously achieved a National 5 Mathematics qualification, ideally at a grade A or B.

Job/career links

For those who have a head for figures, pursuing a job related to mathematics is a choice that can add up to a rewarding and lucrative career. Whether they are using mathematics to solve business problems or help an individual make investments that will fund their retirement nest egg, students who love mathematics can use their degrees in a number of ways after graduation. This guide gives information about several mathematics careers, including what these jobs entail, their growth and earning potential, and the skills needed to be successful.

More information can be found here:

<https://www.learnhowtobecome.org/careers-in-mathematics/>

MATHEMATICS - ADVANCED HIGHER

Course Description

Mathematics helps us to make sense of the world around us. It is the study of relationships, patterns, proofs and the properties of numbers. Mathematics takes a reasoned approach to thinking and is characterised by order and the use of carefully designed terms and processes. Mathematics can be used to model real-life situations and can equip us with the skills we need to interpret and analyse information, simplify and solve problems, assess risk, and make informed decisions. Mathematics at Advanced Higher provides the foundation for many developments in the sciences and in technology as well as having its own intrinsic value.

This Course is designed to enthuse, motivate, and challenge learners by enabling them to:

- select and apply complex mathematical techniques in a variety of mathematical situations, both practical and abstract
- extend and apply skills in problem solving and logical thinking
- extending skills in interpreting, analysing, communicating and managing information in mathematical form, while exploring more advanced techniques
- clarify thinking through the process of rigorous proof

The Course develops and expands a range of mathematical skills. It allows the learner to develop further skills in calculus and algebra. Areas such as number theory (which helps keep the internet secure), complex numbers (the uses of which are ubiquitous; ranging from the solution of equations to the description of electronic circuits) and matrices (used in game theory and economics) are introduced. The learner's mathematical thinking will also benefit from examples of rigorous proof.

Assessment arrangements

In class assessments will be carried out throughout the year to monitor understanding of progress. There are no course work elements to the Advanced Higher course and final grades are solely based on an external end of year examination.

Recommended Entry

This course is suitable for learners who have previously achieved a Higher Mathematics qualification, ideally at a grade A or B.

Job/career links

For those who have a head for figures, pursuing a job related to mathematics is a choice that can add up to a rewarding and lucrative career. Whether they are using mathematics to solve business problems or help an individual make investments that will fund their retirement nest egg, students who love mathematics can use their degrees in a number of ways after graduation. This guide gives information about several mathematics careers, including what these jobs entail, their growth and earning potential, and the skills needed to be successful.

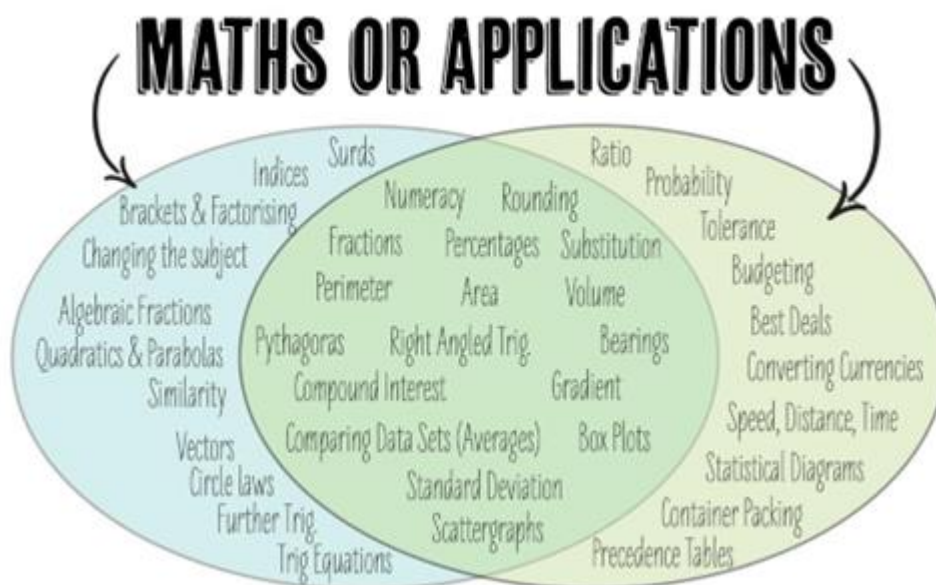
More information can be found here:

<https://www.learnhowtobecome.org/careers-in-mathematics/>

APPLICATIONS OF MATHEMATICS - NATIONAL 5

What will I get out of National 5 Applications of Mathematics?

Applications of Mathematics is a recent addition to the Mathematics department. Whilst there is some similar content to that of the pure maths course there are a number of differences.



The Course aims to:

- develop problem solving and analysing skills
- make informed decisions
- apply mathematical knowledge in real life contexts
- provide a greater understanding of financial education and planning for a future in life, work and business
- Arithmetical fluency

Assessment arrangements

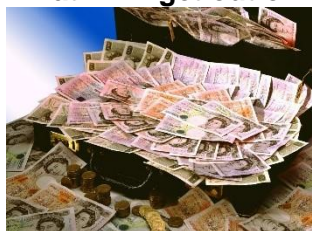
In class assessments will be carried out throughout the year to monitor understanding of progress. There are no course work elements to the National 5 course and final grades are solely based on an external end of year examination. Some pupils may complete the three unit assessments throughout the year.

Job/career links

Many college and university courses recognise National 5 Applications of Mathematics with the same merit as the National 5 Mathematics course. Courses such as teaching, nursing, accountancy and social subjects now accept a National 5 Applications of Mathematics qualification for entry on to courses.

APPLICATIONS OF MATHEMATICS – HIGHER

What will I get out of Higher Applications of Mathematics?



*How much money can you fit into a suitcase?
What could the long jump world record in the year 2050?
How long does it take to build a house?
How long will I need to spend paying back a student loan?*

If you want to know the answers to these questions, Higher Applications of Mathematics could be the course for you!

The Higher Applications of Mathematics course is a recent addition to Scottish Education. It is a course best suited to pupils in S5/6 who have successfully completed the National 5 Applications of Mathematics course and to pupils in S6 who have completed the Higher Mathematics course. In S6 you may wish to study Higher Applications of Mathematics alongside, or as an alternative to, Advanced Higher Mathematics.

The course covers four main areas: Finance, Statistics, Planning & Decision Making and Mathematics Modelling. In both the Finance and Statistics topics, it is necessary to use computer packages such as Excel and Word, as well as learning how to use statistical software like RStudio. This combination makes this Higher quite unique and applicable to students seeking further opportunities in a range of industries.

