S5/S6 Senior Phase Pathways Booklet

2024-2025

Information for Students and Parents

Contents

Dear Senior Students and Parents

Welcome to Fifth and Sixth Year. Whether parent or student, you are by now a veteran of the educational system with at least eleven years' learning behind you. Students, if you care to think of the investment in your future which this represents then you might find that your family, Perth & Kinross Council and the government have, amongst them, spent tens of thousands of pounds to support your success.

I hope that **you** feel that the time and money have been well-spent: I suspect that you do because you are returning for a Fifth or Sixth Year of secondary education. However, the most challenging work comes **now**. Fifth and Sixth Year in many ways mark the point where education changes forever, not least because once you are sixteen education is no longer compulsory. From now on your success will depend on how well **you**, the student, accept responsibility for your own learning.

You must give serious thought to Further and Higher Education, training or employment, to your future career and to the choice of subjects which will help you to achieve your goals. It is therefore essential that you do everything in your power to make the most of your senior years in school.

In particular, you must be both **positive** and **realistic** about the need for **regular and serious study, both at home and at school.** If you don't do this, it is unlikely that you will succeed. It is worth remembering that teachers are actively in the business of helping you over the various hurdles which you will face over the next year or two. It is also essential that you attend every single period (injury / illness allowing) as time is precious and so you cannot afford to miss anything. Any significant absence/lateness is likely to damage your chances. Please use all sources of help: in school, at home and in the community, which are available to you.

In this book you will see a very wide range of National Qualification and other courses which are now available to you. All of these courses are explained in Section 2: Senior Courses explained. This school offers a particularly broad choice of courses because of its size, range of departments, and partnerships. This should make it possible for you to create a personal course in the senior school which suits your particular pathway – whether it be to university, college, a job or training. It is especially important at this stage that you choose courses which you will enjoy but will also meet any entrance requirements you may need when you leave Perth High.

This handbook is intended to help explain all the options which are available to you. I hope that you will read it carefully and then use it as the basis for discussions with your parents, subject teachers and, most crucially, with your Guidance teacher. I wish you every success in the senior school. Remember, though, that success doesn't just happen – you have to work for it!

Martin Shaw
Headteacher

SECTION 1 - KEY ADVICE FOR STUDENTS AND PARENTS

Course Choice

FOR FIFTH YEAR STUDENTS: A NEW BEGINNING

As Fifth Year students you are at the beginning of a new and exciting phase in your education. For most of you the end of Fourth Year means the end of compulsory schooling. You have decided to remain at school and you must make the most of the opportunities that lie ahead. Fifth Year is the gateway to all forms of further and higher education, to many kinds of training and directly to a considerable number of jobs. The information which follows is intended to help you make decisions about what to do in this crucial year.

FOR SIXTH YEAR STUDENTS: PREPARATION FOR LIFE AFTER SCHOOL

All of the courses on offer for Fifth Year students are also open to Sixth Year. Whether you are staying on for a Sixth Year to gain additional qualifications or improve existing ones the advice and information in the following pages applies equally to you. Make the most of the many new opportunities offered to you during your last year at school so that you are well prepared for whatever the future may hold. Make sure you are in a position to benefit from the improving economic situation we are moving towards. Take advantage of the opportunities available to Sixth Years to show leadership, teamwork and other key skills for employment. In particular, you must become self-reliant in planning and carrying out your study programme.

COURSES AVAILABLE

Perth High School offers a wide range of courses suited to a variety of ability levels. Most of our Fifth and Sixth Year courses are organised and assessed by the SQA and are all assigned to a level on the Scottish Curriculum Qualifications Framework (SCQF)as summarised below:-

- Advanced Higher – SCQF Level 7
- Higher – SCQF Level 6
- National Progression Awards (NPA) – SCQF Levels 5-7
- National 5 – SCQF Level 5
- National 4 – SCQF Level 4
- National 1-3 – SCQF Levels 1-3

SQA also controls the individual units from which courses are made.

The range of National Qualifications (NQ) and other courses offered to S5/6 students in the High School is one of the broadest and most developed in Scotland. We want our students to be particularly well-placed to progress to Sixth Year and then on to Further Education, Higher Education or employment.

As a rough guide:

- Students gaining mostly awards at SCQF Level 3 should follow courses at Level 4 in S5. It may also be possible to take a few Level 5 courses.

- Students gaining mostly awards at SCQF Level 4 should follow Level 5 courses in Fifth Year. It may be possible to take a Level 6 course or two depending upon S4 results.

- Students gaining all or mostly awards at SCQF Level 5 should follow a set of Level 6 courses in Fifth year. Take appropriate advice about the number of Highers/Level 6 courses to attempt – it is important neither to take too many nor too few: your Guidance teacher will advise you. The remainder of your courses (if not doing 5 Highers) should be at Level 5.

- Students gaining good Level 6 passes in Fifth Year should aim to take a course at Level 7 in S6.

COURSE CHOICE – PREPARATION

All Fifth- and Sixth-Year students will take Personal & Social Development (PSE) – thereafter you are free to choose from the menu and to tailor courses to meet your interests and needs.

PLEASE READ AND USE THE INFORMATION IN THIS BOOKLET CAREFULLY

Think carefully about **why** you want to do particular subjects. If you have decided on a career or higher education course, make sure that you know the necessary subjects and grades required for entry. All university courses require a minimum of a National 4 award in English and Mathematics. Some universities require candidates to have a qualification in a Modern Foreign Language. At the moment, universities and colleges are experiencing high levels of demand for places and the entry requirements are changing continuously. Go online to get the most up to date advice.

If you have not yet made up your mind where your future lies, remember to choose a broad range of subjects which will allow you to keep your options open. Your Guidance teacher will help you to find out the information you need, and the **Careers' Trail on the Perth High website** is a good starting point.

Ask for advice – there are **many** people willing to help you:

- Your subject teachers
- Guidance teacher
- Mrs C Neely (who is the Principal Teacher in charge of Careers Education),
- School visiting Careers Adviser, Mrs Mears and Mrs Malcolm
- Facilities of the Careers Library

Colleges and Universities are always ready to give advice to prospective students – contact their School Liaison Officers or Admissions Officer for assistance.

In General

- Please remember that both your teachers and parents want to help you to achieve the highest standards and also the best results possible.
- It is important that you listen to the professional advice that you are given by teachers and Careers service staff.
- Plan your work on a daily, weekly and monthly basis.
- Make the most of your chances by ensuring that you keep up to date with your work.

You **MUST** attend regularly if you are to have a realistic prospect of good results.

COURSE CHOICE – PROCEDURES

During Course Choice, all S5 and S6 students will be interviewed by their guidance teacher.

a) Before the interview

The remainder of this booklet provides you with information about the various courses on offer. Please read it carefully. Give some thought to the subjects you would like to take in Fifth (or Sixth) Year. Discuss the matter with your parents. Complete the course choice form and the page of notes in this booklet and bring it with you to interview.

Please note that five Highers taken in a single session is a very demanding course and should be undertaken by students with excellent passes at National 5 level.

If you did not get a National 5 award in all or almost all of the subjects you are going to study in S5/6, you may wish to consider that a smaller number of good passes are of more value to you than a larger number of fails or poor passes.

b) The interview

You will be interviewed during the next few weeks by a Guidance teacher or a senior member of staff. You should come to the interview prepared to discuss the reasons for your choice of subjects. Obviously, some courses (especially Advanced Higher) will only run if a significant number of students opt for them. You may therefore be asked to give a second choice of subject in certain cases. Some Advanced Higher courses may run for smaller numbers of students but over a reduced number of periods.

SKILLS

All students **must** participate in serious study – if you don't you will almost certainly fail. Those who are most successful in their work are those who adopt regular study habits – at home and in school and when study becomes a habit, it becomes more enjoyable. During periods of study it is best to avoid distractions such as internet, facebook, texts or television. Short and intense bursts of study with built in breaks are often the most effective.

All Fifth-Year students will be expected to have a full timetable. However, there will still be time for study at lunch times, at the end of the school day and at home. **Sixth Year students will have a limited amount of study time available to them (one column maximum) within the normal school week.** The amount of time given over to this will be agreed with the Year Head and Guidance teacher and forms part of a formal contract which will see all Sixth-Year students taking responsibility for their own learning and education.

The importance of home study and homework cannot be over-emphasised.
Homework and further study adds depth and enjoyment to courses and should be seen as a positive rather than a negative experience. By really studying a subject, students enjoy it more and get more from it.

In Fifth and Sixth Year most subjects will require you to carry out work at home as part of the formal assessment process which leads to your success in examinations. **It must be understood now that these pieces of work will require you to undertake many additional hours of homework.** The time required to complete homework will very much depend upon the courses chosen by an individual student and their ability to carry out the work. As you will see in this booklet, individual departments have made some basic homework recommendations to guide you as part of their departmental entries in Section 3.

You should carefully balance the demands of any part-time jobs and leisure activities so that you can prioritise your time for school work.

Most students begin a new course in the Senior School by radically underestimating how much time will be needed to carry out the basic study, research, summary note-taking associated with a course and the homework. Please begin by allowing more time for homework than you think you will need. Please also draw up a weekly study plan and pin it to your wall so that you can see when you are going to sit down and study for each subject. For success in the Senior School this should amount to at least **twelve hours additional study per week.**

SECTION 2 – SENIOR COURSES EXPLAINED

Structure of Courses

National Qualifications courses involve 160 hours of study divided into units with each unit containing an internally assessed element. Individual subject information will provide greater detail on the units for each subject.

As previously stated, courses are provided at a range of levels:

- Advanced Higher – SCQF Level 7
- Higher – SCQF Level 6
- National Progression Awards (NPA) – SCQF Levels 5-7
- National 5 – SCQF Level 5
- National 4 – SCQF Level 4
- National 1-3 – SCQF Levels 1-3

Assessment

Each Unit in a Course has specified Learning Outcomes and success in attaining these will be assessed internally either during or at the end of the Unit. There will also be an external examination at the end of the course in May/June for awards at National 5 and above. To achieve a Course pass, the student must pass each internal Unit assessment as well as the external examination.

The internal assessments for Units will be carried out on a simple pass/fail basis, whilst the external examinations will continue to be graded as at present (i.e. A,B,C,etc.). A student will have one opportunity to re-sit the internal assessment should they fail at the first attempt.

The school will continue to conduct prelim examinations in most/all subjects with the results being used with other internal assessment evidence to provide SQA with estimates of each student's performance in the external examination. Parents will receive a written report in early February and an opportunity to discuss progress with teachers at a Parents' Evening.

APPEALS

From April 2014 the new 'Results Services' replaced the Appeals Service for all National Qualifications where an exam or coursework contributes to the candidate's final grade.

There are two parts to SQA's new Results Services:

1. **Exceptional Circumstances Consideration Service:** This service will run before the results are published and is intended to support candidates who have completed all the compulsory components for a National Course, but have been unable to attend a timetabled exam or whose performance in the exam may have been fundamentally affected as a result of an incident outwith their control such as bereavement or a medical condition

2. **Post-results Service**: This service will run after the candidates have received their certificates. It will offer support in circumstances where there is a concern about a candidate's result. It will consist of a clerical check and a marking review.

S5/6 Pathways Summary 2024/2025

SCQF Levels 3/4/5		SCQF Level 6		SCQF Level 7	
Courses delivered at PHS	**Courses delivered in partnership with Perth College UHI** www.perth.uhi.ac.uk/schools	**Courses delivered at PHS**	**Courses delivered in partnership with Perth College UHI** www.perth.uhi.ac.uk/schools	**Courses delivered at PHS**	**Courses delivered by Perth College UHI or Campus Partners** www.perth.uhi.ac.uk/schools
• ART & DESIGN • BIOLOGY • COMPUTING SCIENCE • COMPUTER GAMES DEVELOPMENT • CREATIVE THINKING • DATA SCIENCE • DESIGN & MANUFACTURE • DRAMA – ACTING & PERFORMING • ENERGY SECTOR • ENGLISH • ESOL • FASHION & TEXTILE TECHNOLOGY • HEALTH SECTOR • HEALTH & FOOD TECHNOLOGY • LABORATORY SKILLS • MATHEMATICS • APPLICATIONS OF MATHS • MUSIC • MUSIC WITH TECHNOLOGY • PRINCES TRUST AWARD • PRACTICAL COOKERY	• AUTOMOTIVE SKILLS • BAKERY • BEAUTY SKILLS • CONSTRUCTION CRAFTS • CRIMINOLOGY • CYBER SECURITY • ENGINEERING SKILLS (Level 4) • NPA ENGINEERING (LEVEL 5) • HAIRDRESSING • SPORT & FITNESS – OUTDOOR SPORT • PROFESSIONAL COOKERY • PSYCHOLOGY	• ADMINISTRATION • ART & DESIGN • BIOLOGY • BUILT ENVIRONMENT • BUSINESS MANAGEMENT • CHEMISTRY • COMPUTING SCIENCE • COMPUTER GAMES DEVELOPMENT • CREATIVE THINKING • DATA SCIENCE • DESIGN & MANUFACTURE • DRAMA • ENGLISH • ESOL • LITERACY & COMMUNICATIO N	• CHILDCARE & DEVELOPMENT (VLE) • BEAUTY • PSYCHOLOGY • PSYCHOLOGY (VLE) • CRIMINOLOGY • HOSPITALITY OPERATIONS • MUSIC BUSINESS • ACTIVITY TOURISM • ALL FOUNDATION APPRENTICESHIP PROGRAMS	• ART & DESIGN • BIOLOGY • BUSINESS MANAGEMENT • CHEMISTRY • COMPUTING • ENGLISH • FRENCH • HEALTH & FOOD TECH • HISTORY • MATHEMATICS • MODERN STUDIES • MUSIC • PE • PHYSICS • SPANISH	• DRAMA (PGS) • GEOGRAPHY (PA) • OPEN UNIVERSITY MODULES – YASS • PDA PSYCHOLOGY (UHI) • MODERN BIOLOGICAL TECHNOLOGIES (UHI)

• PRACTICAL CAKE CRAFT • PRACTICAL ELECTRONICS • RMPS • SPORT & RECREATION • STEPPING OUT • TRAVEL & TOURISM		• ENGINEERING SCIENCE • FASHION & TEXTILE TECHNOLOGY • FRENCH • GEOGRAPHY • HEALTH & FOOD TECHNOLOGY • HISTORY • HUMAN BIOLOGY • LEADERSHIP THROUGH PE • MATHEMATICS • APPLICATIONS OF MATHS • MODERN STUDIES • MUSIC • MUSIC WITH TECHNOLOGY • PE • PHOTOGRAPHY • POLITICS • PHYSICS • RMPS • SOCIOLOGY • SPANISH			

ENGLISH DEPARTMENT

Preferred Entry Levels:

Advanced Higher
- ✓ Higher pass (A or B preferred)

Higher
- ✓ A pass at National 5 (A or B preferred)

National 5
- ✓ A pass at National 4 or Level 4 BGE

National 4
- ✓ A pass at National 3 or Level 3 BGE

The Courses

ENGLISH HIGHER

The Higher course comprises of one core unit and external assessments at the end of the course. Pupils must pass the 'Spoken Language' core unit. Pupils must also produce two pieces of writing to send to the SQA for marking in March. In preparation for the Critical Reading Exam Pupils will study one of the set Scottish texts. They will also study a second piece of literature for the Critical Essay section. The second exam is the RUAE exam that tests pupils Understanding, Analysis and Evaluation of unseen complex non-fiction texts. There is a significant degree of challenge in the Higher course and it would be most suited to pupils gaining an A or B in the level below.

ENGLISH NATIONAL 4 AND 5

These courses have the same course design as Higher described above, but obviously with lesser degrees of challenge. Both of these courses require students to read independently and complete a significant amount of work at home. Pupils studying National 5 will have an external assessment at the end of the course while National 4 pupils will have to complete internal assessments including an added value assessment.

ENGLISH ADVANCED HIGHER

This course is aimed at those hoping to pursue the study of English at University or for those who enjoy reading and discussing literature. The course has two SQA exams in May: Literary Study and Textual Analysis. In addition pupils must also produce a Dissertation and a portfolio of writing.
For all courses, assessments based on Learning Outcomes for the units are made at suitable points throughout the year. To complete the course all internal assessments must be passed. Deadlines

Homework

Homework at this level can be of three types:
- Carry out a written exercise entirely at home
- Finish work begun in class
- Carry out reading of texts at home

In addition, candidates are expected to carry on with Private Reading, particularly of quality journalism. Students should be prepared to devote considerable time to English homework.

