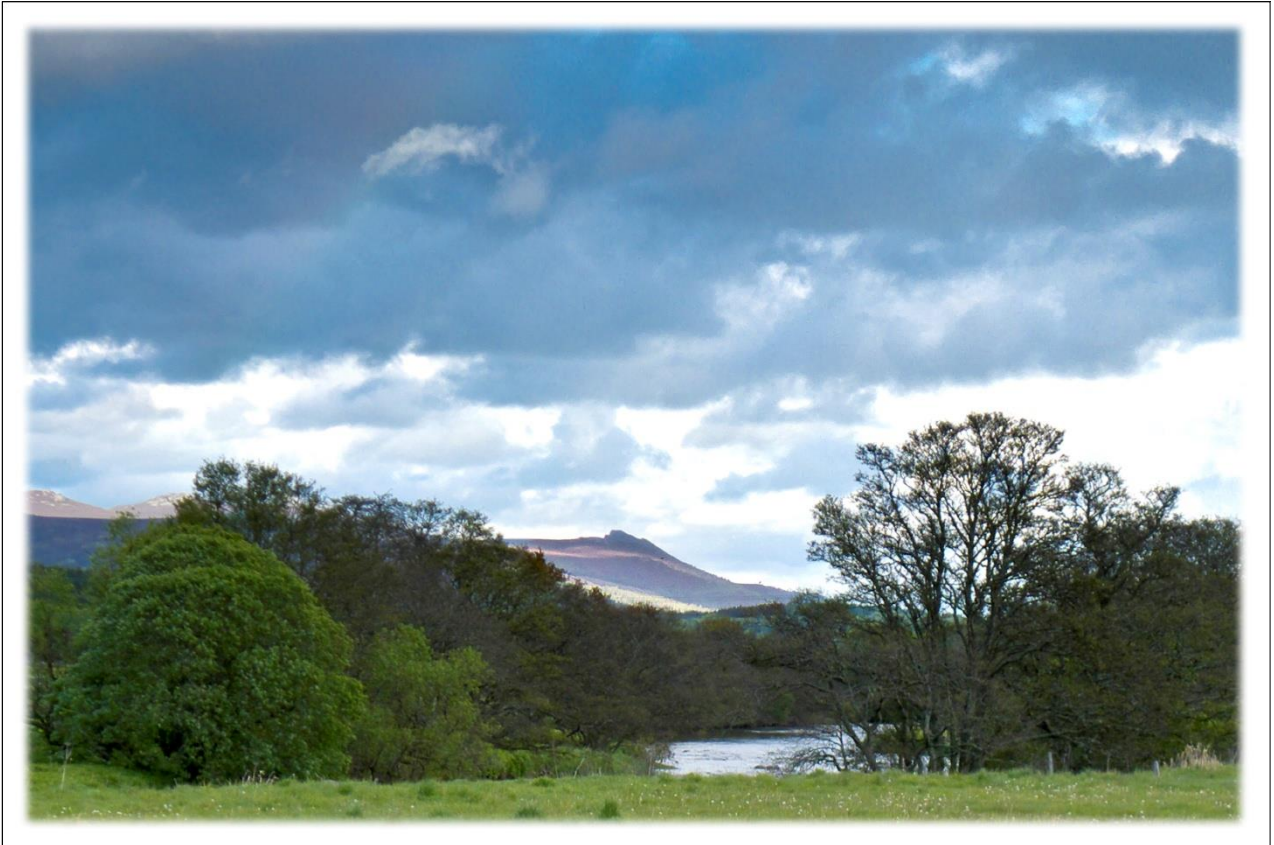




# Alford Academy

*An Ambitious School Community  
Enterprising, Engaging, Evolving...*



***SENIOR PHASE  
(S4-S6)  
Course Choice Booklet  
for session 2022-2023***

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# SECTION 1

## 1. INTRODUCTION

Dear Parents/Carers and Students

This Course Choice Booklet is designed to help you make decisions about course choices for next session and beyond. It gives details of the range of courses being offered to students. You will find this booklet useful as you prepare to make final course choices in February/March 2022, for next session.

Entry to S4 marks a key transition, as students move from the junior phase (a broad general education) into the senior phase (S4-S6). Over the next 1-3 years (depending on when you decide to leave school), you will study for formal qualifications. At the same time, you will acquire more of the skills required to make a smooth transition from school to further or higher education, into employment, an apprenticeship or voluntary work.

Those of you currently in S4 and S5 will continue your journey through the senior phase, adding to your portfolio of qualifications and preparing for further / higher education and the workplace.

