

# **S5 into S6 Curriculum Pathways**

**A guide for pupils, parents & carers**

**2025 / 2026**

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

Respect

Honesty

Fairness

Ambition

## 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 Boclair 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. 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 Boclair Academy

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

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

## Senior Phase Wider Achievement Programme



This first aid at work course at Level 6 qualification covers a wide range of First Aid emergencies. This course will enable all participants to deal with an emergency situation with confidence in a prompt, safe and effective way.

Our S5 pupils complete their Youth Philanthropy Initiative work with local charities. Three teams progress to the Boclair Final, which is judged by a panel made up of school staff, parents and Business partners.



We have established a strong link with the national organisation Medics Against Violence (MAV), and over 80 of our S6 pupils become 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 Leadership Opportunities

As well as your subject commitments we expect all S6 to take on at least one leadership role. 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
- Year book committee
- Prom committee

## 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 Boclair Academy to allow access to tasks set.

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

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

## 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 access one in 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 Apprenticeship/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.

### 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](http://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

Event	Date
S5 Reports issued	February 2025
S5 Curriculum Planning Evening (7.00 pm)	6 <sup>th</sup> February 2025
S5 Curriculum Planning Interviews (BLR 1)	27 <sup>th</sup> February 2025
S5 Curriculum Planning Forms returned	28 <sup>th</sup> February 2025

## **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 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

# ART & DESIGN Higher

## WHY STUDY ART & DESIGN?

Art & Design provides learners with opportunities to continue to acquire and develop the attributes and capabilities of the four capacities as well as skills for learning, skills for life and skills for work. The courses are designed to encourage pupils to be creative and to express themselves in different ways. Learning through Art and Design helps learners to develop an appreciation of aesthetic and cultural values, identities and ideas. Pupils will develop their knowledge of Art and Design, practice and practical, media handling skills in both expressive and design contexts. Learners will develop important skills, attitudes and attributes. Learning in the Course will include active involvement in creative activities and the creative use of media, materials and/or technologies.

## COURSES

Art & Design will be offered at the following levels:

National 5 and Higher

Courses consist of 3 units: Expressive, Design and Art and Design Studies

Further details of units and course content can be obtained from

[www.sqa.org.uk/curriculumforexcellence](http://www.sqa.org.uk/curriculumforexcellence)

[www.sqa.org.uk/cfeforparents](http://www.sqa.org.uk/cfeforparents)

## ASSESSMENT OF COURSES

All courses will be assessed and marked throughout the session by teachers. These assessments are appropriate to the subject and level of study. Assessments may include a combination of practical work, case studies, examinations and projects.

The course assessment for National 5 and Higher will be externally administered by the SQA and graded A – D.

## HOMEWORK

Pupils will be issued with homework tasks at regular periods throughout the year. The tasks will range from observational drawing to research and development work for both practical and critical (written) activities. In addition to this, pupils may be set an individual task by their classroom teacher that builds upon their own course work.

# 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

## WHY STUDY ADMINISTRATION?

Administration and IT is arguably one of the most important skills that a young person will learn during their time at school. Almost every job they will do during their working life will require them to have some degree of IT skills.

- Microsoft Office skills are in the top 4 required skills for all occupations in the UK.
- 82% of jobs required Excel skills and on average Excel skills can increase an individual's earning potential by 12%.
- All universities and colleges expect pupils to leave school with good IT skills and as a result do not spend time teaching these skills in further education.
- A number of high profile graduate schemes have added an Excel test to the assessment centre as it is now an essential skill and no longer just a desirable skill.

## COURSE OUTLINE

Pupils will receive 4 periods of practical and 2 periods of theory a week. Pupils will learn valuable skills and improve their understanding of how organisations operate day to day.

Assignment March 70 marks	Exam Exam Diet 50 marks
Microsoft Word Microsoft Excel Microsoft Access Microsoft PowerPoint Email & E-diary	Time and Task Management Effective Teams Working Practices & Legislation Customer Service Communications Meetings

The Higher course is graded A – D based on the total marks achieved across both of these course assessment components. For more information please refer to <https://www.sqa.org.uk/sqa/47918.html>

## HOMEWORK

Homework will be used to consolidate learning. No homework will be issued for practical as there is no expectation that pupils should have access to technology. Progress checks are used as an alternative to homework for theory. Pupils are provided with questions and must revise ahead of the progress checks. This allows pupils to receive valuable, regular and meaningful feedback on how to improve responses to past paper questions.

## ADDITIONAL INFORMATION

If learners chose both Administration and IT and Business Management in S5 or S6 then they will be able to achieve the NPA Business and Information Technology at Level 6 by completing the unit assessments. This is a very valuable qualification when applying for further education as it holds similar UCAS points as a traditional Higher. Pupils who studied Higher Business Management in S5 can also achieve this qualification and vice versa for Higher Administration & IT.