LITERATURE AND COMMUNICATION LEVEL 6

This course runs in a similar way to Higher English, as you will study a range of literature, but the outcomes will differ. This course is assessed through coursework completed in class and will not have an SQA exam in May. This course is accepted by **some** universities and colleges as an equivalent to Higher English when both modules are achieved, the course is worth 24 SCQF points

This course is suited to those who achieve a National 5 at C in English or feel they may achieve a D in Higher English in S5.

What does the course involve:

Literature

You will study a range of literature such as poetry, drama, or prose as you would in any English class.
Outcomes:

1. A comparison critical essay
2. Textual Analysis Unseen

Communication

You will prove your communication skills by creating and studying non-fiction material.
Outcomes:

1. Writing assessment
2. Reading assessment
3. Listening assessment
4. Talking assessment

MATHEMATICS DEPARTMENT

APPLICATIONS OF MATHEMATICS – NATIONAL 5 LEVEL

Purpose and aims of Applications of Mathematics

The purpose of the National 5 Applications of Mathematics Course is to motivate and challenge learners by enabling them to think through real-life situations involving mathematics and to form a plan of action based on logic.

The Course develops confidence and independence in being able to handle information and mathematical tasks in both personal life and in the workplace. The Course allows learners to draw conclusions, assess risk and justify decisions based on data presented in a variety of forms.

The mathematical skills within this Course are underpinned by numeracy, and designed to develop learners' mathematical reasoning skills relevant to learning, life and work in an engaging and enjoyable way.

The Course aims to:

- motivate and challenge learners by enabling them to select and apply mathematical techniques to tackle a range of real-life problems and situations
- develop the ability to analyse a range of real-life problems or situations with some complex features involving mathematics
- develop confidence and independence in the subject and a positive attitude towards the use of mathematics in real-life situations
- develop the ability to select, apply, combine and adapt mathematical operational skills to new and unfamiliar situations in life and work to an appropriate degree of accuracy
- develop the ability to use mathematical reasoning skills to generalise, build arguments, draw logical conclusions, assess risk, make informed decisions
- develop the ability to use a range of mathematical skills to analyse, interpret and present a range of information
- communicate mathematical information in a variety of forms
- develop the ability to think creatively and in abstract ways

Typical learners
For entry to National 5 Applications of Mathematics pupils should have achieved National 4 Applications of Mathematics or National 4 Mathematics.

Course structure
Applications of Mathematics (National 5) has 3 Units:- Managing Finance and Statistics, Geometry and Measures and Numeracy.

- Managing Finance and Statistics – develops skills that focus on the use of mathematical ideas and valid strategies that can be applied to managing finance and statistics in real-life contexts which may be new to the learner. This includes skills in analysing financial positions, budgeting as well as organising and presenting data to justify solutions and/or draw conclusions.
- Geometry and Measures – develops skills that focus on the use of mathematical ideas and valid strategies that can be applied to geometry and measurement in real-life contexts which may be new to the learner. This includes skills in analysing and using geometry and measures to determine and justify solutions to real-life problems.
- Numeracy - develops numerical skills in number processes and information handling to solve problems in the context of money, time and measurement.

Assessment
Pupils will be continually assessed throughout the course.

To gain the award of the course, the learner must pass the course assessment. The course assessment will consist of two components: Component 1 – question paper (Non-calculator), Component 2 – question paper (Calculator). These papers will be set and marked by SQA. Course assessment will provide the basis for grading in the course award.

Homework
Pupils will be expected to complete homework such as:

- end of topic exercises
- mixed questions exercises
- completing exercises started in class
- learn new formulae and rules
- look over the day's notes and examples
- internet based exercises
- exam-type questions

Pupils would be expected to maintain a regular study plan of revision throughout the course

MATHEMATICS – NATIONAL 5 LEVEL

Purpose and aims
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.

The National 5 course aims to:

- motivate and challenge learners by enabling them to select and apply mathematical techniques in a variety of mathematical and real-life situations
- develop confidence in the subject and a positive attitude towards further study in mathematics
- develop skills in manipulation of abstract terms in order to solve problems and to generalise
- allow learners to interpret, communicate and manage information in mathematical form, skills which are vital to scientific and technological research and development
- develop the learner's skills in using mathematical language and to explore mathematical ideas
- develop skills relevant to learning, life and work in an engaging and enjoyable way

Typical learners
For entry to National 5 Mathematics learners should have achieved National 4 Mathematics or National 5 Applications of Mathematics.

Course Structure
Mathematics (National 5) has 3 units: Expressions and Formulae, Relationships and Applications

- Expressions and Formulae - develops the knowledge and skills that involve the representation of ideas in symbolic form and the manipulation of abstract terms. Includes simplification of expressions and evaluation of formula covering aspects of algebra and geometry.
- Relationships - develops knowledge and skills which involve relationships in Mathematics, works with relationships in algebra, geometry, trigonometry and statistics and develops skills in solving equations, analysing graphs, making reasoned deductions and predictions.
- Applications – develops knowledge and skills in geometry, trigonometry and statistics which can be applied to solving real-life problems to make informed decisions. Develops the ability to interpret information, use diagrams and select appropriate techniques to produce a solution.

Assessment
Pupils will be continually assessed throughout the course. To gain the award of the course, the learner must pass the course assessment. The course assessment will consist of two components: Component 1 – question paper (Non-calculator), Component 2 – question paper (Calculator). These papers will be set and marked by SQA. Course assessment will provide the basis for grading in the course award.

Homework
Pupils will be expected to complete homework such as:

- end of topic exercises
- mixed questions exercises
- completing exercises started in class
- learn new formulae and rules
- look over the day's note and examples

- internet based exercises
- exam-type questions

Pupils would be expected to maintain a regular study plan of revision throughout the course.

MATHEMATICS – HIGHER LEVEL

Purpose and aims
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.

The Higher course aims to:
- motivate and challenge learners by enabling them to select and apply mathematical techniques in a variety of mathematical situations
- develop confidence in the subject and a positive attitude towards further study in mathematics and the use of mathematics in employment
- deliver in-depth study of mathematical concepts and the ways in which mathematics describes our world
- allow learners to interpret, communicate and manage information in mathematical form; skills which are vital to scientific and technological research and development
- deepen the learner's skills in using mathematical language and exploring advanced mathematical ideas

Typical learners
For entry to Higher Mathematics learners should have achieved National 5 Mathematics.
For learners who have achieved National 5 Mathematics but have not achieved a strong pass the department is offering a preparation for Higher Maths course in S5. The aim of this course is to spend more time on the skills from the National 5 course which are essential to the Higher Maths course, before embarking on the Higher course. Some of the content of Higher will be completed during the year and some assessments completed. However, the course will be completed during a second year.

Note - This course requires a two-year commitment. The Higher exam will not be taken at the end of S5.

Course Structure
Higher Mathematics has 3 units: Expressions and Functions, Relationships and Calculus and Applications
- Expressions and Functions - develops knowledge and skills that involve the manipulation of expressions, the use of vectors and the study of mathematical functions.
- Relationships and Calculus - develop knowledge and skills that involve solving equations and introduces both differential calculus and integral calculus.
- Applications - develops knowledge and skills that involve geometric applications, applications of sequences and applications of calculus.

Assessment
Pupils will be continually assessed throughout the course. To gain the award of the course, the learner must pass the course assessment. The course assessment will consist of two components: Component 1 – question paper (Non-calculator), Component 2 – question paper (Calculator). These papers will be set and marked by SQA. Course assessment will provide the basis for grading in the course award.
Homework

Pupils will be expected to complete homework such as:
- end of topic exercises
- mixed questions exercises
- completing exercises started in class
- learn new formulae and rules
- look over the day's note and examples
- internet based exercises
- exam-type questions

Pupils would be expected to maintain a regular study plan of revision throughout the course.

ADVANCED HIGHER MATHS

Purpose and aims
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.

The Advanced Higher Mathematics course aims 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 their thinking through the process of rigorous proof

Typical learners
For entry to Advanced Higher Mathematics learners should have a secure Higher Mathematics pass. The course is excellent preparation for further or higher education of mathematically-based courses such and Mathematics, Physics and Engineering.

Course Structure
Advanced Higher Mathematics has 3 units.

- Methods in Algebra and Calculus – develops advanced knowledge and skills in algebra and calculus that can be used in practical and abstract situations to manage information in mathematical form.
- Applications of Algebra and Calculus – develops advance knowledge and skills that involve the application of algebra and calculus to real-life and mathematical situations, including applications of geometry. Learners will acquire skills in interpreting and analysing problem situations where these skills can be used.
- Geometry, Proof and Systems of Equations – develops advanced knowledge and skills that involve geometry, number and algebra, and to examine the close relationship between them. Learners will develop skills in logical thinking.

Assessment
Pupils will be continually assessed throughout the course.
To gain the award of the course, the learner must pass the course assessment. The course assessment will consist of a paper set and marked by SQA. Course assessment will provide the basis for grading in the course award.

Homework
Pupils will be expected to complete homework such as:

- end of topic exercises
- mixed questions exercises
- completing exercises started in class
- learn new formulae and rules
- look over the day's note and examples
- internet based exercises
- exam-type questions

Pupils would be expected to maintain a regular study plan of revision throughout the course.

ADVANCED HIGHER MATHEMATICS OF MECHANICS

The department may also offer this course to pupils who have achieved Higher Mathematics and Higher Physics and are interested in a career in Physics, Engineering or Technology.
Interested pupils should discuss with staff in the Maths department.

Further details on the course content are available on the SQA website.

MODERN LANGUAGES DEPARTMENT

French, Spanish and German

National 5

- ✓ A pass at National 4

Higher

Preferred Entry Level

- ✓ A pass at National 5

Aims of the courses

The key aim of the courses is to further enhance the skills that pupils have acquired throughout the National 4 or 5 course. Pupils will be provided with the opportunity to develop the skills of talking, writing, reading and listening. The teaching methods employed will be a continuation of those used in S3 and S4 with communication in the classroom largely in the foreign language. It is expected that pupils will further develop the broad, generic skills acquired in S3 and S4 which are essential for learning, work and life. Through studying a foreign language to a higher level, pupils benefit by gaining better interpersonal, communication and analytical skills.

Typical Learner

The pupils who opt to continue to study a foreign language beyond S4 tend to enjoy using language for communication and in many cases have a particular interest in the country in which the language is spoken.

Course structure

The National 5 and Higher courses cover the following 4 major themes:

- Society
- Learning
- Employability
- Culture

Many aspects of these topics have already been covered in the National 4 course, however the pupils go on to develop the themes in greater depth and are encouraged to communicate opinions more readily and with increasing accuracy. There is greater emphasis placed on pupils being able to use the language both flexibly and accurately and teachers invest time in encouraging the pupils to speak with confidence. In the Higher course, grammar is taught in a systematic way to empower the pupils to write and speak more fluently.

Homework

Homework is a very regular feature of the course and pupils will be expected to undertake a mixture of learning, reading and writing activities on a weekly basis.

ADVANCED HIGHER

Preferred Entry Level

- ✓ **A good pass at Higher**

The Advanced Higher course offers breadth and depth of linguistic experience and is both an excellent preparation for any pupil wishing to continue their study of a foreign language at university or for any pupil who wishes to enhance their ability to communicate fluently in a foreign language. Although the course is very much a continuation of Higher work, different topic areas, such as environmental, social, economic and political issues, are covered and the course has more rigour and depth.

Assessment

In addition to an external assessment for reading, writing and listening at the end of the course, there will be an internally assessed speaking exam. The exam at each level will cover a variety to topics, which will be familiar to the candidates, and it will allow the pupils to show how fluently they can speak on the topics they have prepared. There are internal assessments for the four skills of writing, speaking, listening and reading and these allow pupils to track their progress for each of the skills. The assessments are spread throughout the year and they are a good indication of whether a pupil is achieving the necessary level in their chosen language.

Homework

Homework is an essential part of the learning process. As such, regular written and vocabulary based homework will be given and pupils will be expected to devote considerable time to homework throughout the year. As well as learning vocabulary and grammar, pupils will be given regular essays to write on the different topic areas that they cover as well as reading practice. At Advanced Higher, it is all recommended that pupils spend time doing extra listening practice by listening to authentic language extracts on line.

Modern Languages for life and work award – German

This award is aimed at students in S6 who would like to gain a Modern Languages qualification and who have an interest in learning some basic German as well as some life skills linked to the world of work.

S C I E N C E

BIOLOGY DEPARTMENT

ADVANCED HIGHER, HIGHER and NATIONAL 5 BIOLOGY

Entry Levels:

ADVANCED HIGHER:

- ✓ Higher Biology or Higher Human Biology at A/B

HIGHER and HIGHER HUMAN BIOLOGY:

- ✓ A pass at National 5 Biology

NATIONAL 5:

- ✓ A pass at National 4 Biology or a pass at National 5 in Chemistry or Physics

INTRODUCTION

Biology is an exciting subject because it provides students with an understanding of themselves and the natural world in which they live. The scope of Biology is extending rapidly and includes not only the traditional study of plants and animals and their environments but also areas such as molecular biology and biotechnology which have a clear relevance to modern society.

This session there will be 3 biology courses offered to all S5/6 students. Advanced Higher Biology is available for S6 students who have been successful at Higher.

The following information applies to the new National CfE courses.

HOMEWORK

This will be given regularly and will include written exercises and revision of work recently completed.

ASSESSMENT

Each course consists of 3 units of study and an assignment which will include practical work. There is a unit assessment at the end of each unit and the questions will include those assessing skills of scientific enquiry and those testing knowledge and understanding

At the end of the course there will be a final examination which will assess the content of all 3 units and will include questions concepts spanning the 3 units. Some of the questions will be more difficult than those in the end of unit assessments.

To complete the course successfully, the student must pass the assignment and the final examination paper.

HIGHER COURSES

There are two Biology courses available at Higher level:

Higher Biology and **Higher Human Biology**

HIGHER BIOLOGY

- The Course is a broad and up-to-date selection of concepts and ideas relevant to the central position of life science within our society. It develops the concepts of biology.
- The Course allows learners to develop deeper understanding of the underlying themes of biology: evolution and adaptation; structure and function; genotype and niche. Within each of the Units, the scale of topics ranges from molecular through to whole organism and beyond. In addition, to increase the relevance of the Course, within each Unit the most relevant applications of biological understanding are highlighted.

Unit Assessment

The three units of study are:

1. Biology: DNA and the Genome
2. Metabolism and Survival
3. Sustainability and Interdependence

There is also a course assignment, which is submitted to and marked by SQA.

HIGHER HUMAN BIOLOGY

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 four units of study are:

1. Human Cells
2. Physiology and Health
3. Neurobiology and Immunology
4. Immunology and Public Health

There is also a course assignment, which is submitted and marked by SQA.

ADVANCED HIGHER BIOLOGY

The Course provides candidates with the opportunity to develop a deeper understanding of the cell by studying the key roles of proteins within the cell. This understanding of cellular processes is then related to physiological function. At the whole-organism scale, the Course explores how sexual reproduction and parasitism are major drivers of evolution. This allows candidates to develop a deeper understanding of the mechanism of evolution, the biological consequences of sexual reproduction and the biological inter-relationships involved in parasitism. The Course provides a deeper understanding of laboratory and fieldwork techniques, and in carrying out a biological investigation the candidate has the opportunity to produce an extended piece of scientific work.

Throughout the Course there are ample opportunities to develop a systems approach to the study of biological science, allowing candidates to integrate their learning and to develop an appreciation of the global dimension to life on Earth and the importance of understanding biological issues in our society.

The assessment of the Units in this Course will be as follows:

- Biology: Cells and Proteins
- Biology: Organisms and Evolution
- Investigative Biology which will include a practical project organised by the pupil

NATIONAL 5 BIOLOGY

Purpose and Aims of the course:

Biology is the study of living things including plants, bacteria and animals including humans.

The courses provide learners with opportunities to develop skills, knowledge and understanding of Biology. The courses develop a scientific understanding of biological issues and encourage learners to become interested in Biology and to become enthusiastic about a fascinating subject.

Learners will be expected to understand the relevance of Biology to modern society and be able to identify applications of Biology in everyday life.