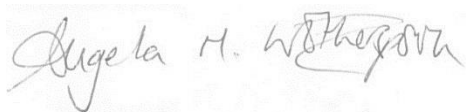
One of our school aims focuses on preparing students for life beyond school. As well as good academic qualifications, employers, colleges and universities often look for students to be self-motivated, reliable and committed to the broader opportunities available in the senior school. The wider opportunities offered support the development of a wide range of skills designed to enhance formal qualifications.

I hope this Course Choice Booklet will help you to choose the most appropriate courses for you. There is a wide range of subjects on offer, but you must understand that some courses will only run if there is sufficient demand.

Remember, working hard and achieving as much as you can from your studies, will be one of the best ways of preparing for your future.

At Alford Academy we are committed to working to help you prepare for your future. The qualifications you gain this year will help determine course choices in subsequent years and will also shape career pathways. I urge you to consider your choices carefully and wish you every success next session.

Yours sincerely



Angela Wotherspoon  
**Head Teacher**

## **2. AIMS OF THE SENIOR PHASE (S4/5/6) COURSE CHOICE BOOKLET**

This booklet aims to provide students, parents and carers with the following information:

- An overall picture of the curriculum available to students in the senior phase
- Specific details about individual courses
- Information about the procedures which will lead to an agreed curriculum for each student
- An outline of the main sources of guidance, information and support which are available to students in making their course choice

## **3. THE SENIOR PHASE CURRICULUM**

**The curriculum aims to:**

- build on learning pathways which were established in the junior phase and continue to be shaped as students move through the senior phase of their secondary education
- provide students with the opportunity to gain nationally accredited qualifications which will assist them in fulfilling their vocational and personal goals
- continue the personal, social, intellectual and vocational development of all students

**To achieve these aims Alford Academy strives to provide:**

1. A range of well-resourced courses, suitable for a wide range of ability, most of which are certificated by the Scottish Qualifications Authority (SQA).
2. A Core provision which will cover issues in Personal, Social and Vocational Education.
3. Opportunities to take on roles and responsibilities within the life of the school and the community which will nurture the growing maturity of senior students. These will encourage such things as positive values and attitudes regarding teamwork, a sense of personal responsibility and an awareness of each individual's relationship and responsibility to friends, colleagues and the community.

## 5. MAKING COURSE CHOICES

In order to come to the best decisions, students are advised to discuss possible course options at home and at school. Within the school the following sources of guidance, support and information are always available:

- **The Teaching Staff**

Teachers can advise as to how a particular student is likely to cope with a prospective course choice.

- **The Guidance Staff**

Key players in assisting each student to come to an agreed set of course choices are the Guidance Teachers. They have at their disposal a wide range of information on all courses and how they can link to Further and Higher education courses and possible career pathways. They also have a great deal of experience in assisting young people in coming to the decision that is best for them. They can often point out potential problems in a given set of course choices which the student may see as being appropriate, but which could, for instance, inadvertently close off career options in the future. The Guidance Teacher can also put the student in direct contact with the Careers Adviser or direct the student towards particular textual or software based sources of information.

- **DHT Curriculum**

The DHT Curriculum constructs the school timetable and has the best overview of what is possible in terms of any individual requests. If you have a specific query, contact Mr Cookson.

- **The Careers Adviser**

The Careers Adviser can provide detailed and accurate advice about employment opportunities and about Further and Higher Education options and how these are related to course choices in school.

- **University and College Entrance/Admissions Officers**

University/College Entrance Officers can provide specific advice about the precise entrance requirements in terms of the number of passes, the levels of passes and the range of subjects for particular courses.

- **Employers**

Direct contact with employers can also provide detailed advice particularly as regards specific jobs and career pathways.

- **Alford Academy's Network Librarian**

The Librarian can direct the student to the range of careers and Further/Higher Education course information available in the school. In addition there is access to a range of software packages that can provide information about courses and possible careers pathways.

## 6. QUALIFICATIONS

With Curriculum for Excellence, we now move to a unified qualifications framework.

<b>SCQF Level</b>	<b>Provision in Previous Years</b>	<b>New 'CfE' Qualifications</b>
Level 1	Access 1	National 1
Level 2	Access 2	National 2
Level 3	Access 3 & SG Foundation	National 3
Level 4	Intermediate 1 & SG General	National 4
Level 5	Intermediate 2 & SG Credit	National 5
Level 6	Higher	Higher
Level 7	Advanced Higher	Advanced Higher

As you can see, this new framework of qualifications is straightforward and will make levels clearer to all – students, parents, staff and employers.