# HIGHER BUSINESS MANAGEMENT

## WHY STUDY BUSINESS MANAGEMENT?

Regardless of the job that our young people will do as they enter the world of work they will be working in some form of a business. It might be a small independent business or a large corporation. Studying Business Management will enhance the employability of any learner by teaching them how to actively contribute the success of these vital businesses as employees, managers or owners.

- Business degrees are the most popular degree in the UK
- Progression to Advanced Higher within the department
- Constant links to the real world making it relevant and engaging.

## COURSE ORGANISATION

At the end of the year all pupils will sit an assignment & an exam which are both externally examined.

Assignment Completed in February during class time 30 marks	Exam Exam Diet 90 marks
A report on a business in order to identify strengths and weaknesses. As well as recommendations on how to improve going forward.	Understanding Business Marketing Operations Human Resources Finance

The Higher course is graded A – D based on the total marks achieved across both of these course assessment components. For more information please refer to <https://www.sqa.org.uk/sqa/47919.html>

## HOMEWORK

Homework will rarely be issued for Business Management. Occasional progress checks are used as an alternative. Pupils are provided with questions and must revise ahead of the progress checks. This allows pupils to receive valuable, regular and meaningful feedback on how to improve responses to Past Paper questions.

## ADDITIONAL INFORMATION

If learners chose both Administration and IT and Business Management in S5 then they will be able to achieve the NPA Business and Information Technology at Level 6 by completing the unit assessments. This is a very valuable qualification when applying for further education as it holds similar UCAS points as a traditional Higher. Pupils can achieve this award over S5 and S6.

# BUSINESS MANAGEMENT – ADVANCED HIGHER

## WHY STUDY BUSINESS MANAGEMENT?

Regardless of the job that our young people will do as they enter the world of work they will be working in some form of a business. It might be a small independent business or a large corporation. Studying Business Management will enhance the employability of any learner by teaching them how to actively contribute the success of these vital businesses as employees, managers or owners.

- Business degrees are the most popular degree in the UK
- The course content is similar to first year university content for those studying Business Managing so improving the chance of success at university

## COURSE ORGANISATION

At the end of the year all pupils will sit an assignment & an exam which are both externally examined.

Assignment Completed in February during class time 40 marks	Exam Exam Diet 80 marks
A business report completed on an international organisation in order to make recommendations to improve performance.	<ul style="list-style-type: none"><li>· Internal Environment</li><li>· External Environment</li></ul>

The Advanced Higher course is graded A – D based on the total marks achieved across both of these course assessment components. For more information please refer to <https://www.sqa.org.uk/sqa/48462.html>

## HOMEWORK

Homework will rarely be issued for Business Management. Occasional progress checks are used as an alternative. Pupils are provided with questions and must revise ahead of the progress checks. This allows pupils to receive valuable, regular and meaningful feedback on how to improve responses to Past Paper questions.

# 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

## 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 4 units:

### Software Design and Development

- Analyse, Design, Implement, Test and Evaluate computer programs using Python
- Explore commonly used data structures and standard algorithms

### Database Design and Development

- Analyse, Design, Implement, Test and Evaluate computer programs using Microsoft Access and SQL
- Explore complex database structures using advanced techniques like aggregate functions and calculations

### Web Design and Development

- Analyse, Design, Implement, Test and Evaluate computer programs using HTML and CSS
- Incorporate interactive content using JavaScript

### Computer Systems

- Explore data representation, computer structure, security precautions and the environmental impact of computer systems

## 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:

Final Exam: 67% Coursework Assessment: 33%

# ADV 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

Higher Computing Science Course at grade B or above

## The Course aims are to enable learners to:

- understand and apply computational-thinking skills across a range of computing contexts
- extend and apply knowledge and understanding of advanced concepts and processes in computing science
- apply skills and knowledge in analysis, design, development, implementation, testing, and evaluation to a range of digital solutions with increasingly complex aspects
- apply creative problem-solving skills across a range of contexts
- develop autonomous learning, investigative, and research skills
- communicate advanced computing concepts clearly and concisely, using appropriate terminology
- develop an informed understanding of the role and impact of computing technologies in influencing our environment and society

The course consists of the following 3 units:

### Software Design and Development

- Analyse, Design, Implement, Test and Evaluate computer programs using Python
- Explore commonly used data structures and standard algorithms

### Database Design and Development

- Analyse, Design, Implement, Test and Evaluate computer programs using a web based database management system
- Explore complex database structures using advanced techniques like aggregate functions and calculations

### Web Design and Development

- Analyse, Design, Implement, Test and Evaluate computer programs using HTML, CSS
- Incorporate interactive content using JavaScript
- Integrate web page templates with data stored in a web based database management 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:

Final Exam: 41% Independent Project: 59%

# 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 5

## Purpose

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 the course can be seen below.