Learners will be expected to become proficient in a number of practical techniques so that they will be able to carry out their own practical scientific investigations.

Typical learners who may choose the course

The course is suitable for learners who are interested in any of the many aspects of Biology.

These range from a sense of wonder about the natural world to an interest in the workings of the human body. A wide range of career opportunities are available to people with biological qualifications, for example health care, looking after animals or protecting our environment.

Course Structure National 5

The course has three units;

- Cell Biology (a glimpse into the workings of cells at a microscopic level).
- Multicellular Organisms (involves study of whole organisms and their systems e.g. nervous system).
- Life on Earth (a look at how living organisms interact with each other)

The National 5 course will develop the knowledge and skills for more advanced learning, for example at Higher Biology.

Assessment

National 5

In National 5, each unit is assessed within the school using a variety of methods. These could include written tests, carrying out an investigation, analysing data and drawing conclusions.

In addition there is an examination which is externally marked by the SQA. This will consist of a question paper and an assessment of coursework. Learners will need to show ability in both knowledge and skills and their capabilities will be reflected in their overall course award.

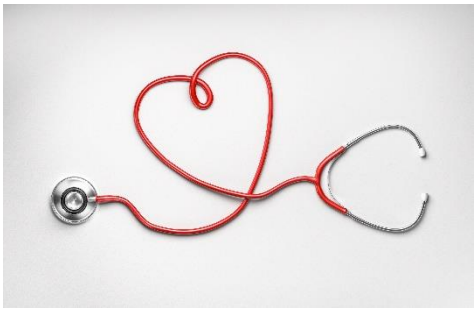
Homework

Students who are studying Biology will be given formal homework regularly. In addition, it is expected that they will spend time at home reading over their notes to reinforce their learning.

National 5 Health Sector

The National 5 Health Sector course is made up of 5 units- this will be jointly delivered between school and college:

- Working in the Health Sector
- Life Sciences Industry and the Health Sector
- Improving Health and Well-being
- Physiology of the Cardiovascular System
- Working in Non-Clinical Roles



Skills for Work Courses are designed to help candidates to develop:

- skills and knowledge in a broad vocational area
- Core Skills
- an understanding of the workplace
- positive attitudes to learning
- skills and attitudes for employability

A key feature of these Courses is the emphasis on *experiential learning*. This means learning through practical experience and learning by reflecting on experience.

The National 5 Health Sector Course has been designed to provide candidates with opportunities to develop generic employability skills in the context of the Health Sector. This Course could provide progression opportunities for candidates by building on the skills and knowledge developed in National 4. The National 5 Course will introduce candidates to a range of more advanced knowledge and skills. The Course may assist progression into further and higher education and training/employment.

Assessment

In National 5 Health Sector, each unit is assessed within the school using a variety of methods. These could include written tests, carrying out an investigation, analysing data and drawing conclusions.

There is **no** final exam- this course will be assessed in school and at college.

CHEMISTRY DEPARTMENT

CfE Higher Chemistry

Preferred Entry Level
Pupils will normally have:

- National 5 Chemistry pass **together with**
- National 5 Maths pass

Introduction
The CfE Higher Chemistry course is designed to build on the knowledge and understanding developed at National 5 level. The course offers the opportunity for individuals to extend their knowledge of the subject and develop their practical skills. Higher Chemistry is a rewarding course that offers challenge and enjoyment.

The course is designed to encourage skills in problem solving and analysis, with a much greater emphasis on pupil initiative. Learners should be prepared to show the qualities of commitment and perseverance in order to achieve success.

The Course
The CfE Higher Chemistry course covers three core units which follow on from knowledge gained in National 5:

- Chemical Changes and Structure
- Nature's Chemistry
- Chemistry in Society

Our course is divided into the following topics:

Topic	Detail
Kinetics and Kilojoules	Learners will develop their understanding of: • factors affecting the rate of a chemical reaction • chemical energy
Holding it Together	Learners will explore the Periodic Table, including: • trends in the Periodic Table • bonding in elements and compounds • properties of substances resulting from bonding
Moles and Money	Learners will develop their understanding of the chemical industry through: • mole calculations and chemical equations • chemical equilibrium • design considerations for processes in the chemical industry
Forensic Chemistry	Learners will investigate practical techniques used in analytical chemistry, including: • Volumetric titrations • Redox reactions • Chromatography
Nature's Chemistry	Learners will deepen their knowledge of organic compounds through: • hydrocarbons • alcohols and their derivatives • the chemistry of cooking • perfumes, fragrances and flavourings • soaps, detergents and skin care

Assessment

- **End-of-topic assessments**: Each of the units is formally assessed through end-of-topic assessments.
- **Assignment**: This is a formal report that is conducted, written and presented by the pupil. Part of the assessment is based on practical skills.
- **External Exam**: There are two question papers:

- **Paper I** – multiple choice questions, 30 marks, 40 minutes
- **Paper II** – written questions, 95 marks, 2 hours 20 minutes

What kind of homework can I expect?
It is expected that you complete approximately 2 hours of homework per week in Chemistry. This includes:
- reading over notes, using the personal learning plans and using the online resources available
- past paper questions

Progression
Upon completing the Higher Chemistry course, you may progress to:
- Advanced Higher Chemistry
- Higher Education: degree or HND courses in Chemistry; Chemistry-related subjects, such as Environmental Science, Pharmacy and Chemical Engineering; or other courses where literacy, numeracy, communication and analytical processing is essential.
- Employment or training programmes.

CfE Advanced Higher Chemistry

Preferred Entry Level:
- ✓ Pass in Higher Chemistry – preferably A or B.

Introduction
The study of Chemistry at Advanced Higher level is designed to build on the knowledge and understanding developed at Higher level. The course offers the opportunity for individuals to extend their knowledge of the subject and develop their practical skills. Advanced Higher Chemistry is stimulating and challenging, but ultimately interesting and satisfying.

The course is designed to encourage individual work and promote resourcefulness on the part of learners, with a much greater emphasis on practical techniques and pupil initiative. The course theory will be covered by formal teaching. Learners should be prepared to show the qualities of commitment and perseverance in order to achieve success. Approximately one third of total time is devoted to practical work.

The Course

Area	Detail
Inorganic and Physical Chemistry	Learners will develop their understanding of atomic structure and chemical reactions through: • Electromagnetic radiation and atomic spectra • Electronic configuration and atomic orbitals • Transition metals • Chemical Equilibrium • Thermodynamics and Reaction feasibility • Kinetics
Organic Chemistry and Instrumental Analysis	Learners will develop their understanding of: • Molecular structure • Stereochemistry • Organic synthesis • Experimental techniques used to determine structures of molecules • Pharmaceutical and medicinal chemistry
Researching Chemistry	Learners will develop their knowledge and experience of experimental techniques, including: • Common analytical techniques, such as volumetric and gravimetric analysis • Practical skills and techniques used to prepare, isolate and purify compounds • Stoichiometric calculations based on ‘the mole’

Project	Learners will carry out a practical research project in an area of personal interest. The results of this project are presented as a laboratory report and submitted to the SQA.

Homework
Regular revision of learning is essential for success in this course. Homework is an integral part of the Advanced Higher Chemistry course and formal exercises will normally be set twice weekly and based on past paper questions.

Assessment

- **End-of-Unit Assessments**: Each topic is formally assessed in an end-of-unit assessment.
- **Project**: This is based on a formal project report that is conducted, written and presented by the pupil.
- **External Exam**: This is currently a 100 mark question paper, lasting 2 hours and 30 minutes **however it is likely to change** to two question papers:
    - **Paper I** – multiple choice questions, 30 marks, 40 minutes
    - **Paper II** – written questions, 95 marks, 2 hours 20 minutes

Progression from this Course
Learners who have achieved a pass in Advanced Higher Chemistry may progress to further study, employment and/or training. Opportunities include:

Progression to further/higher education

- This could be a PDA, HNC, HND or degree programme, including medicine, law, dentistry, veterinary medicine, engineering, pharmaceuticals and health sciences.
- The course is designed to develop learners' ability to think and act independently, easing the transition to *any* further/higher education courses.

Progression to employment

- A pass in the Advanced Higher Chemistry course demonstrates proficiency with highly desirable transferrable skills, including communication, analytical skills, numeracy and scientific literacy.
- Pupils may consider embarking on employment and training opportunities, for example in oil and gas exploration, renewable energy development, engineering, research and development, publishing or accountancy.

Skills for Work: Laboratory Science (National 5)

Entry Requirements
To succeed in this course, it is recommended that pupils have achieved or are working towards:

- ✓ National 5 English
- ✓ National 5 Mathematics
- ✓ Another science at National 5 level or above

Purpose and Aims of the Course
The course provides a broad experiential introduction to laboratory science. Learners will explore a variety of industries and services, and career opportunities, in science laboratories locally, nationally, and globally. They will develop the basic practical skills and knowledge needed for working in a laboratory: measuring, weighing and preparing compounds and solutions; and health and safety requirements. Practical skills in microbiology, measuring radioactivity, chemical handling and laboratory instrumentation will be developed.

Throughout all units the course emphasizes the employability skills and attitudes valued by employers, which will help to prepare learners for the workplace. Learners will review their own employability skills and will seek feedback from others on their strengths and weaknesses.

Typical Learners Who May Choose the Course
National 5 Laboratory Science is an ideal course for those pupils seeking to improve their practical knowledge and skills. The course would run well alongside another science at National 5, Higher or Advanced Higher level. It would also be

beneficial to those wishing to continue to, or explore the possibility of, a career within the sciences.

Course Structure
The course has four principal units:

- Careers Using Laboratory Science
- Working in a Laboratory
- Practical Skills
- Practical Investigation

Assessment
Each unit will be assessed by various methods such as practical activities, planning and carrying out a piece of research and performing an investigation. Each unit will be internally assessed, and the overall award will be pass/fail.

PHYSICS DEPARTMENT

Courses offered by the department are at the following levels:
Advanced Higher, Higher, National 5 and National 4.

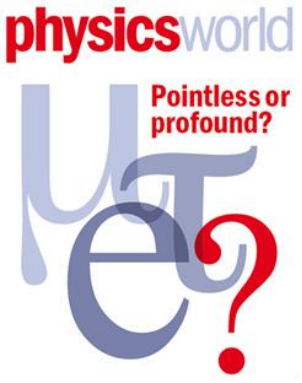
Advanced Higher Physics

Preferred Entry Level: Higher Physics: 'A' or 'B' and Higher Mathematics: 'A' or 'B'

Introduction:
This course is designed to be attractive to pupils who wish to gain a greater insight into Physics at an advanced level. Throughout the course there are references to recent advances, discoveries and applications of Physics which pupils will find interesting and stimulating and which will lead to the pupil being well-informed about some of the current aspects of Physics research.

One of the objectives of the course is to encourage and develop independence of thought and initiative. Formal teaching forms a significant part of the course, within which pupils will be expected to use their mathematical skills with confidence.

A considerable amount of time is given to experimental work. Each pupil undertakes a major investigation unit) as part
of their course assessment.



(Investigating Physics

The Course:
The course consists of 4 units:

- Rotational Motion and Astrophysics
- Quanta and Waves
- Electromagnetism
- Investigating Physics

Homework:
Regular revision of current work, both theoretical and experimental, is invaluable. Pupils are encouraged to read ahead in their course-work so that they may be acquainted with physics concepts and ideas prior to meeting them in class.
A regular reinforcement of the day's work is a most useful way to keep pace with class work and will pay rapid dividends. Commitment, self-discipline and a keen interest in the subject is the ideal response to the challenge of Advanced Higher Physics!

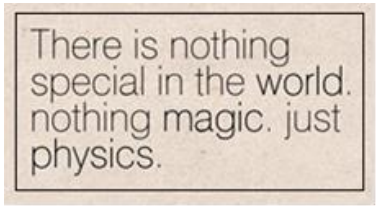
Assessment:
Each of the units has outcomes which will be formally assessed in class. A course award in Advanced Higher Physics will be accredited to the pupil only when, in addition to the completion of their project, the pupil has sat the external examination.

Higher Physics

Preferred Entry Level: National 5 Physics: ‘A’ or ‘B’ and National 5 Mathematics: ‘A’ or ’B’.

Introduction:
Current developments in Physics have opened up employment opportunities in diverse areas of industry, including:

- opto-electronics
- computer applications
- medical physics … … … to name but a few.



The Course:
The Higher Physics course is essentially a logical continuation of the work covered in the National 5 Physics course but it is of a more rigorous and mathematical nature.
The course consists of 3 units:

- Our Dynamic Universe
- Electricity
- Particles and Waves

In addition to covering the 3 units, pupils must also complete an assignment based on a topic which they have covered in the course.

Homework:
Higher Physics is a demanding course and pupils considering it as an option should be prepared to show qualities of commitment and perseverance in order to achieve success.

A regular reinforcement of the day’s work is a most useful way to keep pace with class work and will pay rapid dividends. Homework is an integral part of the pupil’s work and formal exercises are set on a regular basis.

Assessment:
There is a final external examination which together with the pupil’s performance in the assignment will determine the quality of the award issued by the SQA.

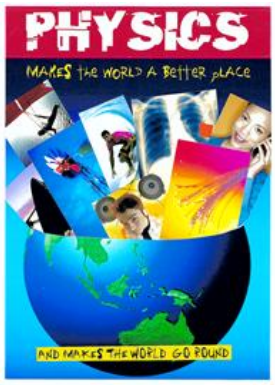
Practical Electronics

National 5 and National 4.

National 5

Preferred Entry Level:

National 4 Practical Electronics, National 5 Engineering Science or National 5 Physics and National 4 Mathematics



Introduction
This course seeks National 5 Practical Electronics course provides a broad practical introduction to electronics. The course encourages candidates to become responsible and creative in their use of technologies and to develop attributes such as flexibility, enthusiasm, perseverance, reliability and confidence.

The Course
The course consists of 3 aspects:

- Content and concepts
- Circuit simulation and design
- Circuit construction

In addition to covering the 3 units, pupils must also complete an assignment based on a topic which contributes towards 70% of their final mark.

Homework
Practical Electronics is a demanding course and pupils considering it as an option should be prepared to show qualities of perseverance in order to achieve success.

It is essential that pupils have the ability to work independently and remain focussed on the tasks at hand. A regular reinforcement of the day's work is a useful way to keep pace with the course work. Homework is an integral part of the pupil's work and formal exercises are set approximately once per week.

Pupils will be expected to spend extra time on areas of a unit which they find difficult in addition to the time required to prepare for unit assessments.

Assessment
There is a final external examination (30%) which together with the pupil's performance in the assignment (70%) will determine the quality of the award issued by the SQA.

Energy (Skills for Work)

National 5

Preferred Entry Level:

National 4 Physics (or other Science) and National 4 Mathematics

Introduction:
This Energy (Skills for Work) course provides a broad practical introduction to the Energy Sector and a basis for progression into further education or for moving directly into training or employment within the energy sector.

Learners explore the various UK-based energy industries and develop practical skills by building a small-scale solar hot water system and wind turbine. They also develop their employability skills and review their strengths and weaknesses — which are then used to help suggest the most appropriate career for them within the energy sector.

Core Skills:
- Communication
- Numeracy
- Information and Communication Technology (ICT)
- Problem Solving
- Working with Others

In addition to these skills, a range of employability skills are developed.

Homework:
Energy is a demanding course and pupils considering it as an option should be prepared to show qualities of perseverance in order to achieve success.

It is essential that pupils have the ability to work independently and remain focussed on the tasks at hand. A regular reinforcement of the day's work is a useful way to keep pace with the course work. Homework is an integral part of the pupil's work and formal exercises are set approximately once per week.

Pupils will be expected to spend extra time on areas of a unit which they find difficult in addition to the time required to prepare for unit assessments.

Assessment:
There is no external assessment for this Course. Learners must successfully complete each Unit to achieve the Course.
Assessment in this Course will be based on both:
Performance evidence:
- Candidates performing a range of practical activities supported by assessor observation checklists

Written and/or oral evidence
- Candidate folios
- Case study scenarios
- Question and Answer

The Scottish Baccalaureate in Science (S6 pupils)
Unlike the International Baccalaureate which comprises a student's complete set of courses, the Scottish Baccalaureate requires a candidate to concentrate a significant part of their study on the Sciences – but leaves the student room to add other studies to their experience.