Pupils will be presented for the most appropriate level of qualification in their chosen subjects.

As a general rule:

- most students in S4 study at National 5/4 level
- most students in S5 study at Higher / National 5 level
- most students in S6 study at Advanced Higher / Higher level

## **7. HOW MANY COURSES?**

Students moving into S4 will study 6 courses, unless a reduced curriculum is agreed.

Students moving into S5 who are choosing mainly Higher Grade Subjects are advised to choose a maximum of 5 subjects plus Wider Achievement Awards. Students going into S5 who are choosing fewer than 3 Higher Grade Subjects will choose 6 subjects.

Students moving into S6 will choose 5 subjects plus Wider Achievement (unless they are intending to study for 3 Advanced Highers). This can equate to:

- 3 Advanced Highers and 1 course at Higher level
- 2 Advanced Highers and 2 courses at Higher level
- 1 Advanced Higher and 3 courses at Higher level
- 5 courses at Higher or National 5 level

Guidance Teachers work closely with students, parents/carers to check Course Choice returns, ensuring that a suitable balance of courses has been achieved.

The DHT Curriculum also looks closely at Course Choice returns, as part of the timetabling process. Whilst every effort is made to meet course choice requests, there may be instances where this is not possible. Should this be the case, the relevant pupils and parents/carers will be contacted to discuss other options. Any queries you may have should be directed to the relevant Principal Teacher of Guidance in the first instance.

## **8. VIABILITY OF COURSES**

Choices made on the Course Choice Request forms are provisional at this stage. Where the number of students choosing a course is too low to make the class viable in terms of effective use of resources, then the course may not run. In such circumstances students will be required to renegotiate their course choice.

When students return to school in August (post SQA results) it is sometimes necessary to review their course choices. Alford Academy is committed to do all that is possible within existing resources to meet each student's individual needs.

## SECTION 2

### 1. COURSE INFORMATION

These are the courses on offer as part of the Senior Phase curriculum in Alford Academy for Session 2022-23 (subject to viability). In order to keep this booklet to a reasonable size only basic information has been provided about each course. For further information students are encouraged to discuss course content with Faculty staff. In addition, students (and parents/carers) can access details of courses and units on the SQA website at [www.sqa.org.uk](http://www.sqa.org.uk).

Administration & IT	National 4 National 5 Higher	10 11 12
Art & Design	National 4 National 5 Higher Advanced Higher (Design or Expressive)	13 14 15 16
Biology	National 4 National 5 Higher Advanced Higher	17 18 19 20
Business Business Management	National 4 National 5 Higher Advanced Higher	21 22 23 24
Chemistry	National 4 National 5 Higher Advanced Higher	25 26 27 28
Computing Science	National 4 National 5 Higher Advanced Higher	29 30 31 32
Drama	National 5/4 Higher	33 34
Engineering Science	National 5/4 and Higher	35
English	National 4 National 5 Higher Advanced Higher	36 37 38 39
General Science – Laboratory Skills in Science	National 4	40
Geography	National 4 National 5 Higher Advanced Higher	41 42 43 44



Graphic Communication	National 4 National 5 Higher Advanced Higher	45 46 47 48
History	National 4 National 5 Higher Advanced Higher	49 50 51&52 53&54
Hospitality: Practical Cookery	National 4 National 5	55 56
Journalism NPA	L5	57&58
Lifeskills Mathematics Lifeskills Mathematics Mathematics	National 3 National 4 National 4 National 5 Higher Advanced Higher	59 60 61 62 63 64
French, Spanish French, Spanish French, Spanish French, Spanish	National 4 National 5 Higher Advanced Higher	65 66 67 68
Modern Studies	National 4 National 5 Higher Advanced Higher	69 70 71 72
Music	National 5/4 Higher	73 74
Music Technology	National 5 Higher	75
Physical Education	National 4 National 5 Higher	76 77 78
Physics	National 4 National 5 Higher Advanced Higher	79 80 81 82
Practical Woodworking Skills	National 5/4	83
Prince's Trust Achieve	National 3/4/5	84
RMPS	National 5/4 Higher Advanced Higher	85 86 87
Travel and Tourism	National 5	88
NESCOL College Courses If interested, see Guidance teacher	National 4/5/6	89-91
YASS (Open University) If interested, see Mr Cookson	S6 students only	92
2. CORE SUBJECTS	PE, PSE, RMPS	92
LEADERSHIP/WIDER ACHIEVEMENT		92

## Administration



**Name of course/level:** Administration & IT (National 4)  
**Faculty:** Business Education & Computing Science

### Aims of the course:

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

- develop a basic understanding of administration in the workplace and key legislation affecting employees
- develop an appreciation of good customer care
- develop IT skills and use them to perform straightforward administrative tasks
- acquire organisational skills in the context of organising and supporting small-scale events

### Content

The Course consists of four Units, including an Added Value Unit.