The Statistics and Mathematical Modelling elements lend themselves to Science and Engineering applications. While the Finance, Planning and Decision Making topics are more aligned with Business Management and Administration.

This course is now recognised as an optional entry qualification across degree programmes in many further education establishments. The use of RStudio in Digital Health data manipulation across the NHS and other Healthcare sectors in addition to Environmental science, Bioscience and research makes this course a stepping-stone for people wanting to get started with RStudio prior to university study.

Assessment arrangements

The course is assessed in a final exam and a project completed during the school year. The project makes up 27% of the overall mark and the final exam makes up the remaining 73%. The final exam is completed using a mixture of written answers and computer generated output. Class assessments will be carried out throughout the year to monitor understanding of progress.

Job/career links

Many colleges and university courses recognise Higher Applications of Mathematics with the same merit as the Higher Mathematics course. Courses such as teaching, nursing, science, finance and social subjects now accept a Higher Applications of Mathematics qualification for entry on to courses.

MODERN LANGUAGES – NATIONAL 5 FRENCH

What are the entry requirements?

You will already have passed National 4 French.

What are the aims of the National 5 French course?

Gaining an award at National 5 in a foreign language is an indication that you are able to use detailed, complex language and have reached a worthwhile level of competence. It is also a 'bridge' between National 4 and Higher for pupils who wish to work towards study of Higher French in S6.

What does the course consist of?

The course offers candidates opportunities to develop and extend a wide range of skills. In particular, the course aims to enable candidates to develop the ability to:

- ☐ read, listen, talk and write in a modern language
- ☐ apply knowledge and understanding of a modern language

Learning a new language enables candidates to make connections with different people and their cultures and to play a fuller part as global citizens. The ability to use language effectively lies at the centre of thinking and learning. Candidates reflect, communicate and develop ideas through language. The course provides candidates with the opportunity to develop skills in reading, listening, talking and writing, which are essential for learning, for work and for life; to use different media effectively for learning and communication; to develop understanding of how language works; and to use language to communicate ideas and information. The study of a modern language has a unique contribution to make to the development of cultural awareness, providing candidates with opportunities to enhance their understanding and enjoyment of other cultures and of their own. They gain insights into other ways of thinking and other views of the world, and therefore develop a much richer understanding of active citizenship.

The themes / topics covered throughout National 5 are :

Society, Learning, Employability, Culture.

How will I be assessed?

The SQA exam in May assesses the skills of reading, translation, writing and listening. In addition, you will complete a written assignment in class. Finally, you will sit a talking assessment with your teacher in March. This makes up 25% of your final grade at National 5 level.

What can I do with the National 5 French award?

From Higher French you will be in a position to:

- study Higher French the following session.
- specialise in the study of French at higher / further education level.
- use your French skills for specific purposes, such as the study of a subject at university as part of a degree.
- draw on your knowledge of French and language use to learn a different foreign language.
- communicate with French people.
- use your skills to access French media, including films, TV programmes and newspaper or magazine articles for personal enjoyment.

MODERN LANGUAGES

NATIONAL 5 SPANISH

What are the entry requirements?

This is a 'crash course' which requires you to reach National 5 level within 2 terms. Consequently the pace of teaching and learning is quicker than for example National 5 French.

Ideally you should already have studied a language at National 5 level.

What are the aims of the National 5 Spanish course?

Gaining an award at National 5 in a foreign language is an indication that you are able to use detailed, complex language and have reached a worthwhile level of competence.

What does the course consist of?

The course offers candidates opportunities to develop and extend a wide range of skills. In particular, the course aims to enable candidates to develop the ability to:

- read, listen, talk and write in a modern language
- apply knowledge and understanding of a modern language

Learning a new language enables candidates to make connections with different people and their cultures and to play a fuller part as global citizens. The ability to use language effectively lies at the centre of thinking and learning. Candidates reflect, communicate and develop ideas through language. The course provides candidates with the opportunity to develop skills in reading, listening, talking and writing, which are essential for learning, for work and for life; to use different media effectively for learning and communication; to develop understanding of how language works; and to use language to communicate ideas and information. The study of a modern language has a unique contribution to make to the development of cultural awareness, providing candidates with opportunities to enhance their understanding and enjoyment of other cultures and of their own. They gain insights into other ways of thinking and other views of the world, and therefore develop a much richer understanding of active citizenship.

The themes/topics covered throughout National 5 are:

Society, Learning, Employability, Culture.

How will I be assessed?

The SQA exam in May assesses the skills of reading, translation, writing and listening. In addition, you will complete a written assignment in class. Finally, you will sit a talking assessment with your teacher in March. This makes up 25% of your final grade at National 5 level.

What can I do with the National 5 Spanish award?

From Higher Spanish you will be in a position to:

- study Higher Spanish the following session
- specialise in the study of Spanish at higher/further education level
- use your Spanish skills for specific purposes, such as the study of a subject at university as part of a degree
- draw on your knowledge of Spanish and language use to learn a different foreign language communicate with Spanish people
- use your skills to access Spanish media, including films, TV programmes and newspaper or magazine articles for personal enjoyment.

MODERN LANGUAGES – HIGHER FRENCH

What are the entry requirements?

You have already passed National 5 French.

What are the aims of the Higher French course?

Gaining an award at higher in a foreign language is an indication that you are able to use detailed, complex language independently and flexibly.

How does the Higher course differ from the National 5 course?

The Higher course builds on the skills developed at National 5. You will learn how to carry out a more detailed discussion in French. You will also learn a wider range of grammatical skills and will learn how to translate from French into English.

What does the course consist of?

The course provides learners with the opportunity to develop skills in reading, listening, talking and writing, which are essential for learning, work and life; develop understanding of how language works; use different media effectively for learning and communication; and use language to communicate ideas and information. The course also provides learners with the opportunity to use creative and critical thinking to synthesise ideas and arguments; to enhance their enjoyment and their understanding of their own and other cultures; to explore the interconnected nature of languages; and to develop independent learning.

In particular, the course aims to enable learners to develop the ability to:

- read, listen, talk and write in a modern language
- understand and use a modern language
- develop the language skills of translation
- apply knowledge and understanding of a modern language

The themes / topics covered in these units are:

Society, Learning, Employability, Culture.

How will I be assessed?

The SQA exam in May assesses the skills of reading, translation, writing and listening. In addition, you will have to complete a written assignment in class. Finally, you will sit a talking assessment with your teacher in March. This makes up 25% of your final grade.

What can I do with the Higher French award?