Certification of Scottish Baccalaureates
The Scottish Baccalaureate is not intended to be a full programme of study. It is expected that learners who take a Baccalaureate will also take other Courses in S6. Their choice of subjects is likely to be based around interest, career choice and the entrance requirements specified by the universities where they wish to study. In addition to their Scottish Qualification Certificate showing National, Higher and Advanced Higher Course achievement, learners who take a Baccalaureate and are successful will receive a commemorative Certificate for their Baccalaureate showing either a Pass or Distinction.

Interdisciplinary Project Unit – Assessment
A significant part of the Scottish Baccalaureate is that students carry out an Interdisciplinary Project. This will be carried out by learners in three stages:

- Negotiating a project proposal and plan
- Carrying out the plan
- Presenting the findings to the project
- Evaluating the Interdisciplinary Project
- Reviewing and evaluating the process of own learning/skills development

Assessment
The Interdisciplinary Project will be internally assessed against clear and rigorous criteria. The assessment will be carried out:

- By centre staff, or
- In collaboration with partner organisations, or
- By a combination of both

Projects will involve learners using knowledge and skills from various subject areas. A team approach to assessment is therefore likely. Assessment partnerships may include staff from other schools, colleges, and higher education institutions.

Any student who wishes to consider undertaking the Scottish Baccalaureate should discuss this with their Guidance Teacher and the appropriate Depute Headteacher in the first instance.

SOCIAL STUDIES

GEOGRAPHY DEPARTMENT

Geography: Higher

Introduction

Geography is the study of people and their environment. The importance of environmental issues in the modern world makes it a very important and relevant part of a student's education.

Geography covers a wide range of issues related to physical environments, human environments, and environmental interactions.

Teaching and learning in the Geography Department involves a variety of approaches and methods, and there is particular emphasis on the use of information and communication technologies (ICT) and geographical information systems (GIS). The use of computers to access, process and analyse data has become a key element in students' experience within the department to enable them to develop valuable transferable skills.

Preferred Entry Levels

To take Higher Geography, students should have completed either Geography, or another social subject, at National 5 level.

GEOGRAPHY - HIGHER

Geography courses are built around three course elements:

1 Physical Environments

The Atmosphere – The Global Heat Budget, the distribution of energy by atmospheric and oceanic circulation and the Intertropical Convergence Zone.

The Hydrosphere – the study of river features and flood hydrographs.

The Biosphere – 3 soil types are studied, namely Podzols, Brown Earths and Gleys.

Lithosphere – the formation of erosional and deposition features in glaciated and coastal landscapes.

Land use Conflicts and how they are managed in the Lake District and the Dorset coast are case studies used to aid understanding.

2 Human Environments

This unit includes the study of Urban Change in both developed and developing world cities such as Glasgow and Rio de Janeiro.

Population change, voluntary and forced migration case studies and the problems of counting accurately population data in various parts of the world.

Rural change related to farming in both the developed and developing worlds and the problems of rural land degradation in parts of Africa (Desertification – the spread of deserts)

3 Global Issues and Geographical Skills

Two issues are studied from a choice of four – namely Global Climate Change, causes and solutions, and Development and Health with a focus on Malaria.

The final section of the exam is a Map skills section which allows students to develop and apply geographical skills and knowledge.

Fieldwork

Fieldwork is an important part of Higher Geography and pupils will be expected to take part in at least two fieldwork activities arranged by the Geography Department.

Homework

Homework is set on a regular basis and involves reading from a range of class texts, completion of tasks and past exam paper questions. In the Advanced Higher course students must undertake fieldwork in their own time in order to complete their compulsory report.

Exploring limestone scenery in the Yorkshire Dales

Assignment

The assignment will allow learners to apply gathering, processing, interpreting, evaluating and synthesising skills as they research a geographical issue. The assignment will be marked by SQA and will have an emphasis on skills. Pupils will have an open choice in the topic or issue chosen for study with advice and guidance from teachers.

Assessment

The final grade will be based on

- External examination covering all parts of the course and an Assignment.

HISTORY DEPARTMENT

HIGHER AND NATIONAL 4/5 HISTORY

Purpose and Aims of the courses
The purpose of these courses is to open up the world of the past for learners. History provides learners with insights into their own lives and of the society and the wider world in which they live.

By examining the past, learners can better understand their own communities, their country and the wider world. Through an understanding of the concept of continuity, they can better appreciate change and its significance, both in their own times and in the past.

Learners will acquire breadth and depth in their knowledge and understanding of the past through the study of Scottish, British, European and World contexts. Topics for study have been selected to include elements of political, social, economic and cultural history. The approach developed and the understanding gained can be applied to other historical settings and issues.

Through the successful completion of this course, important skills for learning, life and work are developed.

The History department offers courses at four levels for senior pupils:

- National 4
- National 5
- Higher History
- Advanced Higher History (Campus)

Preferred Entry Level

- ✓ Advanced Higher – Completion of Higher History
- ✓ Higher History – Completion of National 5 History course or equivalent qualifications
- ✓ National 5 History – Completion of National 4 History course or equivalent qualifications
- ✓ National 4 History – Completion of National 3 History course or equivalent qualifications

HISTORY - HIGHER

Students acquire breadth and depth in the knowledge and understanding of historical themes and develop the skills of explaining developments and events, evaluating sources and drawing conclusions.

Students are expected to handle detailed information in order to explain historical events, to address historical issues and to reach conclusions based on reasoned argument. Students are expected to interpret and evaluate a wide range of historical sources.

In History at Higher level all students will study four units of work over one year.

Unit (1) Historical Study: British - Britain 1851–1951
Unit (2) Historical Study: Scottish - The Impact of the Great War, 1914–28
Unit (3) Historical Study: European and World - Germany, 1815–1939
Unit (4) Added Value Unit: History Assignment

Assessment

To achieve the award for the History National 6 course, the learner must pass all the units which are assessed internally. They must also pass the final course assessment which includes an assignment that is marked externally and a final examination. The National 6 course is graded on a scale of A-D.

Scottish Studies and the Scots Language Award
SCQF Level 4/5/6

Fit do ye ken aboot yer country? Fit aboot yer mither tongue? Or mebbe it's a new leid to learn. Fit aboot yer history? Or far Scotland stauns on the wirld stage?

If yer keen to lairn mair aboot Scotland, then Scottish Studies and the Scots Language Award might be fit ye've been keeking fir.

Purpose and aims
The award provides opportunities for learners to develop their knowledge and understanding of Scotland- its people, Scots language, society, culture, natural environment and heritage.
The Scots language award will involve some reading, writing, listening and talking in Scots.

Preferred entry level
- ✓ A pass at National 4 in English and/or a social subject

Assessment
There is not an exam for this award. The units for this award will be taught in the History and English department.

The level achieved depends on the level of the mandatory unit and the quality of the learner's response, as well as the amount of support they have received.
Units:
- Scottish Studies: Scotland in Focus
- Scottish Studies: 3 Subject area units
- Scots Language: History and Development
- Scots Language: Understanding and Communicating

MODERN STUDIES DEPARTMENT

National 4 and 5

Purpose and aims of the Course
The purpose of Modern Studies is to develop learners' knowledge and understanding of contemporary issues in local, Scottish, UK and international contexts. Students will develop an awareness of the issues they will meet beyond school and the ways they can participate in making decisions locally, nationally and globally.

The main aims of Modern Studies are to enable learners to:

- become active and informed citizens, locally and globally
- have an appreciation of the changing nature of modern society
- understand and respect human rights and responsibilities
- understand democracy
- have an awareness of social and economic issues and inequalities
- be aware of the nature and processes of conflict resolution at all levels

Who might do the Course?
Any young person who enjoys active learning and has an interest in today's society.

- The Modern Studies Course is appropriate for a wide range of learners; from those who wish to achieve a greater understanding of today's society and their place in it, to learners who wish to progress to higher and further education or employment.
- Important skills for learning, life and work are developed through the successful completion of this Course. These skills include: researching, understanding and evaluating straightforward information/evidence, detecting and explaining bias and exaggeration; making decisions, and justifying conclusions; constructing arguments in a balanced and structured way; and communicating, by a variety of means, views, opinions, decisions and conclusions based on evidence.

Course Structure

Social Issues in the UK
Learners will explore issues relating to crime and punishment in Scotland and the UK. Learners will examine the causes of crime, effects of crime, punishments and reoffending.
International Issues
Learners will explore aspects of life in the USA. They will examine American society and the role played by different ethnic groups within it.
Democracy in Scotland and the UK
Learners will be able to investigate the government of Scotland and its place within the UK. This will involve visiting the Scottish Parliament, interviewing MSPs and other representatives.
Added Value Unit: Assignment
Learners will choose an issue for study from any relevant Modern Studies topic. They will research their chosen issue and present their findings.

Assessment
To achieve National 4, learners must pass all the required Units, including the Assignment. National 4 courses are not graded.

To achieve National 5, learners must pass all the required Units and will be externally assessed by a question paper and an assignment.

MODERN STUDIES - HIGHER

Preferred Entry Level:

- ✓ National 5 in Modern Studies OR History OR Geography.

The Course

The objective of the course is to give senior students insight and a clear understanding of the world that they are about to enter into as participating adults. Such an understanding is achieved by examining contemporary issues from a variety of political viewpoints, thus allowing students to reach their own conclusions. Examination questions are set in such a way that candidates must consider different viewpoints in any answer.

The course is divided up into three main content areas:

United Kingdom Political Issues

Students examine the political process in general but concentrate specifically on the events of the past ten years. In considering how politics works in the UK, students will examine many areas such as the roles of MPs and MSPs, the electoral system, voting behaviour, social class and other factors which may influence our vote. We will also examine the role the media plays in shaping our view of the political world.

United Kingdom Social Issues

The political, social and economic ideas considered above are taken further, when students are asked to study and evaluate Health and Wealth in the UK. This topic examines the causes and consequences of inequalities by examining groups most affected and the responses from central and local government.

International Issues

Students also examine political, social and economic issues in the Republic of South Africa. They look at the progress made since the end of Apartheid as well as the success, or otherwise, of government policies.

Assessment

Pupils final grade will be based on:

- External Exam covering all three Units
- Assignment based on research and decision making

ADVANCED HIGHER MODERN STUDIES

Preferred Entry Level:

- ✓ H Grade Modern Studies or a Higher in another Social Subject

The Course

Advanced Higher Modern Studies is concerned with developing the students' knowledge and understanding, evaluative and investigative skills in relation to Modern Studies topics. This Course is divided into two sections:

- Crime and Public Disorder in the UK
- Practical Research

The course involves students in exploring the issues within their chosen study theme in depth. An important feature of this course is that it will operate on a tutorial basis, rather than as a taught course, though direct teaching will take place. Close to the end of the course, students present their work in the form of a dissertation, which forms part of their assessment.

In addition to their work on political and social issues, students are expected to study appropriate social science research methods and to apply these methods to their own analysis of their chosen topic.

The Advanced higher Modern Studies offers the student a realistic insight into what might be expected in Higher Education. However, it also develops skills which are a recognised advantage in many employment situations. Having achieved Higher Grade, the Advanced Higher allows students to take the subject further, in line with their own interests and aspirations, as well as developing valuable insight into the academic world.

NB As there is an overlap in content and skills required in Advanced Higher Modern Studies and Higher Sociology, candidates will also complete the Higher Sociology course. Please note that this cannot be completed in 5/6 periods and candidates will need additional study time in their own time.

SOCIOLOGY - HIGHER

Preferred Entry Level:

- ✓ Any Social Subject National 5/Higher English candidate

The Course

Sociology is the study of society and the people in it. The course gives students an opportunity to explore the main sociological theories and apply them to everyday contexts.

The course has three units and each unit has an internal assessment:

- The Sociological Approach
- Social Issues
- Culture and Identity

The Sociological Approach

This is an introduction to Sociology-language, theories and methods. Pupils have the opportunity to discover Marxism, feminism, interactionists and other main theories through reading, discussion and group activities.

Social Issues

Pupils are able to apply their new-found knowledge of theories and research to real social issues such as crime. As well as investigating socioeconomic inequalities in society pupils will be offered the opportunity for personalisation and choice by identifying social issues relevant to their lives, for instance Crime and Deviance in society.

Culture and Identity

Pupils will examine the multiple identities they and others in society have. Pupils will be required to investigate culture and identity in a changing social world. This will involve explaining the impact of socialisation on the formation of identity; explaining relevant concepts; applying theory and using research evidence in the explanation, for instance in examining gang subcultures. In examining different cultures and subcultures pupils may exercise personalisation and choice.

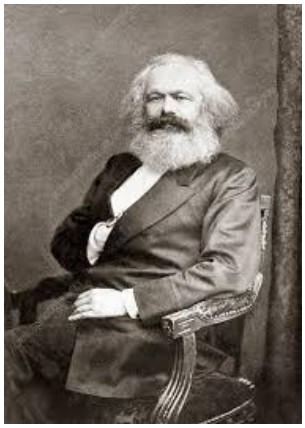
Assessment

The final grade will be determined from

- External exam consists of a Question paper based on all three topics
- Assignment based on a topic of choice

Higher Sociology offers pupils a realistic opportunity to experience study traditionally confined to Further and Higher Education. This Higher provides range and scope for students to extend their social subjects studies for the purpose of academic study or personal development.

HIGHER POLITICS



Course Structure

SECTION 1 — POLITICAL THEORY

SECTION 2 — POLITICAL SYSTEMS

SECTION 3 — POLITICAL PARTIES AND ELECTIONS

SECTION 4 — ASSIGNMENT

SECTION 1

Power
Different definitions of power, the conflict view of power and differing interpretations of how power is distributed in society.

Steven Lukes' 'Three Faces of Power':
decision making, non-decision making and manipulating desires.

Authority
Authority as rightful power which implies an obligation to obey.
Max Weber's three types of authority:
Traditional, Charismatic and Legal-Rational.

Legitimacy
The sense of rightfulness, the relevance of Max Weber's classifications, the ways in which legitimacy may be enabled and the impact on a political system of the loss of legitimacy.

Nature of Democracy and will be able to identify the arguments for and against Direct and Representative (indirect) forms of democracy. Learners will be able to refer to a relevant theorist such as Plato, Schumpeter or Dahl.

Conservatism
Theorists such as: Burke, Disraeli.
Key ideas: human imperfection, tradition, security, authority, organic society, private property.

Socialism
Theorists such as: Marx, Lenin.
Key ideas: co-operation, collectivism, equality, class, common ownership.

SECTION 2:

Constitutional Arrangements
The origins and development of the different political systems and the key principles underlying each system.

The British Constitution
The American Constitution
Westminster
Legislation
Scrutiny
Executive Government in the UK
The Cabinet
Prime Ministerial Powers

The American Congress
Congress – Legislative Functions
Executive- The White House
Presidential Electoral System
The Presidency
The Powers of the American Presidency

The Judiciary
US Supreme Court
UK Supreme Court

Comparing Judiciaries

SECTION 3:

The dominant ideas within a political party	Scottish National Party Such as: ♦ Nationalists ♦ Left of Centre Social Democratic
The impact of political campaign management strategies	Media strategies, including television, newspapers, radio and new media. Use of focus groups to target key electoral groups. Use of technology to translate support into votes.
Theories of voting behaviour	♦ Rational choice ♦ Dominant ideology ♦ Sociological theory ♦ Party identification

Paper 1
3 essays:
2 x 20 (evaluate and analyse) and 1 x 12 (statement. discuss)

Paper 2
2 source questions:
Electoral Data. "Viewpoint". To what extent does the information in Sources A, B and C support this viewpoint? 20

"Compare the cases for ….." In your answer you must make three points of comparison and reach an overall conclusion. 8

Assignment:
1 hour 30 mins write up. Essay. 250 word source sheet.
30 marks

1. Identifying and demonstrating factual and theoretical knowledge and understanding of the issue, its significance and showing an awareness of different points of view. Candidates can be credited in a number of ways up to a maximum of 10 marks.
2. Analysing and synthesising information in a structured manner. Candidates can be credited in a number of ways up to a maximum of 14 marks.
3. Communicating and referring to relevant political sources. Candidates can be credited in a number of ways up to a maximum of 2 marks.
4. Drawing a detailed and reasoned conclusion(s) about the issue. Candidates can be credited in a number of ways up to a maximum of 4 marks

Politics Resource Sheet — candidates must use no more than 250 words on only one side of this single A4 sheet

RMPS –HIGHER

Preferred entry level:

- ✓ National 5 in English, and in any social subject.