#### Administrative Practices

This Unit gives learners a basic introduction to administration in the workplace. Learners will begin to appreciate key legislation affecting employees, key features of good customer care and the skills, qualities and attributes required of administrators. The Unit will also enable them to apply this basic understanding in carrying out a range of straightforward administrative tasks required for organising and supporting small-scale events.

#### IT Solutions for Administrators

This Unit develops learners' basic skills in IT and organising and processing simple information in familiar administration-related contexts. Learners will use word processing, spreadsheets and databases, to create and edit simple business documents. The Unit will allow emerging technologies to be incorporated so as to ensure that its content remains current and relevant.

#### Communication in Administration

This Unit enables learners to use IT for gathering and sharing simple information with others in familiar administration-related contexts. Learners will develop a basic understanding of what constitutes a reliable source of information and an ability to use appropriate methods for gathering information. They will also become able to communicate simple information in ways which show a basic awareness of its context, audience and purpose. The Unit will allow emerging technologies to be incorporated so as to ensure that its content remains current and relevant.

#### Added Value Unit: Administration and IT Assignment

This Unit draws on the knowledge, understanding and skills developed in the other three Units. Learners will undertake practical administration- and IT-based tasks to organise and support a small-scale event or events.

#### Unit assessment:

Units are assessed internally on a pass/fail basis.

#### Course assessment:

To achieve the National 4 Administration and IT Course, learners must pass all of the required Units including the Added Value Unit. National 4 Courses are not graded.

**Home Learning:** Learners will be set regular homework to re-inforce and extend learning. Learners are also expected to look over classwork and make revision notes/diagrams to help them prepare for unit and course assessments.

## Administration



**Name of course/level:** Administration & IT (National 5)  
**Faculty:** Business Education & Computing Science

### **Aims of the course:**

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

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

### **Content:**

The Course consists of 3 Units and a Course assessment.

### **Administrative Practices**

The purpose of this Unit is to give learners a broad introduction to administration in the workplace. Learners will develop an understanding of key legislation affecting both organisations and employees, the benefits to organisations of good customer care and the skills, qualities and attributes required of administrators. The Unit will also enable them to apply this understanding in carrying out a range of administrative tasks required for organising and supporting events.

### **IT Solutions for Administrators**

The purpose of this Unit is to develop learners' skills in IT, problem solving and organising and managing information in largely familiar administration-related contexts. Learners will select the following IT applications — word processing, spreadsheets, databases — and will use them to create and edit business documents. The Unit will allow emerging technologies to be incorporated so as to ensure that its content remains current and relevant.

### **Communication in Administration**

The purpose of this Unit is to enable learners to use IT for gathering and sharing information with others in largely familiar administration-related contexts. Learners will develop an understanding of what constitutes a reliable source of information and an ability to identify and use the most appropriate methods for gathering information. They will also become able to communicate information in ways appropriate to its context, audience and purpose. The Unit will allow emerging technologies to be incorporated so as to ensure that its content remains current and relevant.

### **Course assessment:**

The Course assessment will consist of two Components: an assignment and a question paper. The assignment will have 70 marks (58% of the total mark). The question paper will have 50 marks (42% of the total mark).

### **Home Learning:**

Learners will be set regular homework to re-inforce and extend learning.

Learners are also expected to look over classwork and make revision notes/diagrams to help them prepare for unit and course assessments.

There will be a prelim exam modelled on the final external examination.

## Administration



**Name of course/level**  
**Faculty**

**Administration and IT (Higher)**  
**Business Education and Computing**

### **Aims of the course:**

The Course, which is a blend of applied, experiential learning and related theory, develops both generic and subject-specific skills in administration-related contexts. The generic skills include the thinking skills of understanding, applying, analysing and evaluating and aspects of literacy and numeracy. The subject-specific skills, which include a range of IT skills, some of them advanced, will enable learners to organise, manage and communicate information, take responsibility for key administrative tasks and manage the organisation of events (including meetings).

### **Content:**

The Course consist of three mandatory units and a Course assessment.

#### **Administrative Theory and Practice**

The purpose of this Unit is to enable learners to develop an in-depth knowledge and understanding of administration in, and the impact of IT on, the workplace. Learners will acquire an in-depth knowledge and understanding of the factors contributing to the effectiveness of the administrative function, such as the strategies for effective time and task management and for complying with workplace legislation, and of what makes effective teams. The theory in this Unit will also cover customer care.