From Higher French you will be in a position to:

- study Advanced Higher French the following session.
- specialise in the study of French at higher / further education level.
- use your French skills for specific purposes, such as the study of a subject at university as part of a degree.
- draw on your knowledge of French and language use to learn a different foreign language.
- communicate with French people.
- use your skills to access French media, including films, TV programmes and newspaper or magazine articles for personal enjoyment.

MODERN LANGUAGES - HIGHER SPANISH

What are the entry requirements?

You have already passed National 5 Spanish or have passed Higher in another Modern Language.

What are the aims of the Higher Spanish course?

Gaining an award at higher in a foreign language is an indication that you are able to use detailed, complex language independently and flexibly.

How does the Higher course differ from the National 5 course?

The Higher course builds on the skills developed at National 5. You will learn how to carry out a more detailed discussion in Spanish. You will also learn a wider range of grammatical skills and will learn how to translate from Spanish into English.

What does the course consist of?

The course provides learners with the opportunity to develop skills in reading, listening, talking and writing, which are essential for learning, work and life; develop understanding of how language works; use different media effectively for learning and communication; and use language to communicate ideas and information. The course also provides learners with the opportunity to use creative and critical thinking to synthesise ideas and arguments; to enhance their enjoyment and their understanding of their own and other cultures; to explore the interconnected nature of languages; and to develop independent learning.

In particular, the course aims to enable learners to develop the ability to:

- read, listen, talk and write in a modern language
- understand and use a modern language
- develop the language skills of translation
- apply knowledge and understanding of a modern language

The themes / topics covered in these units are: Society, Learning, Employability, Culture.

How will I be assessed?

The SQA exam in May assesses the skills of reading, translation, writing and listening. In addition, you will have to complete a written assignment in class. Finally, you will sit a talking assessment with your teacher in March. This makes up 25% of your final grade.

What can I do with the Higher Spanish award?

From Higher Spanish you will be in a position to:

- specialise in the study of Spanish at higher / further education level.
- use your Spanish skills for specific purposes, such as the study of a subject at university as part of a degree.
- draw on your knowledge of Spanish and language use to learn a different foreign language.
- communicate with Spanish people.
- use your skills to access Spanish media, including films, TV programmes and newspaper or magazine articles for personal enjoyment.

MODERN LANGUAGES

ADVANCED HIGHER FRENCH

What are the entry requirements?

You have already passed Higher French.

What are the aims of the Advanced Higher French course?

Study of the course at Advanced Higher will allow you to further develop the communicative competence established at higher. The Advanced Higher course is not specifically for pupils who intend to follow a French course in further or higher education.

How does the Advanced Higher course differ from the Higher course?

In Advanced Higher you will carry out a Specialist Study. You will read a literary text, watch a film, research media in France or the use of languages in the world of work. The purpose is to develop your ability to research and work independently. This is done in close liaison with your teacher and you will have access to additional research materials.

What does the course consist of?

You will have to pass three units and also prepare for external assessment (external examination in May).

What are the units?

- (a) Understanding Language, reading and listening.
- (b) Using Language, talking and writing
- (c) Specialist Study

The themes / topics covered in these units are:

Society, Learning, Employability, Culture.

How will be assessed?

You will have to pass unit assessments in listening, reading, writing and talking. In addition you will have to present your research material for the specialist study – this can be done in a variety of ways.

What can I do with the Advanced Higher French award?

From Advanced Higher French you will be in a position to:

- specialise in the study of French at higher / further education level.
- use your French skills for specific purposes, such as the study of a subject at university as part of a degree.
- draw on your knowledge of French and language use to learn a different foreign language.
- communicate with French people.
- use your skills to access French media, including films, TV programmes and newspaper or magazine articles for personal enjoyment.

MODERN STUDIES – NATIONAL 5

NATIONAL 5 COURSE OUTLINE

In National 5 Studies we will study **three** sections from the following:

Section 1: Democracy in the UK

- Power and decision-making
- Participation
- Influence
- Representation
- Voting systems

Section 2: Social Issues in the United Kingdom: Social Inequality

- Nature of social inequality
- Causes of social and economic inequality
- Consequences of social and economic inequality
- Responses to social inequality
 - Government responses
 - Private Sector Responses
 - Voluntary Sector Responses

Section 3: International Issues - A World Power: The United States of America

- the extent to which the political system allows democratic participation
- political institutions and their ability to dominate government decision-making
- socio-economic inequality and its impact on a specific group in society
- effectiveness of government responses to socio-economic inequality
- a world power's international influence

ASSESSMENT

At National 5 there are **TWO** parts to the course assessment

- **Question paper** – 80 marks (80%)– 2 hour 20 minutes
- **Assignment** - 20 marks (27%) – 1 hour

The question paper assesses your ability to demonstrate application of the following skills, knowledge and understanding:

- **supporting and opposing a view** using a limited range of sources of information
- **making and justifying a decision** using a limited range of sources of information
- **drawing and supporting conclusions** using a limited range of sources of information
- giving detailed **descriptions and explanations** with some **analysis**

The assignment assesses learners' ability to demonstrate the following **skills, knowledge and understanding**:

- choosing, **planning** and **researching** a relevant Modern Studies issue
- **evaluating** the reliability and trustworthiness of sources of information
- drawing on knowledge and understanding by **explaining** and **analysing** key features of an issue
- evaluating and offering **conclusions** on an issue

PROGRESSION

Higher Modern Studies

MODERN STUDIES - HIGHER

COURSE OUTLINE

The course comprises **three** sections or areas of study.

Section A: Political Issues in the United Kingdom

Democracy in Scotland and the UK

Section B: Social Issues in the United Kingdom

Social Inequality in the UK

Section C: International Issues

World Power: The United States of America

Or

World Issues: Underdeveloped World or Global Conflict

ASSESSMENT

At Higher there are **three** parts to the course assessment

- **Question paper 1** – 52 marks (47%) (extended responses) – 1 hour 45 minutes
- **Question paper 2** – 28 marks (26%) (sources) – 1 hour 15 minutes
- **Assignment** – 30 marks (27%) – 1 hour 30 minutes

Question paper 1 assesses your ability to demonstrate your skills, knowledge and understanding by giving detailed explanations and analysis of complex issues from the mandatory content of the Course.

Question paper 2 assesses your ability to demonstrate the following skills:

- detecting and explaining the degree of **objectivity** using a range of sources of information
- drawing and supporting complex **conclusions** using a range of sources of information
- evaluating the **reliability of a range of sources** of information

The assignment allows you to demonstrate the following skills, knowledge and understanding of a modern studies issue and communicating information using the conventions of a report

PROGRESSION

Advanced Higher Modern Studies or Higher Education to study law or social sciences

MODERN STUDIES - ADVANCED HIGHER

COURSE OUTLINE

The course comprises **three** units or areas of study.