<b>National 5</b>
Spoken Language (talking and listening)
Portfolio (worth 30% of the final grade)
Exam (worth 70% of the final grade)
<i>Section 1 - Reading for Understanding, Analysis, and Evaluation</i> 1 x Close Reading (30 marks)
<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 N5 level, 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/>

# 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?

- 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?

- 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 PERFORMANCE



## WHY STUDY MUSIC PERFORMANCE?

Music Performance is an exciting, practical course that allows learners to expand their interest in music and develop new skills. Through studying Music, learners will develop a wide range of skills relevant to learning, life and work. Learners will be able to nurture vital skills needed for personal and professional life while studying something that they enjoy and feel connected to. Studying Music has many proven benefits that will help learners both inside and outside of the classroom.

## COURSE

In S6, Music Performance is offered at Higher and Advanced Higher level. Learners will follow the course most suitable for their level of attainment. All Music Performance courses are built around three main contexts for learning:

- **Performing Skills** - Learners develop performing skills on two selected instruments, or on one selected instrument and voice. There is an expectation that learners will participate in musical ensembles and performance opportunities provided through our extra-curricular programme.
- **Understanding Music** – Learners develop a deep knowledge and understanding of different styles of music. They learn to identify a variety of level-specific music concepts within different pieces of music and continue to improve their musical literacy.
- **Composing Skills** – Learners create their own original music by studying a range of compositional methods and improvisation, including how composers create music in real life contexts. Learners will use notation software and other digital audio workstations to compose, record and enhance their own music.

## FURTHER EDUCATION AND CAREER OPPORTUNITIES

Students who achieve Higher or Advanced Higher Music Performance may progress to HNC, HND or degree level study in Music Performance, Education or Composition. For those wishing to study at degree level, ABRSM Grade 7 is the expected minimum standard on your chosen instrument/voice.

However, you would not be limited to working in music. The wide range of transferable skills gained throughout your degree will mean that you can find employment in many different sectors.

### **Specialisations in Music**

- Performance
- Session musician
- Music producer
- Music therapist
- Musician
- Private music teacher
- Secondary school teacher
- Sound designer
- Sound engineer
- Sound technician
- Broadcasting/film/video

### **Other careers that utilise Music:**

- Acoustic consultant
- Arts administrator
- Broadcast engineer
- Choreographer
- Community arts worker
- Event manager
- Marketing executive
- Radio broadcast assistant
- Radio producer
- Talent agent
- Theatre stage manager

# HIGHER MUSIC PERFORMANCE

## COURSE ENTRY REQUIREMENTS

For Higher, learners will normally be expected to have attained a pass in National 5 Music Performance at Grade A to C.

## WHAT DO YOU STUDY?

The Higher course aims to provide learners with a broad practical experience of music. Course activities allow learners to work independently and can help them to plan and organise, to make decisions and to take responsibility for their own learning. The course aims to enable learners to:

- Broaden their knowledge and understanding of music and musical literacy
- Identify complex level-specific music concepts, signs and symbols both aurally and in print
- Create an extended piece of original music using recognised compositional methods
- Prepare and perform a **12-minute** programme of music on two selected instruments or one instrument and voice. The music performed must be by **ABRSM Grade 4** or above.

Learning continues to be topic based, covering the following periods of musical history in detail:

- Baroque Music (1600-1750)
- Classical Music (1750-1810)
- Romantic Music (1810-1900)
- Modern Music (1900-2000)
- Contemporary/popular music of the 20<sup>th</sup> century

## ASSESSMENT

Learners sitting Higher Music Performance in S6 will have external assessment for all parts of the course. This consists of a question paper with audio-based questions, a musical performance on both instruments/one instrument and voice which is marked by a visiting examiner, and a composing assignment which is submitted to the exam board. Staff will continually assess learners throughout the session to ensure accurate monitoring and tracking. Higher music is graded from A-D, with each component weighted as shown below:

Component	% of Final Award
Question paper	35%
Composing assignment	15%
Performance*	50%

*\*It is worth noting that the performance component is externally assessed in February/March.*

## HOMEWORK

Learners will be given a variety of homework tasks. These will include music literacy tasks, research on genre and styles, concept revision etc. **In addition, daily practice on both instruments/voice will make up a significant part of the homework set.** All homework will be published on Satchel One. In addition, class and revision resources will be regularly provided through Teams.

# ADVANCED HIGHER MUSIC PERFORMANCE

## COURSE ENTRY REQUIREMENTS

For Advanced Higher, learners will normally be expected to have attained a pass in Higher Music Performance at Grade A to C.