The Course

The Higher Course in RMPS develop a range of evaluation skills and active learning. As part of the course, learners will develop a wide range of important and transferable skills based on the evaluation of religious and moral text, so that they can be informed citizens in a multicultural Scotland. By looking at others beliefs and how this affects daily life and practice, students will also be better prepared for future lives in a world where values may intermingle and/or conflict.

Course Content

World Religion (Higher)

In this Unit, learners will develop skills to interpret and comment on the meaning and context of sources related to **BUDDHISM**. They will develop in-depth factual and abstract knowledge and understanding of the impact and significance of Buddhism today, through studying some key beliefs, practices and texts. As part of this, students will also visit Samye Ling Buddhist Monastery in the Scottish Borders, to enable them to engage with Buddhism "in the real world". In this way, they should better appreciate how Buddhism relates to the lives of followers in Scotland and beyond in 2014.

Morality and Belief (Higher)

In this Unit, learners will develop skills to evaluate and express detailed, reasoned and well-structured views about contemporary moral questions and responses to

CRIME AND PUNISHMENT. They will develop in-depth factual and theoretical knowledge and understanding of questions about crime and punishment and how this relates to Buddhist and Christian belief.

Religious and Philosophical Questions (Higher)

In this Unit, learners will develop skills to critically analyse religious and philosophical questions and responses to **ORIGINS**. They will develop in-depth factual and theoretical knowledge and understanding of these. Religious viewpoints studied, will be from the Christian perspective and engage with the discussions between this and science. Emphasis will be placed on differing viewpoints on the origins of the universe and human life. As part of this unit candidates will study the big bang, evolution, Christian revelation as well as traditional philosophical arguments for the existence of God.

BUSINESS STUDIES DEPARTMENT

Business Management – Higher Grade

The study of business management is suitable for all learners interested in entering the world of business, whether as a manager, employee or self-employed person, as it gives learners knowledge of the business environment. This course develops enterprise and employability skills.

Preferred Entry Level:

- ✓ Business Management N5

It is possible to undertake Higher Business Management with no prior knowledge, subject to the agreement of the school.

The Course

The course comprises 3 mandatory units:

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

Course content is similar for both Higher and N5 levels, but the depth of knowledge and powers of analysis required will be greater at Higher level.

Homework

Each week, students will be given an appropriate exercise which would normally be on the current topic covered in class time.

Assessment

Unit assessments will determine Unit awards, and these are taken in class time.

External assessment will provide the basis for determining Course awards. This external assessment takes the form of an assignment and a written question paper.

Business Management – Advanced Higher Grade

The key purpose of this course is to prepare leaners' by equipping them with an understanding of the national and global nature of business and the principles of effective management used in different organisations. The course will enhance the skills of independent learning, research, analysis and problem solving in a business context.

Preferred Entry Level:

- ✓ Higher Business Management

The Course

The course is divided into 3 units:

- The External Business Environment
- The Internal Business Environment
- Researching a Business

Homework

Each week, students will be given an appropriate exercise which would normally be on the current topic covered in class time.

Assessment

Unit assessments will determine Unit awards, and these are taken in class time.

External assessment will provide the basis for determining Course awards. This external assessment takes the form of a Business Report and a written question paper.

All pupils who complete both Administration and IT and Business Management will be eligible for completion of an additional NPA at the relevant level – this would provide an additional qualification which is gained through internal assessment and no external exam.

ADMINISTRATION AND IT N5

Purpose and Aims of the Course:

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

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

- Develop an understanding of administration in the workplace
- Develop a range of IT skills including the ability to use word processing, spreadsheets, databases, desktop publishing, the internet and email, and use them to perform administrative tasks

Typical Learners:

This course is designed for those who are interested in administration and practical uses of IT and want to develop their administrative and IT skills further. Learners who have completed the Course will be able to utilise their administration and IT related knowledge and skills at home, in the wider community and, ultimately, in employment.

Course Structure:

The Course is practical in nature and comprises three mandatory Units.

Administrative Practices – an introduction to administration within organisations including legislation, customer care, qualities and attributes of administrators and organising events and meetings.

IT Solutions for Administrators – will develop basic skills in IT including word processing, spreadsheets and databases.

Communication in Administration - an introduction to different types of information, assessing its value and communicating it electronically.

Homework:

Regular homework will be issued on a weekly basis to reinforce classroom learning.

Administration – Higher Grade

The key purpose of this course is to develop leaners' advanced administrative and IT skills and, ultimately, to enable them to contribute to the effective functioning of organisations in supervisory administrative positions. It develops employability and IT skills.

Preferred Entry Level:

- ✓ National 5 Administration

It is possible to undertake Higher Administration with no prior knowledge, subject to the agreement of the school.

The Course

The course is divided into 3 areas:

- Administrative Theory and Practice
- IT Solutions for Administrators
- Communication in Administration

Homework

Each week, students will be given an appropriate exercise which would normally be on the current topic covered in class time.

Assessment

Unit assessments will determine Unit awards, and these are taken in class time.

External assessment will provide the basis for determining Course awards. This external assessment takes the form of an assignment and a written question paper.

All pupils who complete both Administration and IT and Business Management will be eligible for completion of an additional NPA at the relevant level – this would provide an additional qualification which is gained through internal assessment and no external exam.

EXPRESSIVE ARTS
ART & DESIGN DEPARTMENT

Art & Design - National 5 Level

Pupils will consolidate prior learning and further develop their skills and application of these in both expressive and design contexts, leading to a qualification at National 5 level. The National 5 course is portfolio based and is practical and experiential. Pupils will develop their knowledge of Art and Design practice studying artists and designers in parallel to further enhancing their media handling skills. Pupils are encouraged to use their imagination to broaden their creativity and evaluative and problem-solving abilities to support them develop skills for learning life and work. Pupils work independently and explore the principles of personalisation and choice through their research and chosen themes across expressive and design contexts.

National 5 Specification

Expressive with Critical Activity Portfolio

This activity supports pupils develop their personal thoughts and ideas through visual outcomes. They will experiment with and develop a range of media handling skills, using equipment and materials expressively in 2D and/or 3-dimensions. They will develop an understanding and appreciation of artists' working practices, as well as knowledge of the social and cultural influences on their art work.

Design with Critical Activity Portfolio

This activity supports pupils to plan, research and develop creative design briefs as they work towards developing a product of their choice. This area supports pupils further develop their creativity, problem-solving and critical thinking skills as they consider design opportunities, issues and constraints. They will experiment with and develop a range of 2D and/or 3D media handling skills, using equipment and materials to develop their chosen design briefs. Pupils will develop an understanding and appreciation of designers' working practices. They will also develop knowledge of the social and cultural influences on design work.

Written Course Assessment

National 5 level will be assessed externally by SQA through pupils developing 2 portfolio's and completing a written exam. The weighting of these areas are listed below;

Expressive Portfolio	TOTAL 100 Marks	40% of overall grade
Design Portfolio	TOTAL 100 Marks	40% of overall grade
Written Exam	TOTAL 50 Marks	20% of overall grade

Homework

Homework takes the form of individual research of each portfolio. Pupils will be expected to gather resources and information on artists and designer over and above working on weekly practical tasks. Study support is available in the Art Department Tuesday, Wednesday and Thursdays and pupils are encouraged to attend to support them further enhance their skills and consolidate their learning.

Art & Design – Higher Level

The preferred entry level is an 'A' or 'B' at National 5, however crash Higher is considered on an individual by individual basis.

Pupils will consolidate prior learning and further develop their skills and application of these in both expressive and design contexts. The Higher course is partly portfolio based and is practical and experiential. Pupils will develop their knowledge of Art and Design practice widening their range of artists and designers in parallel to further enhancing their media handling skills. Pupils continue to exercise their imagination and broaden their creativity, evaluative and problem solving abilities, supporting them develop skills for learning life and work. Pupils work independently and explore the principles of personalisation and choice through their research and chosen themes across expressive and design contexts. The Higher course supports pupils develop an appreciation of aesthetic and cultural values, identities and ideas.

Higher Specification

The course consists of two mandatory portfolios and a written course assessment.

Expressive Portfolio

This activity supports pupils develop their personal thoughts and ideas through visual outcomes. Pupils will experiment with a range of media further exploring the visual elements as they work through a theme and discipline of their choice in 2D and/or 3D form. Pupils will develop an understanding and appreciation of artists' working practices, as well as knowledge of the social and cultural influences on art work.

Design Portfolio

This activity supports pupils to plan, research and develop creative design briefs as they work towards developing a product of their choice. This supports pupils develop creativity, problem-solving and critical thinking skills as they consider various design opportunities, issues and constraints. They will experiment with and develop a range of 2D and/or 3D media handling skills, using equipment and materials to develop their design proposals. Pupils will develop a deeper understanding and appreciation of designers' working practices and will also develop knowledge of the social and cultural influences on design work.

Written Course Assessment

This is assessed through a question paper which will be undertaken by the SQA and marked externally.

Expressive Portfolio	TOTAL 100 Marks	38% of overall grade
Design Portfolio	TOTAL 100 Marks	38% of overall grade
Written Exam	TOTAL 60 Marks	24% of overall grade

Homework

Homework takes the form of individual research into each portfolio. Pupils are expected to gather resources and information on artists and designers over and above working on weekly practical tasks. Study support is available

Tuesday, Wednesday and Thursdays and pupils are encouraged to attend to support them further enhance their skills and consolidate their learning.

Art and Design - Advanced Higher Level

The preferred entry level is an 'A' or 'B' at Higher level. As the course is portfolio based, there is no final exam. The completed practical unit and written study and evaluation is sent to SQA for external assessment.

The Advanced Higher course is designed to give students the opportunity to gain an award but also produce a portfolio of work which can be used for application towards Art College or other FTE courses. The course supports pupils complete a comprehensive portfolio of work focusing on either a Design OR Visual Arts Enquiry progressing through a relevant personal theme. There is a Visual Arts or Design Studies unit linked to their practical work.

Design Enquiry

The Design Enquiry provides opportunities for pupils to develop their creativity and apply their understanding of design practice, function and aesthetics. This involves exploring and researching challenging design contexts, issues and opportunities, and evaluating and incorporating visual stimuli and other information from a variety of sources. This portfolio is produced on A1 sheets and must contain 8 – 15 sheets. This portfolio is broken down into the following units;

Design Brief	0 marks
Practical design work	60 marks
Critical Analysis – Design Study	30 marks
Evaluation	10 marks

Visual Arts Enquiry

The Visual Arts Enquiry provides opportunities for pupils to develop their creativity, visual awareness and understanding of aesthetic, while exploring how to communicate their personal thoughts, ideas and opinions through their expressive artwork. This involves visually exploring and responding in an individual way to stimuli, researching challenging expressive art contexts and evaluating how artists respond creatively to stimuli. This portfolio is produced on A1 sheets and must contain 8 – 15 sheets. This portfolio is broken down into the following units;

Statement of Intent	0 marks
Practical expressive work	60 marks
Critical Analysis – Visual Arts Study	30 marks
Evaluation	10 marks

Reviews

Regular discussions and reviews of both practical and written is essential part of the learning / teaching process. These reviews will take place on a regular basis throughout the session. Pupils are also expected to undertake oral presentations every term to support them articulate their strengths and next steps in learning.

Homework

Investigation drawing, notes and research for the Art and Design Studies are completed as summer homework tasks. Pupils are required to independently undertake homework on a weekly basis which supports them organise their next steps to support them progress their ideas in class and utilise class contact tim

Photography – Higher Level

Higher photography provides an opportunity for pupils to be both challenged and inspired to represent their personal thoughts and feelings through photographic concepts. Pupils will develop their understanding of photography and learn about photographic terms and techniques to develop skills that are valuable for learning, life, and work. Through an integrated approach to learning, pupils work independently to research, plan, develop and produce creative and imaginative photographs following their chosen theme. Being a highly practical and experimental course, higher photography provides an exciting and enjoyable opportunity for pupils to become autonomous learners and open many pathways to their future.

Higher Specification

Personal Project

For this part of the course, pupils will carry out their own research into selected photographers' work, practice, and external influences before using this research to inspire their personal approaches to photography. Pupils will learn how to fully plan and develop a range of photoshoots based on their chosen theme and how to digitally manipulate, store, present and handle images independently. Pupils will develop their creative problem-solving skills as they analyse and evaluate their own photographic work in a series of points throughout their project. Pupils must produce and present 8 final images by the end of their project. The project has a total mark allocation of 100 marks.

***Please note: Equipment such as cameras are not a requirement for entry to this course as we have some within the department**

Written course assessment

There are two sections to the written exam for higher photography; both of which are aimed to assess pupils' knowledge and understanding of photographic work and techniques.

Section 1: Multiple choice

This section contains 10 multiple choice questions aimed at assessing knowledge and understanding of light and image formation, camera controls, and image-making techniques and their effects.

Section 2: Analysis

This section contains two questions which asks pupils to critically analyse unseen photographic images from a range of styles and genres. They should demonstrate their understanding and knowledge of photographic terms and practice by giving supported and justified answers.
The question paper has a total mark allocation of 30 marks.

Overall weighting of these areas are listed below;

PERSONAL PROJECT	TOTAL MARKS: 100	77% of overall grade
WRITTEN EXAM	TOTAL MARKS: 30	23% of overall grade

Homework

Pupils will be expected to independently undertake homework tasks to help inform next steps and support their progress. This will include gathering research and information on photographers as well as competing relevant photoshoots if unable to do so during school times. Study support is available in the Art Department both during lunch and after school and pupils are encouraged to attend.

NB: This is a heavily written course and requires a lot of autonomous working and planning.

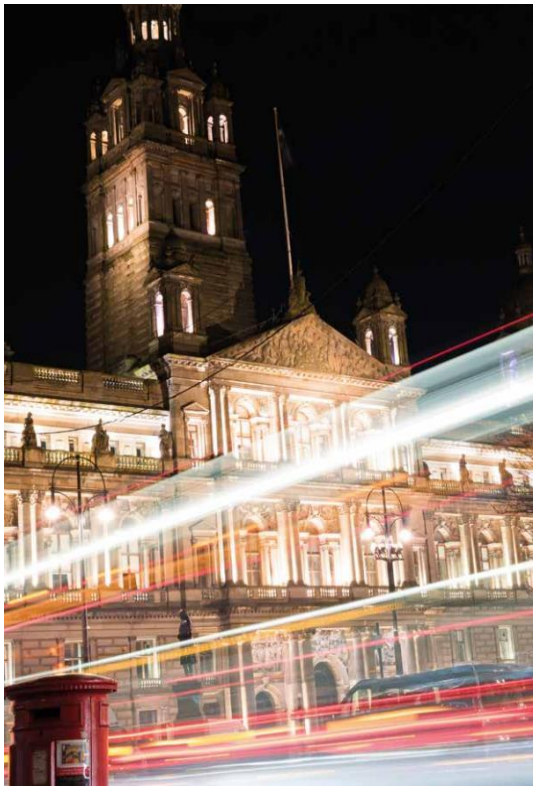
ENTRY REQUIREMENTS

Due to the large amount of critical and evaluative writing expected in this course, the following entry requirements are highly recommended:

S5 – A in National 5 English
S6 – B in Higher English

This is an available pathway from the NPA Photography course available in S4. Pupils in S5/6 can crash this course on the conditions that a good work ethic, drive and interest in the subject is shown.

Previous examples of portfolios:
Pupils can decide to use range of photographic styles such as portraiture, still life, landscape and more.
Work sourced from SQA Higher Vision 2018



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MUSIC DEPARTMENT

Music - National 5 / Higher

Purpose and aims of the course
Students studying a course in music should be capable or willing to learn to play 2 instruments. As well as performing, students are also required to learn about musical styles and cultures. The knowledge gained from learning about structure, melody and harmony will benefit students in many ways, including completing composition projects. The level at which students are presented is determined by their performance skills. A key aim of the Music Department is to enable students to become all rounded musicians as well as performers.