Unit 1 – Understanding criminal behaviour

- Definitions, measurement and perceptions of crime
- contemporary relevance of theories of criminal behaviour including physiological psychological and sociological theories
- Social and economic impact of criminal behaviour on victims, perpetrators, families and wider society

Unit 2 – Responses by society to crime

- contemporary relevance of theories of punishment, including deterrence, rehabilitation, incapacitation, retributivism and denunciation preventative responses to crime
- preventative responses to crime, including policing strategies, multi-agency approaches and early interventions
- criminal justice responses by society to crime, including custodial and non-custodial sentences

Unit 3: Research methods

- **Social science research methods and issues - critical evaluation of research methods**, including consideration of:
 - the suitability of the method(s)
 - specified scenarios
 - ethical issues in research
- **Source evaluation - critical evaluation of sources of information**, focused on:
 - reliability and validity of source evidence
 - knowledge of conducting social science research
 - reference to relevant additional research/sources
 - alternative approaches which enhance trust in research sources

ASSESSMENT

At Advanced Higher there are **TWO** parts to the course assessment:

- **The Question paper** – 90 marks (64%) – 3 hours
- **The Dissertation** - 50 marks (36%) – researched and organised throughout the year and submitted to be marked externally by SQA.

The Question paper assesses your ability to demonstrate your skills, knowledge and understanding by giving detailed explanations and analysis of complex issues from the mandatory content of the Course.

The Dissertation requires you to undertake independent research and present your finding in order to demonstrate academic skills of researching and critically evaluating a complex social, legal or political issue.

Progression

Higher Education to study law or social sciences

CRIMINOLOGY – NPA LEVEL 6

PURPOSE

The course aims to enable learners to develop knowledge and understanding:

- to evaluate aspects of criminology
- of the criminal justice system
- of the contribution of criminology to the modern world and human behaviour
- to encourage an open-minded, critical and evaluative approach to study
- of the importance of evidence-based research, including investigation and research skills
- of competing views, perspectives, theories and evidence relating to the causes of crime
- to acquire an insight into the way crime and criminal justice operates

COURSE OUTLINE

The course consists of the following **3 units**:

Criminology: Nature and Extent of Crime

The purpose of this unit is to provide learners with a deeper understanding of the nature of crime as being a contested, changeable concept and not one which is fixed. Learners will develop the knowledge and skills that allow them to explain legal and social science definitions of the nature of crime and evaluate how crime is measured.

Modern Studies: Social Issues in the United Kingdom – Crime & the Law

The purpose of this unit is for learners to develop a comprehensive factual and theoretical knowledge and understanding of crime and law issues in the United Kingdom as well as the skills to research and use a range of sources of information to make and justify decisions about crime and law issues in the United Kingdom.

Forensic Psychology

The purpose of this unit is to enable learners to with an introduction to the work of forensic psychologists in the police, courts and the prison estate. The learner will develop an understanding of different psychological theories of criminal behaviour and their application to criminality. The learner will also have the opportunity to explore extraordinary criminal behaviour through research of an extraordinary criminal or extraordinary behaviour.

ASSESSMENT

Assessment will be a combination of practical and knowledge **unit assessments under closed and open-book** conditions. **There is no externally assessed assignment or exam.** Successful completion of all three units' assessments leads to achievement of the Criminology NPA 6 group award.

The course develops and assesses learners' ability to demonstrate **skills, knowledge and understanding** including critical thinking, communication, Numeracy, Information Communication Technology, and problem Solving

PROGRESSION

Higher or Advanced Higher Modern Studies

MUSIC WITH PERFORMANCE

HIGHER MUSIC PERFORMING

The Higher Music Performing course is a practical qualification consisting of three units. The three units are:

Music: Performing Skills
Music: Composing Skills
Understanding Music

Course Assessment Arrangements

Course assessments will consist of two components, a **performance**, a **question paper** and a **Course Assignment in Composition**.

The **performance** component is worth 50% of the overall grade, with the **listening paper** 35% and the **Composing Assignment** worth 15%

Performing Skills

The performance allows you to demonstrate practical performing skills on your chosen instruments in a varied programme of music.

This performance can be solo and/or in a group setting and will last a total of twelve minutes.

Pieces performed should be at least **Grade 4 standard** and will give you the opportunity to demonstrate the following skills:

- the ability to perform music solo and/or in groups.
- the ability to maintain musical flow and realise the composer's intentions.
- the ability to evaluate their own performing skills, and identify areas for improvement.

Composing Assignment

In this assignment, you have to:

- plan the assignment
- explore and develop musical ideas using at least four of the following elements: melody, harmony, rhythm, structure, timbre — one element must be harmony
- create one complete piece of music
- review the process with reference to compositional methods used, and identify strengths and/or areas which may be improved

The composed piece may be in any style or genre and must last a minimum of 1 minute and a maximum of 3 minutes and 30 seconds.





Question paper

The question paper will test your knowledge and understanding of music concepts and musical styles.

A range of question types will be used in the question paper, assessing a variety of thinking skills and knowledge and understanding.

Recommended Entry Requirements

Candidates should have achieved the National 5 Music course or equivalent qualifications and/or experience prior to starting this course

Job / Career Links

Teacher – Secondary School Music

Composer or Songwriter

Professional Classical or Popular Musician or Singer Performing

Arts:

- Arts Administrator
- Music Promotions Manager
- Community Arts Worker

HIGHER MUSIC TECHNOLOGY

The Higher Music Technology course is a practical qualification consisting of three mandatory units and a Course Assessment.

The three units are:

Music Technology Skills **Understanding Music of the 20th and 21st Centuries** **Music Technology in Context**

Course Assessment

The Course Assessment consists of two components, an assignment and a question paper.

Assignment

This will be a creative production which may be in any appropriate context such as live performance, radio broadcast, composing and sound design for film, TV themes, adverts, multitrack recordings and computer gaming.

The assignment is worth 80 marks and is worth 70%.

Marks will be awarded for:

Planning the production 20 marks

Implementing the production 50 marks

Evaluating the production 10 marks

You must also keep a detailed record of progress through the task (such as an electronic log or diary)



Question paper

The question paper will assess your knowledge across the units.

It will be a listening paper based on excerpts of 20th and 21st century music.

A range of question types will be used, from multiple-choice to more open questions on microphone technique and technical understanding.

The question paper will make up 30% of the total mark.