#### **IT Solutions for Administrators**

The purpose of this Unit is to develop learners' skills in IT, some of them advanced, and in organising and managing information in administration-related contexts. Learners will develop the ability to utilise a range of functions, some of them advanced, of IT applications covering word processing, spreadsheets, databases, or emerging equivalent technologies, and to use them to analyse, process and manage information in order to create and edit relatively complex business documents.

#### **Communication in Administration**

The purpose of this Unit is to enable learners to develop a range of IT skills, some of them advanced, for research and communicating complex information to others. Learners will develop an understanding of barriers to communication and ways of overcoming them to ensure communication is understood. The Unit will also develop learners' knowledge and understanding of how to maintain the security and confidentiality of information. This foundation will enable learners to communicate

### **Unit assessment**

Unit assessment is internally assessed on a pass/fail basis.

### **Course assessment:**

The Course assessment will consist of two Components: an assignment and a question paper. The assignment will have 70 marks (70% of the total mark). The question paper will have 30 marks (30% of the total mark).

### **Homework/ Assignments**

Regular homework throughout the year.

There will be a prelim exam modelled on the final external examination.

## Art & Design



**Name of course/level:** Art and Design (National 4)  
**Faculty:** Enterprise and Creativity

### **Aims of the course:**

The purpose of the Course is to provide a broad practical experience of art and design and related critical activity. The Course provides opportunities for learners to be inspired by experimenting with how they can visually represent their personal thoughts and ideas and create imaginative expressive and design work.

### **Content:**

The Course consists of three mandatory Units, including the Added Value Unit.

### **Unit 1 Art and Design: Expressive Activity**

This Unit helps learners to develop an understanding of the factors that influence and inspire artists' work. They will also consider how artists use art materials, techniques and/or technology in their work. Learners will research and develop their personal thoughts and ideas in 2D and/or 3D formats in response to given stimuli. They will produce observational drawings and studies and develop their expressive ideas and compositions by experimenting with and using art materials, techniques and/or technology in creative and expressive ways.

### **Unit 2 Art and Design: Design Activity**

This Unit helps learners to plan, research and develop creative design ideas in response to a given brief. Learners will develop their creativity and problem-solving skills as they consider the design opportunities, issues and constraints of the brief. They will develop their understanding of designers' working practices and the factors that inspire and influence their work. They will also experiment with and develop media handling skills when producing their design ideas in 2D and/or 3D formats.

### **Added Value Unit Art and Design Practical Activity**

In the Art and Design Practical Activity, learners will draw on and extend their knowledge, and apply practical skills when producing art and design work. The practical activity will be sufficiently open and flexible to allow for personalisation and choice and will focus on both the process and products of learning. They will develop problem-solving and reflective practice skills in the context of their expressive and design work.

### **Unit Assessment:**

Units are internally assessed on a pass/fail basis.

### **Course assessment:**

To achieve the National 4 Art and Design Course, learners must pass all of the required Units including the Added Value Unit. National 4 Courses are not graded.

### **Home Learning:**

Pupils are expected to work on set tasks at home throughout the course. These tasks will help pupils build confidence as well as key knowledge and skills relevant to the course.

### **Other features:**

Costs for undertaking the courses session 2016-17 are available on the website and further details of costings for session 2017/18 will be issued to parents at the start of the session.



**Name of course/level:** Art and Design (National 5)  
**Faculty:** Enterprise and Creativity

### **Aims of the course:**

The purpose of the Course is to provide a broad practical experience of art and design and related critical activity. The Course provides opportunities for learners to be inspired and creatively challenged as they explore how to visually represent and communicate their personal thoughts, ideas and feelings through their work. Learners will investigate the factors influencing artists and designers work and practice and will use this understanding when developing and producing their creative expressive art and design work.

### **Content:**

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

### **Unit 1 Art and Design: Expressive Activity**

This Unit helps learners to develop their personal thoughts and ideas in visual form. In the Unit, learners will develop critical understanding of artists' working practices and the social and cultural influences affecting their work. They will select stimuli and produce analytical drawings and studies. They will develop and refine their expressive ideas and artwork, experimenting with and using a range of materials, techniques and/or technology in 2D and/or 3D formats when responding to stimuli.

### **Unit 2 Art and Design: Design Activity**

In this Unit learners will plan, research and develop creative design work in response to a design brief. They will develop their creativity, problem solving and critical thinking skills as they consider design opportunities, and work to resolve design issues and constraints. In the Unit, learners will develop critical understanding of designers' working practices and the main social and cultural influences affecting their work. They will experiment with, develop and refine their design ideas, using a range of materials, techniques and/or technology in 2D and/or 3D formats.