Course structure
There are 4 areas of study within in the Music Course. These are:

Performing Skills
Understanding Music
Composing Skills
A practical performance

Performing Skills
By the end of the course, students will:

- Develop performing skills on their two chosen instruments/voice
- Reflect on their performances
- Keep an accurate performance diary

Understanding Music
By the end of the course, students will be able to:

- Recognise specific music concepts and musical features
- Have an understanding of the impact of social and cultural factors on music

Composing Skills
By the end of the course, students will be able to:

- Understand compositional techniques, concepts and cultural influences to create original music
- Self-reflect on their music, creative choices and decisions

Performance
Students will be able to carry out a musical performance which shows that they can apply their creative and technical music skills and understanding of music in a new context when they perform two agreed programmes of music

Assessment
Students will be assessed in the four areas of the course. Completion of each area is compulsory to gather the required evidence.

In **Composing Skills**, evidence requirements are as follows:

- understanding of the distinctive features of commonly used compositional approaches
- create original compositions
- show creative decision making, and the imaginative use of musical concepts and compositional structures
- A full completed composition with recording, score and reflection

In **Understanding Music**, evidence requirements are as follows:

- Understanding of specified music concepts and musical literacy
- Understanding of the impact of social and cultural factors on musical styles

In **Performing Skills**, evidence requirements are as follows:

- accurately playing and performing a variety of level-specific music on two chosen instruments, or on one instrument and voice
- Identify and perform concepts in context
- Perform a programme of music on each instrument/voice which should be recorded under exam conditions and show reflection. At both National 5 and Higher level, this is examined by an external examiner and reflects 60% of the overall course award.
- Combined performances at National 5 should last 8 minutes at a minimum of grade 3 on both instruments
- Combined performances at National 5 should last 12 minutes at a minimum of grade 4 on both instruments

Homework
Commitment is expected from all students. The amount of private study in Performing will depend on the challenges that the candidate meets during the course. Regular homework will be given in both the Understanding Music and Composing elements of the course. It is expected that students will complete regular revision of all work studied in class at home.

Advanced Higher Music

Purpose and aims of the Course

Pupils studying a course in music should be capable or willing to learn to play 2 instruments. As well as performing, pupils are also required to learn about musical styles and cultures. The knowledge gained from learning about structure, melody and harmony will benefit pupils when completing composition projects. A course in Music will enable pupils to be all rounded musicians as well as performers.

Course structure
There are 3 areas of study within in the Music Course. These are:

Performing Skills
Listening
Composing Skills.

Music: Performing
By the end of the course, pupils will have developed performing skills on their two chosen instruments. Further, through an externally assessed solo recital candidates should demonstrate that they can perform a programme of music to the minimum standard and requirements laid down below.

Two instruments- a combined programme of Sixteen minutes duration, at Grade 5 level or above

Pupils may be asked to demonstrate their practical skills before entry to a particular level.

Listening
Candidates will study a range of musical styles and specified musical concepts and literacy Assessment will be continuous throughout the year; in addition, the final assessment will be in the form of a written paper in May.

Advance Higher candidates must complete a 1500-2000 word comparative essay on two contrasting works or movements of a piece. **Failure to pass this will result in no course award.**

Music: Composing Skills
By the end of the course, pupils will be competent in and have an understanding of, compositional techniques.

Assessment will take the form of the submission of a folio to include two original pieces of music, of a minimum duration of 1 minute each including a programme note, recording and score.

This folio should demonstrate the process of creative decision making and the imaginative use of musical concepts and compositional structures. **Failure to pass this Unit will result in an overall fail.**

Assessment
Pupils will be assessed in all three areas of the course. Completion of each area is compulsory to achieve an overall course award.

Homework
Regular practice on both instruments is expected from all pupils. Regular homework will be given in both the Listening and Compositional elements of the course. It is expected that pupils will follow up all class work with regular revision at home.

Extra-Curricular and links to the 4 Capacities
Students studying a Music course are expected to join the relevant extra-curricular music groups to enhance their knowledge of their instruments and musical ensembles/styles. Outside performers and composers often come into school and work with our students to help enhance their musical experiences as well as appropriate educational musical excursions being offered to students.

These events, and others like them, lead to improve overall wellbeing. Performing in front of an audience, in a supportive environment allows pupils to experience success and so develops confidence. Preparation for performance involves working with others and developing social and interactive skills. Receiving feedback from an appreciative audience provides pupils with a genuinely positive experience. Representing the school encourages self-worth and allows pupils to contribute to and participate in society.

Music: Technology

Areas of Study
Music Technology Skills
Understanding 20th and 21st Century Music
Music Technology in Context

Course structure
The Course consists of three areas of study.

Music Technology Skills (National 4/5)
Pupils will develop a range of skills and techniques relating to the creative use of music technology hardware and software to capture and manipulate audio. Pupils will explore a range of uses of this technology through practical activities using garageband, mixing desks and other recording devices.

Understanding 20th and 21st Century Music (National 4/5)
Pupils will develop knowledge and understanding of 20th and 21st century musical styles and genres, and an understanding of how music technology has influenced and been influenced by 20th and 21st century musical developments. Pupils will develop a broad understanding of the music industry, including a basic awareness of the implications of intellectual property rights.

Music Technology in Context (National 4/5)
Pupils will use music technology skills in a range of contexts such as live performance, radio broadcast, composing and/or sound design for film, TV themes, adverts and computer gaming.

Course Assessment
Once pupils are competent at the above, they will be assessed in 2 areas that will contribute to the final grade at National 5.

Question Paper- 40 Marks (Scaled to 30% of overall mark)

The question paper will assess breadth of knowledge and understanding of concepts related to music technology and 20th and 21st century music.

Recording Assignment-100 Marks (Scaled to 70% of overall mark)

The assignment will demonstrate the ability to apply knowledge and skills to plan, implement and evaluate a completed creative sound production. This will be underpinned by knowledge and understanding of music and music technology equipment and techniques. It will be sufficiently open and flexible to allow for personalisation and choice. 2 assignments are required to be completed and choices may include:

- A radio broadcast
- A Soundtrack for a film or broadcast
- A live concert recording
- A soundtrack for computer games or an animation

DRAMA DEPARTMENT

HIGHER DRAMA

Entry Requirements

- ✓ Learners are expected to have an A-C National 5 Drama
- ✓ It would be beneficial if learners had a National 5 English qualification A-C

The Course

This course encourages young people to exercise their imagination and creativity. They will develop important skills, attitudes and attributes, including creativity and adaptability, learning independently and as part of a group, critical-thinking, enthusiasm and confidence. Learners will develop practical skills in creating and presenting drama. The course encourages learners to be creative and express themselves in different ways. Learning through drama helps candidates appreciate historical, social and cultural values, identities and ideas.

Learners will develop practical skills in creating and presenting drama, and knowledge and understanding of historical, social and cultural influences on drama. They analyse and evaluate how the use of self-expression, language and movement can develop their ideas for drama. They also develop critical-thinking skills as they investigate, develop and apply a range of complex drama skills and production skills.

Units of Study

- Unit 1: Drama Skills (Unit Assessment) – Learners will develop a range of Drama Skills while developing their knowledge and understanding of their set text.
- Unit 2: Production Skills (Unit Assessment) - learners will explore and use 2 Production skills such as Hair and Make-Up, Lighting, Costume, Sound, Set Design and Props to enhance performances.

Course Assessment

Unit 3: Course Assessment: Performance/Practical Assessment – 60%

For their final practical exam pupils can be examined as either an actor, designer, or as a director.

Section 1: Final Performance – 50 marks (Practical Exam)
Section 2: Preparation for Performance – 10 marks (Written Task)

Question Paper – 40%

Section 1: THEATRE PRODUCTION: TEXT IN CONTEXT - 20 marks (Essay)

Section 2: THEATRE PRODUCTION: APPLICATION - 10 marks

Section 3: PERFORMANCE ANALYSIS - 20 marks (Essay)

Home Study Expectations

Learners can expect around 2 hours of homework per week which will include the following:

- Research
- Sourcing Props and Costume for Production Skills
- Rehearsals after school
- Completion of booklet and essays
- Learning lines

Possible Next Level of Study
This course may enable progress to:
- National 7 - Advanced Higher Drama Course
- National 7 - Advanced Higher Drama Units

Possible Career Paths

Jobs directly linked with Drama:
Actor, Sound/Lighting Technician, Scenographer, Make Up Artist, Costume Designer, Stage Manager, Arts Administrator, Drama Teacher, Drama Therapist, Television Production Assistant, Radio Presenter, Theatre Director, Playwright, Drama facilitator.

Jobs where Drama would be useful:
Teacher, Media, Nursery Assistant, Youth & Community Worker, Personnel Manager, Social Worker, Journalist, Marketing Manager, Charities Administrator, Lawyer/Solicitor, Politician

- Rehearsals after school
- Completion of booklet and essay tasks
- Learning lines

Possible Next Level of Study
This course may enable progress to:
- Further study at college
- Higher Study at university

Possible Career Paths

Jobs directly linked with Drama:
Actor, Sound/Lighting Technician, Scenographer, Make Up Artist, Costume Designer, Stage Manager, Arts Administrator, Drama Teacher, Drama Therapist, Television Production Assistant, Radio Presenter, Theatre Director, Playwright, Drama facilitator.

Jobs where Drama would be useful:
Teacher, Media, Nursery Assistant, Youth & Community Worker, Personnel Manager, Social Worker, Journalist, Marketing Manager, Charities Administrator, Lawyer/Solicitor, Politician

NPA Acting and Performance

Entry Requirements
Learners are expected to have an A-C National 5 Drama, a pass at Higher drama, or previous drama experience.

It would be beneficial if learners had a National 5 English qualification A-C.

The Course
The National Progression Award (NPA) in Acting and Performance at SCQF Level 6 will give students the opportunity to further develop their knowledge and understanding of theatre. The course has been designed to improve progression to further study, providing students with relevant experiences which develop skills of self-discipline, commitment, collaboration and creativity: skills which contribute to the growth of the individual.

Pupils hoping to complete this course must be prepared to put in extra time out with class hours for research, preparation and rehearsal. Successful pupils will be highly motivated and able to work independently, with a passion for theatre and performance. This course is very practical based, it will suit pupils from National 5 or even Higher who are keen to continue to develop their practical abilities in Drama

without the more academic requirements of Higher. It is not an easy option, and it is time-intensive, but will reward hard work with results.

Units of Study

- **Unit 1: Drama: Theatre Skills in Performance** - is a double-credit Unit (12 SCQF points). The focus of this Unit is stage craft and performance. Students will work towards a production and will have the flexibility to choose from a wide range of production types including text based, touring theatre, community theatre, street theatre and site specific. Students will apply theatre skills to the rehearsal and performance of a role to an audience and will learn about the complementary roles of the Actor and Director. The Unit also provides students with the opportunity to evaluate their own theatre skills within a production.
- **Unit 2: Professional Theatre in Context -** is a single credit Unit (6 SCQF points). In this unit, students have the opportunity to experience and analyse two contrasting professional theatrical productions in different styles /genres. Students will explore the roles and responsibilities of the director, artistic and technical members of a production team prior to attending the productions. Students will consider the contrast between productions and evaluate the effectiveness of the technical and artistic aspects of each production.
- Core skills (Communication, ICT and Working with Others) are developed throughout the course.

Course Assessment

There is a variety of practical and written assessments thought out this course. These are carried out in school by the class teacher throughout the course, there will not be a final exam during the SQA exam diet.

The written assessments for this course consist of a mix of reports, essays, and question papers.

The practical assessments include a final 30 minute performance.

Home Study Expectations

Learners can expect around 2 hours of homework per week which will include the following:

- Research
- Revision
- Rehearsals after school
- Completion of booklet and essays
- Learning lines

S5/6 Physical Education - National 5/Higher

This course is suitable for anyone who wishes to develop their practical performance and understanding of the four factors which impact on performance. It will help if learners have studied Physical Education in S4, but this is not essential. If a learner wishes to choose this as a new course, their suitability will be judged on their effort, application and development in Core P.E. in S1 – S4.

In S5/6, pupils will develop performance and understanding through three or four activities – these will be chosen by the teacher, in collaboration with the class. They will always be working to improve and should:

- develop the ability to safely perform a comprehensive range of movement and performance skills
- understand factors that impact on personal performance in physical activities
- build capacity to perform effectively
- develop approaches to enhance personal performance
- monitor, record and evaluate performance development

At the end of the year, pupils will be assessed in two practical activities of their choice, with each being marked out of 30. They will be assessed in a "one-off performance" for each activity and this will make up 50% of their overall mark.

Pupils will also be required to complete written tasks throughout the year in order for their teacher to judge which level is going to be most suitable for them overall. They will need to:

- Complete on-going assessments in class, which will focus on the 'Cycle of Analysis'. They will get regular feedback on this work so that they can continue to work to improve and achieve their potential.
- Depending on their level of assessment, at the end of the year, they will need to:
    - Complete a portfolio which is assessed by the SQA (National 5) – 50% of overall mark
    - Complete a written examination worth 60 marks (Higher) – 50% of overall mark

In order to make a judgement on targets and presentation levels, teachers will take in to account their progress in both their practical and written work.

SQA Leadership Level 6

The award is SCQF Level 6 and consists of the following units:
Leadership: An Introduction 20hrs
Leadership in Practice 40hrs

Leadership: An Introduction 20hrs
Leaders will be required to carry out research to establish their leadership style and areas for development. This research will be written up in a report where Leaders will draw comparison between their own leadership and that of other successful leaders.
Throughout the course pupils will evaluate their own leadership to ensure continued progression and improvement.

Leadership in Practice 40hrs
Pupils will achieve their Leadership in Practice unit through Primary School based delivery. You will be required to **deliver extra-curricular activities** at one of our feeder primary schools at lunchtime once a week. You will assist at wide range of active primary school festivals and events.

Pupils will lead a range of sports and activities and **address the factors which will impact on successful leadership** e.g. organisation, resources, participants and managing risk.

Throughout the leadership delivery in primary schools Leaders will be required to **plan and review** the success of their activity and apply changes when required.

Definition of a leader

"leadership is not about the leader. Leadership is about the growth and positive change that a leader can bring about whilst working with others" Kraemer, 2011.
Leadership can be defined as the capacity to influence people, by means of personal attributes and/or behaviours, to achieve a common goal. However, while leadership is currently much discussed and academic studies have multiplied since the 1970s, there's no single definition or concept of leadership that satisfies all.

Sport and Recreation Level 5 - Skills for Work and Life Course

This course is designed to help young people prepare themselves for a career in the sports, leisure and recreation industry. There are four separate units to the course each developing and assessing pupil's skills in a variety of ways.

Employability Unit
Within this part of the course pupils are introduced to employability skills and encouraged to find out about the sports and recreation industry. With the support of staff from Skills Development Scotland pupils are helped to map their own skills and qualities, create a CV and look at how applications to college and jobs are worded. The employability unit asks pupils to examine careers in the sports and leisure industry and then set themselves short and long term targets that will help support their career aspirations within this area.
Fitness Unit
Within this part of the course pupils learn how to assess and develop training programmes. They are expected to take on the roles of Personal Trainer and Client and show a good understanding of how to work with someone on a one to one basis. The block of work will last between four and six weeks and will involve planning and development of fitness sessions.
Centre Duties
Within this part of the course pupils learn about the day to day running of sports and leisure facilities. They are expected to carry out tasks normally associated with working in the industry, this will include stock taking, maintenance and facility management. In this unit will also learn about customer interaction and how to communicate with members of the public.

Activity Sessions
Within this part of the course pupils will be supported to learn the basics of running activity sessions for younger pupils. Pupils will learn and practice simple organisation and presentation skills which will help them deliver sessions. Pupils will learn the importance of planning sessions with clear goals and outcomes for learners and will also be able to identify any potential risks involved with this.

Assessment
Assessment for all units is done internally by pupils demonstrating their ability to plan and deliver. Pupils are expected to keep up with work logs across the course of the year and also to evaluate their progress and achievements. There is no final exam for this subject.