Recommended Entry Requirements

Candidates should have achieved the National 5 Music Technology course or equivalent qualifications and/or experience prior to starting this course

Job / Career Links

- Sound Production in TV or Broadcasting Industry
- Sound Technician
- Musical Instrument Technologist
- Drama & Theatre Technology
- Disc Jockey for Radio
- Roadie

ADVANCED HIGHER UNITS IN MUSIC TECHNOLOGY

Sound Production: Mixing Project (Level 7 Advanced Higher Unit)

In this unit, you will produce a final mix from stems for an external client (singer / songwriter or band).

Outcome 1

Interpret the needs of a client to produce a mix.

Knowledge and/or Skills

- Communication with client
- Mix-down plan
- File formats
- Reference material

Evidence Requirements

Candidates will need to provide evidence to demonstrate their knowledge and/or skills by showing that they can:

- Effectively communicate with the client
- Produce a mix-down plan
- Define mix output format
- Identify at least two examples of appropriate reference material within the mix-plan in agreement with the client

Outcome 2

Produce a mix in response to the client needs.

Knowledge and/or Skills

- Implement mix plan
- Utilise reference material
- Corrective processing
- Creative processing
- Output to final format
- Project file handling

Evidence Requirements

Candidates will need to provide evidence to demonstrate their knowledge and/or skills by showing that they can:

- Effectively implement the mix-down
- Utilise reference material appropriately
- Perform corrective processing appropriately
- Perform creative processing appropriately
- Correctly output reference mix to an appropriate format
- Perform project file handling appropriately

Outcome 3

Produce a final mix in response to client feedback.

Knowledge and/or Skills

- Respond to client feedback
- Amend mix
- Project file handling

Evidence Requirements

Candidates will need to provide evidence to demonstrate their knowledge and/or skills by showing that they can:

- Effectively respond to client feedback
- Produce at least one mix revision incorporating amendments made as a result of client feedback
- Correctly output the final mix to the identified final format
- Perform project file handling appropriately

Sound Production: Digital Audio Workstations 1 (Level 7 Advanced Higher Unit)

In this unit, configure a digital audio workstation to facilitate the recording and playback of audio and MIDI data.

Utilising both audio and MIDI you are required to compose a piece of music or sound design which demonstrates your ability to record and sequence audio and MIDI data within a DAW environment. To pass this task you must record or compose a piece of music or sound design that could be used for the opening title sequence of a film.

The piece of music or sound design may be in any genre. You should ensure due regard is given to intellectual property and copyright legislation throughout the assessment process.

You are required to perform a mix down that includes the following elements:

- use of pan, channel level control and master fader control
- two separate instances of time-domain effects processing
- two separate instances of dynamic effects processing

Once you have completed your mix down you are required to submit the final high quality file along with the project/session files, audio files, MIDI files and any other application specific session files.

Using the piece that you mixed in task 2 you are required to produce an edited production master that demonstrates your ability to:

- appropriately top and tail the track
- perform fades at appropriate points
- appropriately apply audio dynamics control in order to achieve relevant alterations to the audio frequency balance and dynamic range
- transfer a completed master version to an industry standard format

Once you have completed your final edited production master you are required to submit the final high quality file along with the project/session files and audio files

PHYSICAL EDUCATION: NATIONAL 5 SPORT & RECREATION

Purpose

National 5 Skills for Work: Sport and Recreation is an introductory qualification.

It develops the skills, knowledge and attitudes, needed for work in the industry. The Course content covers the main practical activities involved in carrying out a supportive role in sport and recreation environments. At National 5, candidates will learn about:

- assisting with planning, setting up and delivering activity sessions
- assisting with setting up, dismantling and checking equipment and resources
- assisting with accident and emergency procedures dealing effectively and courteously with clients, staff and others helping to plan and review a personal training programme
- establishing good practice in identifying and reviewing personal goals
- sourcing information about career pathways
- identifying and reviewing skills and experiences

Candidates will develop relevant vocational skills and a variety of employability skills in the context of a sport and recreation setting.

Course Delivery

The course is delivered through a mixture of practical and theoretical (classroom) learning. Pupils will be required to lead sessions for their peers and younger pupils during the course.

Course Assessment

The course is graded as pass or fail and is assessed internally. The assessments will involve observation of practical work and written assessments.

Course Progression

Successful completion of the course can lead to:

- Scottish Vocational Qualifications (SVQs) in Sports and Recreation
- Further education training or employment
- Employment in the Sport & Recreation industry

PHYSICAL EDUCATION - HIGHER

Higher Physical Education is an opportunity to further develop your physical performance and your understanding of the factors that impact on performance in both team games and individual activities.

Pupils who follow this course will investigate their own performance level in 3 different activities. They will then train to get better and will investigate whether their performance level has improved as a result of this training.

Pupils at Higher level will look at the impact of **physical, mental, social and emotional** factors in performance and make some judgements about which may have the biggest impact on them.

The focus on the course is about making you a better performer, and understanding what you need to do to make you a better performer.

Assessment

50% of the course award is assessed through practical performance assessments: candidates will choose 2 practical activities to be assessed in.

The other 50% of the course award assessment comes from an externally assessed exam which is 2 hours 30 minutes long.

Who should follow this course?

Most importantly, the Higher PE course is for people who enjoy and have a real interest in sports and who wish to work hard and improve.

Candidates in S5 and S6 should ideally have followed the National 5 course in S4. We do however, welcome entrants from S6 who have not followed the National 5 course, but who have passed at Higher level in other subjects in S5.

Career Links

The Higher Physical Education course is recognised exactly like all other Higher courses for use as an entry qualification to University and College. Therefore, Higher Physical Education is a suitable choice for any S6 pupil looking to bolster their academic grades for entry to University.

Higher Physical Education is also a particularly relevant qualification for any career in which working with others is a key skill. In particular, this may include careers in:

- Education
- Emergency Services
- Health
- Sport & Leisure
- Sport Science

Careers in Administration, Journalism and Management

PHYSICAL EDUCATION – ADVANCED HIGHER

Purpose

Advanced Higher Physical Education is an opportunity to conduct detailed research into the factors which impact on sporting performance and for pupils to use this knowledge to enhance their own and others' performance.

During the Course, learners will also understand how to develop consistency of performance in challenging environments and become proficient in their ability to analyse and apply strategies and techniques to make appropriate decisions about their personal performance. The range of skills developed in the Course will allow learners to work confidently and independently.

Entry requirements

Pupils must be performing to a competitive club, regional or national level in order to complete the Advanced Higher PE course.

Pupils must also have achieved a strong pass in Higher PE.

Given that study at this level will be complex and challenging, this course will appeal to learners are able to work with high levels of independence and motivation.