### **Course assessment Portfolio**

In the portfolio, learners will produce one piece of expressive art work and one design solution. The portfolio will be sufficiently open and flexible to allow for personalisation and choice and will focus on both the process and products of learning.

**Course assessment:** this is externally assessed through an expressive portfolio, a design portfolio and a question paper. The design portfolio will contribute to 40% of the course assessment and the expressive portfolio will contribute to 40% of the course assessment. Both portfolios are worth 100 marks. The question paper will contribute 20% of the course assessment and is worth 50 marks.

### **Home Learning:**

Pupils are expected to work on set tasks at home throughout the course. These tasks will help pupils build confidence as well as key knowledge and skills relevant to the course.

### **Other features:**

Costs for undertaking the courses session 2016-17 are available on the website and further details of costings for session 2017/18 will be issued to parents at the start of the session.

## Art & Design



**Name of course/level:** Art and Design (Higher)  
**Faculty:** Enterprise and Creativity

### **Aims of the course:**

The purpose of the Course is to provide a broad practical experience of art and design and related critical activity. Learners will analyse the factors influencing artists' and designers' work and practice. They will use this understanding when developing and producing their own creative and personal expressive art and design work.

### **Content:**

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

### **Unit 1 Art and Design: Expressive Activity**

This Unit helps learners to develop their personal thoughts and ideas in visual form. In the Unit, learners will develop critical understanding of artists' working practices and the social and cultural influences impacting their work. They will select stimuli and produce investigative drawings and studies. They will develop and refine their expressive ideas and art work, experimenting with and using a range of materials, techniques and/or technology in 2D and/or 3D formats in response to the stimuli.

### **Unit 2 Art and Design: Design Activity**

In this Unit learners will plan, research and develop creative design work in response to a design brief. They will develop their creativity, problem solving and critical thinking skills as they consider complex design opportunities, and work to resolve design issues and constraints. In the Unit, learners will develop critical understanding of designers' working practices and the social and cultural influences impacting their work. They will develop and refine their design ideas by experimenting with and using a range of materials techniques and/or technology in 2D and/or 3D formats.

Art & Design Studies are taught alongside both the design and expressive units.

### **Unit Assessment:**

Units are internally assessed on a pass/fail basis.

### **Course assessment:**

This is externally assessed and consists of two Components: a portfolio and a question paper. The portfolio will have two Sections. The question paper will have two Sections. Section A, titled 'Expressive folio', will have 80 marks. Section B, titled 'Design', will have 80 marks. This question paper is worth 60 marks and has two Sections. Section 1, titled 'Expressive art studies', will have 30 marks. Section 2, titled 'Design studies', will have 30 marks.

### **Home Learning:**

Pupils are encouraged to work on their projects at home throughout the year and are regularly set both practical and written work which is directly related to class work.

### **Other features:**

Pupils are encouraged to experiment with a wide range of materials and techniques and as all work is returned from the SQA it can make a good start to a folio for those wishing to attend Art College.



## Art & Design



**Name of course/level:** Art and Design (Advanced Higher)  
**Faculty:** Enterprise and Creativity

### Content:

Students specialise in one area of study:-

*Either* **Expressive** Including drawing, painting, sculpture and printmaking

*or* **Design** Graphics, product, jewellery etc. with Art & Design Studies  
(study of relevant designers and their work).

During the course students will compile a folio of either the expressive or design discipline, which is based on a personal interest theme or subject of their choice. The theme should be one that the individual student can research directly.

The specialism is **supplemented by a minor project** in the other discipline **or** an extended **written research piece**.

### The skills developed on this course are:

Media Handling  
Expression of Ideas

Use of Visual Elements  
Communication of Design Solution

### Assessment:

Folio sent to SQA

### Home Learning:

Pupils will be expected to work at home throughout the course on various agreed targets.

### Other features:

A successful submission at Advanced Higher will be a significant achievement but does not necessarily articulate with entry requirements to Art College.





**Name of course/level:** Biology (National 4)  
**Faculty:** Science

## **Aims of the course:**

The purpose of the course is to develop learners' interest and enthusiasm for Biology in a range of contexts. The skills of scientific inquiry and investigation are developed by investigating the applications of Biology. This enables learners to become scientifically literate citizens, able to review the science-based claims they will meet. An experimental and investigative approach is used to develop knowledge and understanding of Biology key areas.