Pathways
Pupils who choose to do Sport and Recreation as a course very often chose to do further study at HNC and HND level at colleges. Courses applicable to this qualification are
Forth Valley College
https://www.forthvalley.ac.uk/courses/sport
City of Glasgow College
https://www.cityofglasgowcollege.ac.uk/studying-city/our-courses/sports-fitness-courses
Edinburgh College

https://www.edinburghcollege.ac.uk/courses/explore-subject-areas/sport-and-fitness

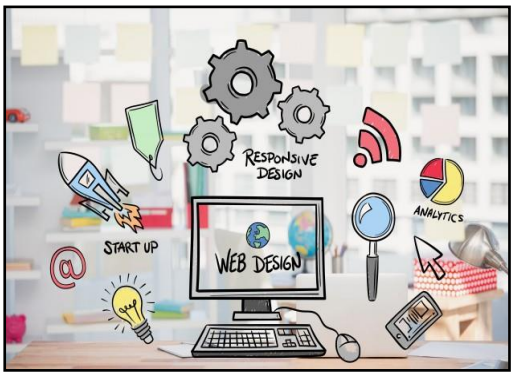
Many pupils use the above courses as a springboard into Degree level courses as they offer specific study in areas of interest while allowing young people to be more independent about working

TECHNOLOGIES

COMPUTING SCIENCE

NATIONAL 5, HIGHER AND ADVANCED HIGHER COMPUTING SCIENCE

Purpose and aims of the Course



Computing is vital to everyday life; it has shaped the world in which we live and will help define its future. Computer scientists play key roles in meeting the needs of society, in fields which include communications, entertainment, science, education, business and industry.

The course helps candidates to understand computational processes and thinking. It covers a number of unifying themes that are used to explore a variety of specialist areas, through practical and investigative tasks.

The course highlights how computing professionals are problem-solvers and designers, and the far-reaching impact of information technology on our environment and society.

The Computing Science course enables students to:

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

Typical learners who might study Computing Science

The Computing Science course is designed for learners who have a general interest in computing, as well as those considering further study or a career in computing, IT and related disciplines.

Course Structure

The Computing Science course comprises 4 core units:

- **Software Design and Development**
- **Web Design and Development**
- **Database Design and Development**
- **Computer Systems**

Assessment

In S5 and S6, Computing Science pupils will be presented for one of the following SQA qualifications:

- National 5 – Computing Science
- Higher – Computing Science
- Advanced Higher – Computing Science

COMPUTING AND IT QUALIFICATIONS
Level 4/5/6

National Progression Awards
There is a large range of National Progression Awards in Computing and IT at levels 4, 5 and 6, which are available to pupils in S5 and S6.

Computing and IT courses are designed for learners who have a general interest in computing, as well as those considering further study or a career in computing, IT and related disciplines.

PC Passport is particularly suitable for students who want to develop general IT skills for work with particular focus on cloud-based office applications (Word Processing, Presentation, Spreadsheets).

Main options:

- NPA PC Passport at SCQF Level 4, 5 & 6
- NPA Computer Games Development at SCQF Level 4, 5 & 6

Other options (depending on uptake):

- NPA Computer Networks and Systems at SCQF Level 5
- NPA Computer Refurbishment at SCQF Level 4
- NPA Computers and Digital Photography at SCQF Level 5
- NPA Cyber Security at SCQF Level 4, 5 & 6
- NPA Digital Passport at SCQF Level 4, 5, & 6
- NPA Internet Technology at SCQF Level 4 & 5
- NPA Web Design Fundamentals at SCQF Level 5

DATABASE DESIGN AND PROGRAMMING WITH SQL

Course Description Overview

This course engages students to analyse complex business scenarios and create a data model—a conceptual representation of an organisation's information. Participants implement their database design by creating a physical database using SQL.

Basic SQL syntax and the rules for constructing valid SQL statements are reviewed. This course culminates with a project that challenges students to design, implement, and demonstrate a database solution for a business or organization.

Duration

- Recommended total course time: 180 hours*

*Course time includes instruction, self-study/homework, practices, projects, and assessment

Students

- Students who want to learn the techniques and tools to design, build and extract information from a database
- Students who possess basic mathematical, logical, and analytical problem-solving skills
- Novice programmers, as well as those at advanced levels, to learning the SQL Programming language to an advanced level

Prerequisites

- Higher Computing Science (Grade A)
- Confidence using online learning environment
- General knowledge of databases and query activity

Assessment

Successful completion of course exams entitles candidates to 4 SQA Units at Levels 7 and 8:

- DH3J 34 SQL: Introduction
- DG03 34 Programming in SQL
- DG0G 35 Database Design and Implementation
- H16W 35 Relational Database Management Systems

ORACLE®
APPROVED EDUCATION CENTER

Data Science NPA

Levels 4, 5, 6

Data Science is new NPA qualification aimed at all S5 and S6 learners to develop students' **skills**, **knowledge**, **understanding** and **confidence** in working with data.

Data Science will complement data analysis work undertaken in other Higher and Advanced Higher subjects and provide a strong foundation for further study at university, college and the in the world of work.

Progression pathway

1. What is Data?
2. Interpreting Data
3. What is Data Science?
4. Working with Data
5. Security
6. Privacy
7. Capturing Data
8. Data Manipulation
9. Statistics
10. Analysis
11. Visualisation and Storytelling
12. Quality and Management
13. Ethics and Bias
14. Tools and Languages

STRUCTURE AND CONTENT

The NPA in Data Science consists of two core units at every level. There is a core unit in Data Citizenship and a core unit in Data Science.

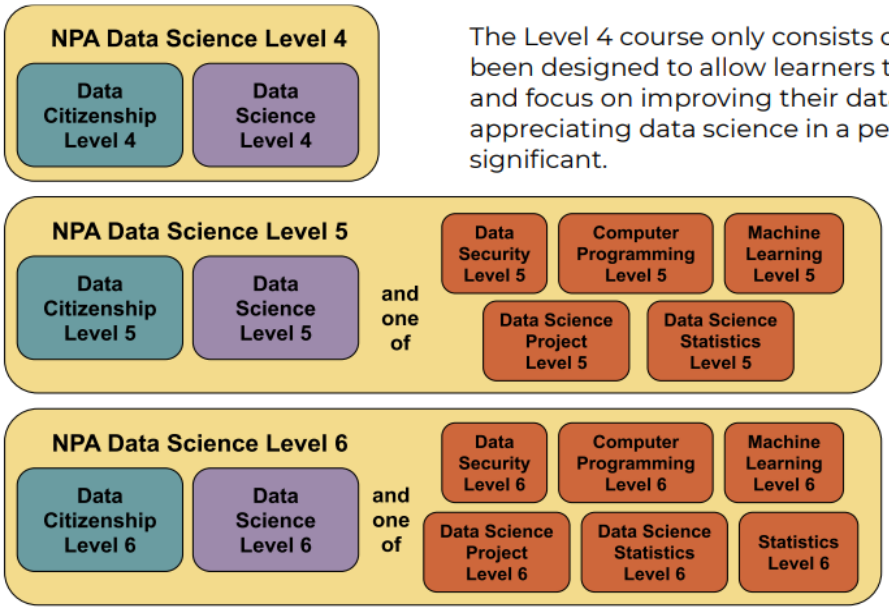


Figure 1. NPA Data Science framework

The Level 4 course only consists of the two core units. This has been designed to allow learners the time to secure their learning and focus on improving their data literacy. At this level, appreciating data science in a personal context is particularly significant.

Levels 5 and 6 consist of three units: the two core units and one optional unit.

There are a selection of units to choose from at both Level 5 and 6. This has been designed to fit flexibly into a range of educational contexts and allow educators the ability to select an optional unit that matches their expertise and the interests of their learners.

Data Science

Level 4: **J2G2 44,** Level 5: **J2G2 45,** Level 6:

"The purpose of this unit is to introduce learners to data science in today's world. The unit focuses on the tools and techniques involved in data science, the main methods of data analysis, and provides an opportunity for learners to apply this knowledge in a practical context.

"The unit covers a variety of topics relating to data science including: the reasons for the emergence of data science as a distinct discipline, the uses and misuses of data and data science, the data science life cycle and common methods of data analysis. Learners will also gain practical skills in using software to identify patterns and trends in data.

At the completion of this unit, learners will appreciate the basic principles of data science and be able to apply this knowledge to solve routine problems using data analysis software."

Unit Specification at SCQF Level 5

The Data Science core unit involves learners gathering data from different sources, then analysing it by exploring, modelling and validating the data. Learners then visualise the results and present on their findings, reporting on what they have found and how it can make a difference to themselves or others.

Figure 3. Logo for Data Science unit

CORE UNITS

Data Citizenship

Level 4: **J2HN 44,** Level 5: **J2HN 45,** Level 6: **J2HN 46**

"The purpose of this unit is to provide an overview on the place of data in society, how data can be used and misused, and the steps we can take to understand and use data responsibly. This unit will help learners become responsible, data literate citizens who participate in the decisions that affect people and society.

"Learners will gain a range of practical skills and acquire relevant underpinning knowledge. They will learn how to interpret meaning from visualisations, such as graphs and charts, and to create visualisations from data. They will learn about how data can be used in society for positive and negative effects. They will also learn about data security and their rights and responsibilities as data subjects and data owners.

"On completion of this unit, learners will have gained confidence in their use of data, and be aware of their rights and responsibilities as data citizens."

Unit Specification at SCQF Level 5

Figure 2. Logo for Data Citizenship unit

The Data Citizenship core unit involves understanding of how data is used. Learners learn data literacy and basic statistics. They will learn how to interpret data in different formats to find out interesting things from the data; to investigate why unusual results or trends happen; and think about the impact or behaviour change resulting from the analysis. Learners will investigate how data can have, both, a positive and negative effect on society, such as when biased data is used in decision-making or when data is misrepresented to influence people.

ASSESSMENT

There is no final exam. Assessment is ongoing and involves successful completion of unit outcomes developing practical skills, and knowledge and understanding.

FOOD, NUTRITION & TEXTILE TECHNOLOGY

National 5 Practical Cookery

Course Overview

This course is taught in 3 main units - Cookery Skills, Techniques & Processes, Understanding & Using Ingredients and Organisational Skills for Cooking. This course is based on developing practical cookery skills, whilst also deepening pupils' understanding of the theory which underpins the practical lessons (for example cookery processes, current dietary advice and characteristics of food). This course will develop pupil's transferrable life skills including independent working, time management and organisational skills.

Recommended Entry

This course is aimed at pupils who demonstrate a keen interest in food, including how ingredients are sourced & used, cookery processes & techniques and sustainability of food.

Assessment

The grading for this course is split into three components. Pupils will complete the following:

- Question Paper – 25% of total grade.
- Planning Booklet (Time Plan, Equipment List and Service Details) – 13% of total grade.
- Practical Activity (3 Course Meal) – 62% of total grade.

Homework

Homework will be set regularly, and it is essential that this is completed and submitted on time, in order for learners to receive feedback and guidance on their progress and understanding.

Progression

Pupils who complete this course could go on to study:

- National 5 Practical Cake Craft
- Other qualifications in Hospitality or related areas at the same or different levels
- Further study, employment and/or training

National 5 Fashion and Textiles Technology

Course Overview

Candidates will develop the practical skills, construction techniques and knowledge and understanding which support fashion/textile-related activities.

This course is practical and experiential. Candidates will demonstrate relevant knowledge and understanding, and apply this to planning, making and evaluating fashion/textile items.

Recommended Entry

- ✓ Learners would normally be expected to have attained the skills, knowledge and understanding required by one or more of the following or equivalent qualifications and/or experience:
  - Fourth curriculum level
  - National 4 Fashion and Textiles Technology

Purpose and Aims of the Course

Candidates will develop:

- Detailed knowledge of textile properties and characteristics
- Detailed textile construction techniques
- Detailed understanding of factors that influence fashion/textile choices
- Detailed understanding of fashion/textile trends
- The ability to plan and make detailed fashion/textile items
- The ability to select, set up, adjust and use relevant tools and equipment safely and correctly
- Detailed investigation, evaluation and presentation skills

Assessment

The question paper will require integration of knowledge and understanding from across the course. (30% of the overall grade)

The assignment will involve learners developing ideas, and planning, making and presenting a completed fashion/textile item in response to the given brief. The brief for the assignment will be appropriately developing a product to meet a given brief. (70% of the overall grade)

Homework

Homework will be set regularly, and it is essential that this is completed and submitted on time, in order for learners to receive feedback and guidance on their progress and understanding.

Progression

This Course or its Units may provide progression to:

- Higher Fashion and Textile Technology course
- National Progression Awards
- Other SQA qualifications in health and wellbeing, technologies or related areas
- Further education or employment/training in textiles, fashion and related fields

Higher Fashion and Textiles Technology

Course Overview

The main purpose of this course is to deepen knowledge, understanding and skills related to fashion, textiles and industry. Candidates apply knowledge of the properties and characteristics of textiles and textile construction techniques, design, and technological processes to produce complex fashion/textile items.

Recommended Entry

- ✓ Learners would normally be expected to have attained the skills, knowledge and understanding required by one or more of the following or equivalent qualifications and/or experience:
  - National 5 Fashion and Textiles Technology

Purpose and Aims of the Course

- Analyse and apply understanding of textile properties and characteristics
- Demonstrate and apply understanding of textile construction techniques to make complex fashion/textile items
- Investigate issues which influence the fashion/textile industry and consumers
- Apply understanding of the impact of fashion trends on the fashion/textile industry
- Develop research, planning, presentation and evaluation skills to produce complex fashion/textile items in response to given briefs.

Assessment

The question paper will require integration of knowledge and understanding from across the course. (45 marks)

The assignment will involve learners developing ideas, and planning, making and presenting a completed fashion/textile item in response to the given brief. The brief for the assignment will be appropriately developing a product(s) to meet a given brief. (100 marks)

Homework

Homework will be set regularly, and it is essential that this is completed and submitted on time, in order for learners to receive feedback and guidance on their progress and understanding.

Progression

This Course or its Units may provide progression to:

- Other SQA qualifications in fashion and/or textiles or related areas at the same level (SCQF level 6)
- Further study, employment and/or training

Higher Health & Food Technology

Course Overview

This course is taught over three units – Food for Health, Contemporary Food Issues and Food Product Development. The course uses an experiential, practical and problem-solving learning approach and promotes independence in learning. It uses real-life situations, and where appropriate, takes account of local, cultural and media influences and technological innovations.

Recommended Entry

- ✓ Learners would normally be expected to have attained the skills, knowledge and understanding required by one or more of the following or equivalent qualifications and/or experience:
  - National 5 Health and Food Technology Course

Purpose and Aims of the Course

The course has five broad and inter-related aims that enable candidates to:

- Analyse the relationships between health, nutrition and food
- Develop and apply skills, knowledge and understanding related to the functional properties of food
- Investigate contemporary issues affecting food and consumer choice
- Use research, management and technological skills to plan, make and evaluate food products for a range of dietary and lifestyle needs
- Prepare food using safe and hygienic practices to meet specific needs

Assessment

The grading for this course is split into two components. Pupils complete a project worth 50% of their overall grade. The second component is a question paper worth 50%.

Homework

Homework will be set regularly, and it is essential that this is completed and submitted on time, in order for learners to receive feedback and guidance on their progress and understanding.

Progression

This Course or its Units may provide progression to:

- Advanced higher health and Food Technology course
- National Progression Awards
- Other qualifications in hospitality or related areas at the same or different levels
- Further study, employment and/or training

Advanced Higher Health & Food Technology

Course Overview

The Advanced Higher Health and Food Technology Course addresses contemporary issues affecting food and nutrition, including ethical and moral considerations, legislation, sustainability, psychology of food trends, food production and development, and their effects on consumer choices. Learners research and apply knowledge and understanding of the relationships between nutrition, food and health and develop detailed knowledge and understanding of the science and sensory testing of food.

Recommended Entry

Learners would normally be expected to have attained the skills, knowledge and understanding required by one or more of the following or equivalent qualifications and/or experience:

- Higher Health and Food Technology Course

Purpose and Aims of the Course

The Course has six broad and interrelated aims that enable learners to:

- develop skills of independent enquiry, critical thinking and analysis and evaluation
- research and apply knowledge and understanding of the relationships between nutrition, food and health, and the importance of these relationships
- develop detailed knowledge and understanding of the science and sensory testing of food
- apply knowledge and understanding of the functional properties of food
- develop in-depth knowledge and understanding of food systems in production, processing and consumption, and the importance of safe and hygienic practices
- analyse contemporary issues affecting consumer food choices

Assessment

The grading for this course is split into two components. Pupils complete a 4000 word project worth 60% of their overall grade. The second component is a question paper worth 40%.

Homework

Homework will be set regularly, and it is essential that this is completed and submitted on time, in order for learners to receive feedback and guidance on their progress and understanding.