Course Content and Delivery

The course will rely heavily on pupils to work independently and take responsibility for completing work to set deadlines. There will also be some lecture and interactive workshop based learning. Prospective candidates should note that delivery in school will be predominantly classroom based.

Assessment

Assessment for the Higher Physical Education has two parts:

1. Project – this accounts for 70% of the overall grade. This must be 4,000–5,000 words (excluding references and appendices).
2. Performance – this accounts for 30% of the overall grade. It is expected that candidates will be performing to a competitive level in a sport at club, regional or national level.

Career Links

The Advanced Higher Physical Education course is recognised exactly like all other Advanced Higher courses for use as an entry qualification to University and College. Therefore, Advanced Higher Physical Education is a suitable choice for any S6 pupil looking to bolster their academic grades for entry to University.

Advanced Higher Physical Education is also a particularly relevant qualification for any career in which working with others is a key skill. In particular, this may include careers in:

- Education
- Emergency Services
- Health
- Sport & Leisure
- Sport Science
- Sports Journalism
- Sports Management

PE – SQA FOOTBALL REFEREEING

The Football Refereeing course is accredited by the SQA and successful candidates will gain 16 credit points at SCQF Level 7 (equivalent to two units at Advanced Higher level).

The Football Refereeing course is also fully recognised and delivered in collaboration with the Scottish Football Association. This means that candidates who are successful in passing the course will automatically become fully qualified referees.

The course combines two units and teaching approaches will include lecture, seminar, group work, video clip analysis and practical sessions:

Unit 1 – Laws of the Game

Unit 2 – Practical Refereeing

Assessment

Unit 1 is assessed through an online theory test. This is a multiple choice test made up of match incident clips and written questions. The pass mark is 80%.

Unit 2 is assessed through the completion of match incident reports, video tests of match incidents, fitness testing and culminates in candidates refereeing an 11-a-side match.

Who should follow this course?

The course is open to anyone with an interest in football and/or refereeing.

It is important to note that given that the pass mark is 80% and the course is set at SCQF Level 7, candidates will require to undertake substantial academic learning and study in their own time.

Career Links

Successful completion of the course enables candidates to immediately gain part-time employment and generate income in their spare time.

The course is also very good experience for candidates looking to enter careers in Sport or in which working with others is an important skill.

There are also opportunities for further progression within the Scottish and International Refereeing frameworks for individuals who continue refereeing and show an aptitude and desire to apply effort.

PHYSICS - HIGHER

Purpose

This course is designed to reinforce and extend the knowledge and understanding of the concepts of physics and related problem solving and practical abilities acquired in the National 5 Physics course.

Recommended Entry

Students would normally be expected to have attained at least a C grade at National 5 Physics and a pass at National 5 Maths.

Students who have attained C grades at National 5 Physics will find this course challenging.

Course Details

Our Dynamic Universe (Higher)

This unit contains the study of Motion, Forces, Energy, Power, Collisions, Explosions, Gravitation, Special Relativity and the Expanding Universe.

Particles and Waves

This unit contains the study of The Standard Model, Electrical Charge, Nuclear Reactions, Wave Particle Duality, Interference, Refraction of Light and Spectra.

Electricity

This unit contains the study of Alternating Current, Electrical Circuit Theory, Capacitors, Semi Conductors and p-n junctions.

Researching Physics

The general aim of this Unit is to develop skills relevant to undertaking research in physics. Learners will collect and synthesise information from different sources, plan and undertake a practical investigation, analyse results and communicate information related to their findings. They will also consider any applications of the physics involved and implications for society/the environment.

The Unit offers opportunities for collaborative and for independent learning. Learners will develop knowledge and skills associated with standard laboratory apparatus and in the recording and processing of results. The communication of findings will develop skills in scientific literacy.

Progression

Advanced Higher Physics

PHYSICS – ADVANCED HIGHER

Purpose

This challenging course is designed for those who wish to deepen and extend their knowledge and understanding of physics beyond Higher with a view to possible further study of physics or engineering at university or college. There is a considerable emphasis on the use of mathematics to model and describe physical systems.

Recommended Entry

Students must have attained Higher Grade physics.

Course Details

The course contains 4 main sections

Rotational Motion and Astrophysics

This unit develops knowledge and understanding and skills in physics related to rotational motion and astrophysics. It provides opportunities to develop and apply concepts and principles in a wide variety of situations involving angular motion. An astronomical perspective is developed through a study of gravitation, leading to work on general relativity and stellar physics.

Quanta and Waves

This unit develops knowledge and understanding and skills in physics related to quanta and waves. It provides opportunities to develop and apply concepts and principles in a wide variety of situations involving quantum theory and waves. The unit introduces non-classical physics and considers the origin and composition of cosmic radiation. Simple harmonic motion is introduced and work on wave theory is developed.

Electromagnetism

This unit develops knowledge and understanding and skills in physics related to electromagnetism. It provides opportunities to develop and apply concepts and principles in a wide variety of situations involving electromagnetism. The unit develops knowledge and understanding of electric and magnetic fields and capacitors and inductors used in d.c. and a.c. circuits.

Investigating Physics

In this unit, learners will develop key investigative skills. The unit offers opportunities for independent learning set within the context of experimental physics. Learners will identify, research, plan and carry out a physics investigation of their choice.

Progression

Degree course in physics and related subjects at university or college.

Religious, Moral and Philosophical Studies (RMPS)

RMPS: HIGHER

Recommended Entry

National 5 RMPS

National 5 in English or any other Social Subject (History, Modern Studies, Geography)

Course Details

The course comprises three mandatory units and an assignment

Unit – Title and Brief Description

World Religion: Buddhism

In this unit, you will study the ancient religion of Buddhism which has a rich tradition dating back to around 500 BCE. Buddhism has a unique set of ideas about the human condition, desire and suffering which you will explore using Buddhist methods like meditation. This unit will pose questions such as; what does it mean to be human? What happens when we die? What is the nature of reality?

Morality and Belief: Morality and Justice

In this unit, you will look at the moral issues relating to crime and justice. You will explore the causes of crime and how criminals are treated in different parts of the world. You will investigate a wide variety of criminal case studies and justice systems and question whether or not capital punishment should be an available method of punishment, both in the U.K. and abroad. This unit will pose challenging questions such as; how should we punish different crimes and criminals? Should some criminals be put to death for their crimes? What human rights should criminals have?

Religious and Philosophical Questions: The Problem of Evil and Suffering

In this unit, you will try to answer one of philosophy and theology's hardest questions; If God is good, why do they allow so many bad things to happen? This is known as 'The Problem of Evil and Suffering'. Throughout this unit you will explore and challenge different responses to this question before making up our own minds. This unit will pose challenging questions such as; does God exist? If God exists, what is God like? Do human beings have freewill? What is the cause of evil?