## **Content:**

There are three mandatory units and an internally assessed course assessment – the 'Added Value Unit'.

In each of the three Units studied, learners will develop skills of scientific inquiry, investigation and analytical thinking, along with knowledge and understanding.

## **Unit 1 Cell Biology**

The Unit covers the key areas of cell division and its role in growth and repair, DNA, genes and chromosomes, therapeutic use of cells, properties of enzymes and use in industries, properties of microorganisms and use in industries, photosynthesis — limiting factors, factors affecting respiration and controversial biological procedures.

## **Unit 2 Multicellular Organisms**

The key areas covered in this Unit are sexual and asexual reproduction and their importance for survival of species, propagating and growing plants, commercial use of plants, genetic information, growth and development of different organisms, biological actions in response to internal and external changes to maintain stable body conditions.

## **Unit 3 Life on Earth**

The key areas covered in this Unit are how animal and plants species depend on each other impact of population growth and natural hazards on biodiversity, nitrogen cycle, fertiliser design and environmental impact of fertilisers, adaptations for survival, and learned behaviour in response to stimuli linked to species survival.

## **Unit assessment:**

Units are internally assessed on a pass/fail basis.

## **Course assessment:**

To achieve the National 4 Biology Course, learners must pass all of the required Units including the Added Value Unit. National 4 Courses are not graded.

## **Home Learning:**

Learners will be set regular homework to reinforce and extend learning. Homework activities will include data handling and problem solving exercises as well as extended questions on various aspects of the course. Learners are also expected to look over class work and make revision notes/diagrams to help them prepare for unit and course assessments.

## Biology



**Name of course/level:** Biology (National 5)  
**Faculty:** Science

### **Aims of the course:**

The purpose of the course is to develop learners' interest and enthusiasm for biology in a range of contexts. The skills of scientific inquiry and investigation are developed, throughout the course, by investigating the applications of biology. This enables learners to become scientifically literate citizens, able to review the science-based claims they will meet. An experimental and investigative approach is used to develop knowledge and understanding of biology key areas.

### **Content:**

There are three mandatory units and an external course assessment:

#### **Unit 1 Cell Biology**

In this Unit, learners will develop skills of scientific inquiry, investigation and analytical thinking, along with knowledge and understanding in the context of cell biology. Learners will research issues and communicate information related to their findings, which will develop skills of scientific literacy. The key areas covered are: cell structure; transport across cell membranes; producing new cells; DNA and the production of proteins; proteins and enzymes; genetic engineering; photosynthesis and respiration.

#### **Unit 2 Biology: Multicellular Organisms**

In this Unit, learners will develop skills of scientific inquiry, investigation and analytical thinking, along with knowledge and understanding in the context of multicellular organisms. Learners will research issues and communicate information related to their findings, which will develop skills of scientific literacy. The key areas covered are: cells, tissues and organs; stem cells and meristems; control and communication; reproduction, variation and inheritance; the need for transport and effects of life-style choices on animal transport and exchange systems.

#### **Unit 3 Biology: Life on Earth**

In this Unit, learners will develop skills of scientific inquiry, investigation and analytical thinking, along with knowledge and understanding in the context of life on Earth. Learners will research issues and communicate information related to their findings, which will develop skills of scientific literacy. The key areas covered are: biodiversity and the distribution of life; energy in ecosystems; sampling techniques and measurement of abiotic and biotic factors; adaptation, natural selection and the evolution of species and human impact on the environment.

### **Course assessment:**

This will be assessed within a question paper (80%) and an assignment (20%). There will be a prelim exam modelled on the final external examination.

### **Home Learning:**

Learners will be set regular homework to re-inforce and extend learning. Homework activities will include data handling and problem solving exercises as well as extended questions on various aspects of the course. Learners are also expected to look over classwork and make revision.

## Biology



**Name of course/level:** Biology (Higher)  
**Faculty:** Science

### **Aims of the course:**

The purpose of the Course is to develop learners' interest and enthusiasm for biology in a range of contexts. The skills of scientific inquiry and investigation are developed, throughout the Course, by investigating the applications of biology. This will enable learners to become scientifically literate citizens, able to review the science-based claims they will meet.

### **Content:**

The Course has three mandatory Units, as listed below.

**Unit 1 Cell Biology** – including cell structure in relation to function, photosynthesis, energy release, DNA and RNA structure and function, synthesis and release of proteins, nature of viruses and their invasion of cells, cellular response in defence.

**Unit 2 Genetics and Adaptation** – including meiosis, dihybrid crosses, sex-linkage, mutations, natural and artificial selection, speciation, genetic engineering, and animal and plant adaptations to life and their environment.