Progression

This Course or its Units may provide progression to:

- Higher National Diplomas in areas such as food science and food technology
- Degrees in areas such as food science and technology, food product design, human nutrition and dietetics or food, nutrition and health, food engineering

Further study, employment and/or training such as health promotion or food testing

National 5 Practical Cake Craft

Course Overview

The course is designed for those wishing to acquire cake baking and finishing skills and to develop and demonstrate innovativeness in these areas. An interest in the creative and artistic aspect of the course would be an important consideration.

The candidates develop knowledge of methods of cake production and functional properties of ingredients used in the production of a range of cakes and other baked items. They acquire skills in baking a range of cakes and other baked items, demonstrating specialist skills, techniques and processes safely and hygienically. The candidates further develop the ability to finish a range of cakes and other baked items applying specialised decorative skills and creative techniques.

The Scottish hospitality industry is large, vibrant and growing. It employs a significant proportion of the nation's workforce. Cake production is a part of this sector, and the Course can be seen as a gateway to the hospitality industry.

Recommended Entry

Learners would normally be expected to have attained the skills, knowledge and understanding required by one or more of the following or by equivalent qualifications or experience:

- ✓ National 4 Hospitality: Practical Cookery Course
- ✓ National 4 Health and Food Technology Course
- ✓ National 4 Art and Design Course

Assessment

- Question paper worth 25% of the final grade
- Assignment relating to the final practical activity and worth 22% of the grade.
- Practical activity involving the design and creation of a cake for a given brief. The cake to be decorated using the skills and techniques learned in class. This activity is worth 53% of the grade.

Homework

Homework will be set regularly, and it is essential that this is completed and submitted on time, in order for learners to receive feedback and guidance on their progress and understanding.

Progression

This Course or its Units may provide progression to:

- other qualifications in Hospitality or related areas

DEPARTMENT OF DESIGN, ENGINEERING AND TECHNOLOGY

The department focusses on creativity, problem solving and design – allowing students to tackle challenges by using a range of tools, techniques and processes: a technology department of the 21st century.

The department has undergone substantial investment; students now use a range of modern equipment such as 3D printers, laser cutters and CNC machines. The courses offered are a springboard to university, college or the world of work in any of the creative, technological careers that modern economies rely on.

Why study N5 Design and Manufacture?

This course allows you to explore the multi-faceted world of product design and manufacturing. Creativity is at the heart of this course and its combination with technology makes it exciting and dynamic.

Design and Manufacture, provides you with skills in designing and communicating design proposals, allowing you to refine and resolve your design ideas effectively. The course stresses the integration of designing and making, highlighting the close relationship between designing, making, testing, and refining design ideas.

The skills you learn in this course give you a broad range of potential for jobs or careers; in the expressive arts, mathematics, science, information technology, as well as in craft, design, engineering and graphics.

What will I study?

This course provides a broad practical introduction to design, and materials and manufacturing processes. You will develop design skills, as well as skills in making models, prototypes and products. And, you will look at the life cycle of a product; from idea through design, manufacture, and use, including its disposal or re-use. You will learn to appreciate the tensions that exist between factors such as aesthetics, function, economics and the environment.

The course comprises **two** areas of study.

Design

You will:

- study the design process from brief to design proposal
- develop skills in initiating, developing, articulating, and communicating design proposals
- gain an understanding of the design/make/test process and the importance of evaluating and resolving design proposals on an ongoing basis
- develop an understanding of the factors that influence the design of products.

Manufacture

You will:

- study the manufacture of prototypes and products
- develop practical skills in the design/make/test process
- gain an appreciation of the properties and uses of materials, as well as a range of manufacturing processes and techniques
- evaluate and refine design and manufacturing solutions

- gain an understanding of commercial manufacture.

How will I be assessed?

Course Assessment

The course assessment has **three** components **totalling 180 marks**:

- Component 1: question paper (80 marks) – comprising 2 sections, section 1 worth 60 marks and section 2 worth 20 marks
- Component 2: assignment – design (55 marks)
- Component 3: assignment – practical (45 marks).

For the design assignment component, you will develop a design proposal in response to a set brief. For the practical assignment component, you will then create your design prototype.

Assignment component 1 (Design) will be set and externally assessed by the Scottish Qualifications Authority (SQA). Assignment component 2 (Practical) will be assessed by your teacher and subject to verification by SQA.

The question paper will be set and marked externally by the SQA.

The grade awarded is based on the total marks achieved across all course assessment components.

The course assessment is graded A-D.

What can I go on to next?

If you complete the course successfully, it may lead to:

Higher Design and Manufacture

Further study, training or employment in:

- **Art and Design**
- **Construction**
- **Engineering**
- **Manufacturing Industries**
- **Science and Mathematics**

Why study N5 Engineering Science?

Engineering is vital to everyday life; it shapes the world in which we live and its future. Engineers play key roles in meeting the needs of society in fields which include climate change, medicine, IT and transport. Our society needs more engineers, and more young people with an informed view of engineering.

In this course you will develop and extend knowledge and understanding of key engineering concepts and processes and learn to apply these to a variety of problems. On completing the course, you will learn skills in: analysis and problem solving, engineering design, the use of equipment and materials, and evaluation.

The skills you learn from this course are valuable for a wide range of career areas and industries. This includes Engineering, Electronics, Oil, Renewable Energy Production, Science, Mechanics, Construction and the Built Environment.

What will I study?

In this course you will develop a broad range of technological skills, including analysis, problem solving and design skills. You will learn how to use equipment and materials and evaluate products and systems. You will look at key engineering concepts and processes and how to solve a variety of problems. You will also look at the impact of engineering on society and the environment.

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

Engineering contexts and challenges

You will:

- develop an understanding of engineering concepts by exploring a range of engineered objects, engineering problems and solutions
- explore some existing and emerging technologies and challenges and consider the implications relating to the environment, sustainable development and economic and social issues.

Electronics and control

You will:

- explore a range of key concepts and devices used in electronic control systems, including analogue, digital and programmable systems
- develop skills in problem-solving and evaluating through simulation, practical projects and investigative tasks in a range of contexts.

Mechanisms and structures

You will develop:

- an understanding of mechanisms and structures
- skills in problem-solving and evaluating through simulation, practical projects and investigative tasks in a range of contexts.

How will I be assessed?

Course Assessment

The course assessment has **two** components **totalling 160 marks**:

- Component 1: question paper – worth 110 marks (consisting of 2 sections, section 1 worth 20 marks and section 2 worth 90 marks)
- Component 2: assignment – worth 50 marks.

For the assignment component, you will be asked to analyse and design a solution to an engineering problem and produce a report with your findings. Both the question paper and assignment component will be set and externally marked by the Scottish Qualifications Authority (SQA).

The grade awarded is based on the total marks achieved across all course assessment components.

The course assessment is graded A-D.

What can I go on to next?

If you complete the course successfully, it may lead to:

Higher Engineering Science

Further study, training or employment in:

- **Art and Design**
- **Construction**
- **Engineering**
- **Manufacturing Industries**
- **Science and Mathematics**

Why study Higher Engineering Science?

Engineering is vital to everyday life; it shapes the world in which we live and its future. Engineers play key roles in meeting the needs of society in fields which include climate change, medicine, IT and transport. Our society needs more engineers, and more young people with an informed view of engineering.

In this course you will develop and extend knowledge and understanding of key engineering concepts and processes and learn to apply these to a variety of problems. On completing the course, you will learn skills in: analysis and problem solving, engineering design, the use of equipment and materials, and evaluation.

The skills you learn from this course are valuable for a wide range of career areas and industries. This includes Engineering, Electronics, Oil, Renewable Energy Production, Science, Mechanics, Construction and the Built Environment.

What do I need to get in?

Entry is at the discretion of the school or college, but you would normally be expected to have:

National 5 Engineering Science

What will I study?

This course provides a broad and challenging exploration of engineering. You will develop a deeper understanding of the central role of engineers as designers and problem solvers, able to conceive, design, implement and control complex systems, and the far-reaching impact of engineering on our society and the environment. You will develop and extend a range of technological skills, including skills in analysis and problem solving, design skills, skills in the use of equipment and materials, and skills in evaluating products and systems.

The course consists of **three** compulsory units and the course assessment unit.

Engineering Contexts and Challenges (6 SCQF credit points)

- developing a deep understanding of engineering concepts by exploring a range of engineering problems with some complex features, and their solutions
- explore some existing and emerging technologies and challenges,
- consider implications relating to the environment, sustainable development, and economic and social issues.

Electronics and Control (6 SCQF credit points)

- explore an appropriate range of key concepts and devices used in electronic control systems, including analogue, digital and programmable systems
- develop skills in problem solving and evaluating through simulation, practical projects and investigative tasks in a range of contexts.

Mechanisms and Structures (6 SCQF credit points)

In this unit you will:

- develop a deeper understanding of mechanisms and structures
- develop skills in problem solving and evaluating through simulation, practical projects and investigative tasks in a range of contexts.

How will I be assessed?

Course assessment (6 SCQF credit points)

The course assessment has **two** components:

- a question paper (110 marks)
- an assignment (50 marks).

The question paper introduces breadth to the assessment. It requires depth of understanding and application of knowledge from the units.

The Engineering Science assignment adds value by requiring challenge and application. You will apply knowledge and skills from the units to solve an appropriately challenging engineering problem.

Your work will be assessed by your teacher on an ongoing basis throughout the course. You must pass all three units and the course assessment to gain the course qualification.

The course assessment is graded A-D. Your grade will depend on the total mark for all the units in your course.

What can I go on to next?

If you complete the course successfully, it may lead to:

Advanced Higher Engineering Science

Further study, training or employment in:

- **Construction**

- **Engineering**
- **Manufacturing Industries**
- **Science and Mathematics**

Why study Higher Design and Manufacture?

This course allows you to explore the multi-faceted world of product design and manufacturing. Creativity is at the heart of this course and its combination with technology makes it exciting and dynamic.

Design and Manufacture, provides you with skills in designing and communicating design proposals, allowing you to refine and resolve your design ideas effectively. The course stresses the integration of designing and making, highlighting the close relationship between designing, making, testing, and refining design ideas.

The skills you learn in this course give you a broad range of potential for jobs or careers; in the expressive arts, mathematics, science, information technology, as well as in craft, design, engineering and graphics.

What will I study?

This course combines elements of creativity and designing for aesthetic or visual impact with elements of designing for the practicalities of manufacturing. You will appreciate the importance to a product of form, function, and performance. You will develop strategies for the evaluation of these attributes and to refine and resolve their designs accordingly. The course allows consideration of the various factors that impact on a product's design. It will consider the life cycle of a product from its inception through design, manufacture, and use, including its disposal and/or re-use – cradle-to-cradle.

The course consists of **two** compulsory units and the course assessment unit.

Design and Manufacture: Design (9 SCQF credit points)

In this unit you will:

- learn the processes of product design from brief to resolved design proposals and specification
- develop skills in initiating, developing, articulating and communicating design proposals for products
- gain skills and experience in evaluating design proposals in order to refine, improve and resolve them
- develop an appreciation of design concepts and the various factors that influence the design and manufacture of products.

Design and Manufacture: Materials and Manufacturing (9 SCQF credit points

In this unit you will:

- learn the processes of product design from design proposals to prototype
- gain skills in planning and making models and prototypes
- 'close the design loop' by manufacturing a set of design ideas
- develop an appreciation of manufacturing practicalities
- strengthen an appreciation of the various factors that influence the design and manufacture of products
- consider the manufacturing techniques and processes that would apply to a design proposal in an industrial/commercial context.
- In both Units, learners will gain knowledge and understanding of design and manufacturing technologies and how these impact on our environment and society.

How will I be assessed?

Course assessment (6 SCQF credit points)

The course assessments has **two** components:

- a question paper (worth 80 marks)
- an assignment (worth 90 marks).

The question paper will assess breadth of knowledge, understanding and skills accumulated across the course. The question paper will be set and marked by SQA.

The assignment will assess your practical application of knowledge and skills from the units to develop a solution to an appropriately challenging design problem.

Your work will be assessed by your teacher on an ongoing basis throughout the course. You must pass all three units and the course assessment to gain the course qualification.

The course assessment is graded A-D. Your grade will depend on the total mark for all the units in your course.

What can I go on to next?

If you complete the course successfully, it may lead to:

- **other qualifications in Design and Manufacture or related areas.**
- **Advanced Higher Design and Manufacture**

Further study, training or employment in:

- **Construction**
- **Engineering**
- **Manufacturing Industries**
- **Science and Mathematics**

Creative Thinking Level 5 & 6

This course provides a pathway for pupils who wish to study a creative design based course. Critical thinking and problem-solving are top of the list of attributes employers believe will grow in prominence in the next five years. This course is designed to develop skills which will enable learners to succeed in a rapidly changing employment landscape.

What's in the course?

The Creative Thinking Course is delivered through a series of short design tasks. The emphasis is placed on the process rather than the final product, highlighting the importance of the learners' journey and encouraging them to reflect on the strategies they have used to think creatively.

Research - learn to find information to explore a problem and be able to draw conclusions.

Conceptualise - develop imaginative and creative concepts.

Fail & Fix - test and improve initial ideas.

Communicate - select and use appropriate media to clearly and creatively communicate ideas and potential solutions.

Evaluate - demonstrate creative bravery and learn to identify areas for improvement.

Whilst working through these areas learners will develop their core ICT, visual communication and critical thinking skills.

What can I go on to next?

Studying Creative Thinking, at either level, will provide a pathway for learners into a wide range of creative subjects in colleges and universities. The skills developed within the course are transferable and valued across a wide range of professions.

Built Environment

Areas of study:
Pupils will continue a broad and general education in learning about the Built Environment following Experiences and Outcomes from second, third or fourth levels as appropriate. Pupils are placed in mixed ability classes.

Areas of study include: - hands on, project based learning experience – from fun workshops where you design your own Eco Building, to getting your hands on high-tech industry tools and software. Built Environment gives you more than just theory it helps you put math into practice, with lots of opportunities for you to discover where and how it is applied in the world of work. In Built Environment you'll prepare reports, presentations and feedback – many of which are presented to genuine Built Environment specialists. (This is great for building your confidence!). Built Environment lets you use your imagination and creativity too. As part of a sustainable building project you will take on creative roles such as architect and landscape designer. Built Environment helps you get to grips with the communication, team working and presentation skills you'll need to succeed in the real world of work.

Assessment approaches:
Pupils complete projects which cover a range of level 3 and 4 Experiences and Outcomes. Pupils will complete self-evaluation as well as direct feedback from their class teacher and peers as appropriate. This is then used for targets in future projects.

Homework:
Pupils are expected to complete homework as and when required such as:

- end of topic exercises
- internet based exercises
- catching up with missed work
- exam-type questions
- make use of resources on Google Classroom

The facilities within DET are available for pupil use at lunch or after school, please coordinate with your class teacher

Progression into Senior Phase:
The course at which pupils will be presented for in S4 will be decided during S3 and S4 based on coverage of Third and Fourth level Experiences and Outcomes (Es and Os).

- National Progression Awards:
- Built Environment (SCQF Level 5, 6)

PERSONAL AND SOCIAL EDUCATION

Personal and Social Education in our school is designed to promote the personal and social development of our young people. It is of such importance that the whole school community (parents, pupils, staff and other agencies) must work together to seek excellence in Personal and Social Education. This is a key aspect of their education for today and for the years ahead.

Through Personal and Social Education, we seek to help our young people become:

- Successful learners
- Confident individuals
- Responsible citizens
- Effective contributors

Personal and Social Education has a major contribution to make to supporting the health and well-being of our young people as well as maximising their achievement and attainment.

The PSE programme in S5 and S6 builds on topics already covered in S1 to S4 and responds to the needs of pupils and to local and national initiatives. In S6 the main focus early in the session is on preparing and completing applications for Higher and/or Further Education courses.

The major components are:

- Planning For Choices and Change
- Relationships, Sexual Health and Parenthood
- Mental, Emotional, Social and Physical Wellbeing
- Substance Misuse
- Learning Across the Curriculum

Each S5 class has one period of PSE a week, which is delivered by the pupils' own Guidance teacher, if timetabling constraints allow. The PSE programme for S6 is delivered through a series of half day conferences which are scheduled for the pupils' 'Options' times throughout the session, each concentrating on different themes.

There is no formal assessment nor is formal homework given. However, pupils may be asked to research topics and/or bring in appropriate materials.