RMPS Assignment (Research Project)

The task is open to any religious, moral and philosophical topic or issue you are interested in. This may be related to areas you have studied or an area you are particularly interested in. This will contribute to 27% of your overall grade.

Progression

Related Higher National programmes.

Higher Education programmes in which RMPS is accepted as either a humanities or an arts and social science subject.

NAT 5/HIGHER SCOTTISH STUDIES

Why Scottish Studies?

The Scottish Studies Award provides opportunities for learners to develop their knowledge and understanding of Scotland — its people, languages (such as Scots), society, culture, natural environment and heritage — and to make connections across the curriculum. The Award also provides recognition for learners who choose to make these connections by studying aspects of three subject areas in a Scottish context.

At level 5 the Award has a broad and flexible framework, providing scope for personalisation and choice, which reflects covering content from a selection of Travel and Tourism, Geography, Environmental Science, Modern Studies and RMPS.

Suggested Entry Requirements?

This award should be relevant to a wide range of learners have who have an interest in finding out about Scotland, its people, linguistics, society and culture.

N5: Entry to this course will be based on recommendation by your Social Subjects/English/RME/Guidance teachers.

Higher: Entry to this course will be based on achievement of a C or D award at National 5 in English, Geography, History, Modern Studies or RMPS.

What is the course about?

The Award may be of particular interest to learners living and studying in Scotland, as it will provide them with opportunities to broaden their understanding and appreciation of the society in which they live. This, in turn, may provide opportunities for learners to reflect on, and build, their own sense of identity as residents of Scotland and the wider world.

The main aims of the awards are to give learners the opportunity to:

- develop and apply skills, knowledge and understanding in a chosen subject areas
- make interdisciplinary connections by studying these subject areas in a Scottish context
- develop an in-depth understanding of the contribution that Scotland and its people past and/or present, have made and continued to make in these areas
- Research an aspect of Scottish Studies that is of particular interest to them
- develop the skills of planning, researching, selecting and analysing information, and skills of evaluation
- Demonstrate, under non-directive supervision, their ability to work independently.

How will it be assessed?

This level 5/6 (National 5 or Higher equivalent) will be assessed internally through course work and unit assessments. There is no externally marked exam however learners must complete a research project on any aspect of Scotland that interests them. The level 6 (Higher) is worth 21 UCAS points.

Where will Scottish Studies take you?

Passing Scottish studies will help you gain the skills and confidence to attempt a Higher in English, Geography, Modern Studies, History or RMPS.

TECHNICAL

GRAPHIC COMMUNICATION - HIGHER

Communication in all its forms is vital to society and the means of passing on information graphically is an important and relevant skill. Communication through graphics, in whatever medium, permeates all spheres of life, including education, industry and commerce. In increasingly global markets, graphic communication is a chosen medium in aspects of life from consumer to education, industry and commerce. The development of skills in the production, interpretation and analysis of graphics in a range of contexts is of broad educational value.

Higher Graphic Communication offers progression in the acquisition of knowledge and skills from the National Qualification in Graphic Communication. The Higher course is intended to prepare candidates for more advanced study or for employment. The structure of the course reflects the use of graphics in business and industry, both in content and methodology, while embracing the changes brought about by the continuing advances in technology. Manual and computer skills and their effective application will be developed through preliminary, production and promotional graphics.

Emphasis will be placed on the graphics incorporated in the product design process from concept through to marketing. This element will be assessed by means of an extended form of coursework.

Recommended Entry

Students would normally be expected to have attained National 5 Graphic Communication at Grade A to C.

Course Details

There are two compulsory units:

- 2D Graphic Communication
- 3D and Pictorial Graphic Communication

Making up the course. Course codes are shown in brackets after the unit names on the opposite page. As well as the units mentioned above, pupils must also complete a course assignment. The assignment will be set by the SQA and will draw on, extend and apply the skills and knowledge developed and acquired during the Course.

Assessment

The course is assessed by a final 2 ½ hour exam worth 64% of the course award, and the other 36% from the course assignment. Pupils will attend Graphic Communication 6 periods per week. This time will be split between sketching, drawing board work and computer graphics (desk top publishing and 3D modelling)

To be successful, you will need a good attendance record, you will need to work steadily throughout the session, you must be able to work independently and you will need to do some work at home.

2D Graphic Communication (H27V 76)

The general aim of this Unit is to help learners to develop their creativity and presentation skills within a 2D graphic communication context. Learners will:

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

□

3D and Pictorial Graphic Communication (H27W 76)

The general aim of this Unit is to help learners to develop their creativity and presentation skills within a 3D and pictorial graphic communication context. Learners will:

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

Course Assignment

In the course assignment pupils will undertake a project which will take them through the preliminary, production and promotional graphics used to solve a design situation set by the SQA. This assignment will normally be undertaken from February to March during class time.

TECHNICAL GRAPHIC COMMUNICATION – ADVANCED HIGHER

Who is this course for?

The course is sufficiently flexible to meet the needs of all candidates with an interest in this area. However, it is particularly designed for those considering further study or a career in graphic design, computer-aided design and draughting, publishing, marketing and electronic and moving graphic media-related disciplines.

Candidates develop and extend their knowledge and understanding of key graphic communication concepts and processes. They also develop an awareness of the impact of graphic communication on society and the environment.

As well as developing new knowledge, candidates creatively apply that knowledge in technical and commercial graphics contexts which might include:

- business
- industry and the built environment
- computer-aided work
- publishing
- moving graphic media

Candidates enhance the following skills in a graphic context:

- planning and organising
- working independently and in teams
- critical thinking
- decision making
- research
- communication
- self- and peer-evaluation

Recommended Entry

Students would normally be expected to have attained Higher Graphic Communication at Grade A to C.

Course Details

There are two compulsory units:

- **Technical Graphics**
- **Commercial and Visual Media**

Technical graphics

Candidates develop creativity and evaluation skills in technical graphics through manual and electronic-based communication activities. They explore the purpose, application and audience requirements of technical graphics and apply graphic communication skills, knowledge and understanding to plan, produce and evaluate technical graphic techniques and technologies. They also explore the use of detailed 2D and 3D graphics in modelling, graphic visualisation and technical/mechanical animation.

Commercial and visual media graphics

Candidates develop skills and techniques to create effective commercial and visual media graphic communications and explore their application in publishing and promotion. Graphic design work is iterative. Candidates review, evaluate, amend and present their work, and develop a deep understanding of the needs of the intended audience.