## WHAT DO YOU STUDY?

The Advanced Higher course aims to provide learners with a broad practical experience of music. Course activities allow learners to work independently and can help them to plan and organise, to make decisions and to take responsibility for their own learning. The course aims to enable learners to:

- Broaden their knowledge and understanding of music and music literacy by listening to music, analysing and identifying music concepts, signs and symbols.
- Create an extended piece of original music or arrange existing music, using recognised compositional methods.
- Analyse music through aural discrimination and using a notated score.
- Prepare and perform an **18-minute** programme of music on two selected instruments or one instrument and voice. The music performed must be **ABRSM Grade 5** or above.

Learning continues to be topic based, covering the following periods of musical history in detail:

- Renaissance and Medieval Music (1400-1600)
- Baroque Music (1600-1750)
- Classical Music (1750-1810)
- Romantic Music (1810-1900)
- Modern Music (1900-2000)
- Contemporary/popular music of the 20<sup>th</sup> century

## ASSESSMENT

Learners sitting Higher in S6 will have external assessment for all parts of the course. This consists of a question paper with audio-based questions, a musical performance on both instruments/one instrument and voice which is marked by a visiting examiner, and an assignment which is submitted to the exam board. Staff will continually assess learners throughout the session to ensure accurate monitoring and tracking. Advanced Higher music is graded from A-D, with each component weighted as shown below:

Component	% of Final Award
Question paper	35%
Assignment	15%
Performance	50%

The assignment has three parts:

- Composing or arranging one piece of music
- Reviewing the creative process of their composition or arrangement
- Analysing a chosen piece of music

For the review, learners must, with reference to compositional methods used, include clear details of their main decisions, exploration and development of musical ideas and identify strengths and/or areas for improvement. Learners must choose a piece of music by a composer and analyse the key features with reference to compositional methods and music concepts.

# PHYSICAL EDUCATION: SPORT & RECREATION

## **Purpose**

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. 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:

- 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 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 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](http://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

# HOME ECONOMICS

## BAKERY – NPA Level 4/5

The course consists of 4 mandatory 40 hour units which you will need to successfully complete in order to gain the award. All assessment is based primarily on practical activities.

### Course Purpose

The NPA is designed for individuals who are currently working in or desire to work in the bakery industry. Completion of the NPA may also provide candidates with opportunities for progression either within the industry or to other non-advanced or advanced level academic qualifications. The NPA was developed by SQA with the purpose of introducing a range of bakery skills.

The Units to be covered include:

#### Unit 1- CRAFT BAKING (LEVEL 4)

Students will produce a range of bakery products from five different categories including dry goods, short sweet pastry, yeast, cakes and puff pastry.

#### Unit 2- PASTRY (LEVEL 5)

Students will produce a range of different pastries under assessment conditions and complete a written assessment on their understanding of the functions of ingredients when producing various pastries.

#### Unit 3 INTRODUCTION TO BREAD MAKING (LEVEL 4)

Students will produce a variety of different breads, using a range of flours using conventional and commercial processing methods.

#### Unit 4 INTRODUCTION TO CAKE DECORATION (LEVEL 4)

Students will design and make a range of cakes of various shapes, including a mix of coatings for themes throughout the year.

### Course Assessment

The assessments for the NPA at SCQF level 4 will be challenging and meaningful, but nonetheless still achievable for all candidates who are prepared to work to gain the award. They are designed to familiarise candidates with a culture of attainment where assessments will challenge them, but do not put unreasonable obstacles between them and real achievement.

For all Units, assessment is based primarily on practical activities but the Pastry unit includes a written assessment at level 5.

This course has been designed to equip pupils with the skills required for success in current and future employment within the bakery and hospitality industries or for progression to further qualifications. It will provide invaluable experience and knowledge to candidates who aspire to the more technical professions which exist in bakery.

# Exemplar S6 Subject Choice Form

Pupils will have meetings with their guidance teacher to help support them with their choices.

Pupils in S6 must study **five** subjects.

Pupils studying **one or more advanced subject** can choose 'Private study' as 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 **five** subjects.

Pupils studying **one or more advanced subject** can choose 'Private study' as 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 S5 depending on what is on offer to S5 students.

Current S5 Subjects	S6 Choices	
	Subject choice order of preference	Subject
	1	
	2	
	3	
	4	
	5 Study if one or more Adv Higher	
	Reserve	
	2 <sup>nd</sup> 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

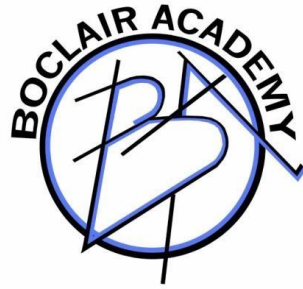
to encourage pupils to participate fully in the life of the school, the wider community and society in general

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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