Assessment

The course is assessed by a final 2 ½ hour exam worth 50% of the course award, and the other 50% from the course assignment. Pupils will attend Graphic Communication 6 periods per week, this time is split between CAD 3D modelling, desk top publishing and knowledge lessons.

Course Assignment

In the course assignment pupils will undertake a project which will take them through preliminary graphics (sketching and planning of TDP), production graphics (3D CAD Modelling) and Promotional graphics (4 pages of a magazine and layout of web pages or touch screen). The assignment topic will be chosen by the candidate and will normally be undertaken from November to April in class time.

DESIGN & MANUFACTURE - HIGHER

Manufacturing industry remains the cornerstone of the Scottish economy. Any decline poses a threat to the health, sustainability and diversity of the country and therefore to its infrastructure and the prosperity of its citizens... because of its diverse, dynamic nature, manufacturing needs people with equally diverse and adaptable skills.' Make it in Scotland (www.makeitinscotland.co.uk). This Course will help develop creative, flexible learners who are able to work autonomously, to achieve good quality, feasible proposals or outcomes through active experiences of product design. At its heart is creativity. The Course develops the ability to apply skills and knowledge in different situations — attributes which are becoming more and more valuable to individuals and organisations.

The Course offers candidates opportunities to explore the impact of design and technological activities in everyday life. Candidates will consider the complete life of a product, from its initial conception, through manufacture and marketing, to its impact on society.

This Course uses a wide range of teaching and learning approaches. Candidates are encouraged to adopt a broad view of the process of design and manufacture, take responsibility for their own actions and decisions, devise plans and procedures, develop and organise ideas and solve problems, make effective use of new and existing knowledge and justify their design decisions.

The Course will also provide candidates with the opportunity to solve practical problems in applied contexts.

Candidates undertaking this Course will be in a strong position to pursue further study in all areas of design and manufacturing. The Course will also contribute to personal development, augmenting transferable skills which will be useful regardless of the career path followed.

Recommended Entry

While entry is at the discretion of the centre, candidates will normally be expected to have attained one of the following or equivalent:

- National 5 Design and Manufacture at Grade A to C
- National 5 Art and Design at Grade A to C

Course Details

There are two compulsory units making up the course:

- Design
- Materials and Manufacture

Course codes are shown in brackets after the unit names on the page below.

As well as the units mentioned above, pupils must also complete a Course Assignment, which allows pupils to display competence in the learning which has taken place in the units above.

Assessment

The course is assessed by a final 2 ¼ hour exam worth 47% of the course award, and the other 53% from the Course Assignment.

Pupils will attend Product Design 6 periods per week.

To be successful, you will need a good attendance record, you will need to work steadily throughout the session, you must be able to work independently and you will need to do some work at home.

Design (H22T 76)

The general aim of this Unit is to develop the learner's skills in developing and communicating design proposals for products. Learners will:

- identify factors that influence design and apply these to produce a detailed design proposal
- Generate, develop, communicate and evaluate design concepts for a design task and arrive at a resolved proposal
- Evaluate an existing commercial product

□

Materials and manufacturing (H22V 76)

The general aim of this Unit is to develop the learner's skills and creativity in manufacturing a prototype based on a design proposal. The aim includes developing an understanding and application of the properties and uses of materials. Learners will:

- Select and justify materials that would apply to a design proposal in an industrial/commercial context
- Select and justify manufacturing techniques and processes that would apply to a design proposal in an industrial/commercial context
- Manufacture a range of types of models or prototypes

BARISTA SKILLS AWARD

SCQF LEVEL 5

Course Purpose & Content

The Award in Barista Skills at SCQF level 5 is a nationally recognised award that develops the knowledge, understanding and technical skills required for the role of a trained barista. It provides candidates with specialist skills in one of the growth areas of the hospitality industry – the beverage sector.

This award will be delivered within our new school Community Café and will be delivered in partnership with industry experts.

Candidates will develop comprehensive knowledge of a full range of products and will develop the skills to safely use specialist barista equipment.

The course has 3 outcomes:

1. Demonstrate knowledge of coffee and other beverages served by a barista.
2. Prepare and serve a range of coffees and other hot beverages using specialist equipment.
3. Prepare and serve a range of cold beverages using specialist equipment.

Entry Requirements

Places on this course are limited. Candidates will be required to go through a selection process led by industry experts. This will involve completing an application form and an interview process.

Course Delivery

The course will be delivered through a flexible timetable involving a mixture of classroom and practical based learning. Pupils will spend some time each week developing their skills through work experience in the new school Community Café.

Course Assessment

The award is assessed through one practical assignment. This is graded as pass or fail.

Course Progression

The Award may provide progression to:

- Part-time or full-time employment in the hospitality industry
- Hospitality related courses at college

Exemplar S6 Subject Choice Form

Pupils will have meetings with their guidance teacher to help support them with their choices. At this meeting, the guidance teacher will input the pupils subject choices into our digital option form.

Pupils in S6 must study at least **four** subjects.

For the fifth choice, pupils can choose 'Private study' or a fifth subject.

Pupils should discuss their choices with their guidance teacher and consider those subjects that are their strongest four subjects as they progress into S6, dependent upon what is on offer for S6 students.

Name:

Registration Class:

Pupils in S6 must study **at least four** subjects.

For the fifth choice, pupils can choose "Private study" or a fifth subject.

Pupils should enter their course choices for S6 in order of preference. In order to maximise their potential, it is expected that young people choose their strongest four subjects as they progress into S6 depending on what is on offer to S6 students.

Current S5 Subjects	S6 Choices	
	Subject choice order of preference	Subject
	1	
	2	
	3	
	4	
	5	<i>(Personal Study or Subject choice 5 if studying 5 subjects)</i>
	Reserve	
	2 nd Reserve	

SCHOOL VISION, VALUES AND AIMS

VISION

Boclair Academy is committed to ensuring a range of high quality opportunities for all young people in order to maximise the potential of all.

VALUES

In Boclair Academy all our work is underpinned by a commitment to our core values of: Respect, Honesty, Fairness and Ambition.

AIMS

to provide a broad and balanced curriculum, the highest quality of learning and teaching

to allow pupils to develop a depth of knowledge and a range of skills and experiences

to encourage pupils to take responsibility for their own learning

to encourage pupils to participate fully in the life of the school, the wider community and society in general

to promote an ethos of success and achievement for all

to provide a caring environment in which pupils feel confident and secure

to promote equal opportunities and respect for others

to encourage parents to work in partnership with the school



Maximising Potential

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