**Unit 3 Control and Regulation** – including growth differences between plants and animals, genetic control, hormonal and environmental influences on plants and animals, physiological homeostasis, population dynamics

### **Unit assessment:**

Units are internally assessed on a pass/fail basis.

To gain the course award, students must pass each unit assessment before sitting the final examination. Pupils will also have the opportunity to sit 'A' type unit assessments which contain more challenging questions and are a clearer indication of the understanding the pupil has of the unit. There will be one practical assessment to be completed. This takes the form of a report of an experimental activity within one of the units. This again must be passed before the unit can be completed.

After each Section (a group of related topics) an assessment will be sat based on SQA exam paper questions. These assessments will contain both Multiple Choice and Short Answer questions. A Progress Sheet will be issued to parents after each of these assessments so that they are informed of their child's progress.

### **Course assessment:**

This will consist of two Components: a question paper and an assignment. The question paper will have two Sections. The assignment will have one Section. The question paper will have 80 marks out of a total of 100 marks. This is 80% of the overall marks for the Course assessment. The question paper will have two Sections. Section 1 (Objective Test) will have 20 marks. Section 2 will contain restricted and extended response questions and will have 60 marks.

There will be a prelim examination modelled on the final external examination.

### **Home Learning:**

Homework will be set on a regular basis and include data handling / problem solving exercises as well as extended questions on various aspects of the course.

**Name of course/level:** Biology (Advanced Higher)  
**Faculty:** Science

### **Aims of the course:**

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

### **Content:**

The Course has three mandatory Units, as listed below.

**Unit 1 Biology: Cells and Proteins:** This Unit builds on understanding of the genome from Higher Biology and Higher Human Biology. Learners will develop knowledge and understanding of proteomics, protein structure, binding and conformational change; membrane proteins; detecting and amplifying a stimulus; communication within multicellular organism and protein control of cell division. The study of protein is primarily a laboratory-based activity, so the Unit includes important laboratory techniques for biologists.

**Unit 2 Biology: Organisms and Evolution:** This Unit builds on understanding of selection in the context of evolution and immune response from Higher Biology and Higher Human Biology. Learners will develop knowledge and understanding of evolution; variation and sexual reproduction; sex and behaviour and parasitism. It covers the role of sexual reproduction and parasitism in the evolution of organisms. Biological variation is a central concept in this Unit and is best observed in the natural environment.

**Unit 3 Investigative Biology:** This Unit builds on understanding of the scientific method from Higher Biology and Higher Human Biology. Learners will develop knowledge and understanding of the principles and practice of investigative biology and its communication. The Unit covers scientific principles and processes, experimentation and critical evaluation of biological research.

### **Unit assessment:**

Units are internally assessed on a pass/fail basis.

### **Course assessment:**

This consists of two Components: a question paper and a project. The question paper contributes 80% of the course award and the project contributes 20%. The project allows the learner to carry out an in-depth investigation of a biology topic and produce a project-report. To gain the course award, students must pass each unit assessment as well as the final examination. The final examination will provide the basis for the final overall grade in the subject combined with a mark obtained for the project.

**Home Learning:** Homework will be set on a regular basis and include data handling / problem solving exercises, essays and questions from SCHOLAR web based materials. It is important that students keep up to date with their project. They will be given dates when drafts are to be handed in early on in the session. These dates must be adhered to if a successful project is to be completed.

A prelim examination is offered modelled on the final exam. Pupils wishing to study Advanced Higher Biology must be highly motivated as a large quantity of time is spent working on their own, planning, carrying-out and writing-up the investigation unit.

## Business



**Name of course/level:** Business (National 4)  
**Faculty:** Business Education & Computing Science

### **Aims of the course:**

The Course aims to enable learners to develop:

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

### **Content:**

The Course consists of three mandatory Units including the Added Value Unit:

#### **Business in Action**

In this Unit, learners will carry out activities that will give them an appreciation of how and why businesses develop and operate in today's society. Learners will develop skills and knowledge and understanding relating to the role of business and entrepreneurship within society, and of the actions taken by business to meet customers' needs. Learners will discover how businesses are organised by exploring the functional activities, such as marketing, finance, operations and human resources, and applying their understanding of these areas to support business planning and decision making.

#### **Influences on Business**

In this Unit, learners will carry out activities that will give them an appreciation of the impact that a range of internal and external influences has on business decision making. Learners will investigate stakeholders' influence on businesses and will acquire skills and knowledge and understanding relating to the financial, economic, competitive and social environment in which businesses have to operate. This will provide learners with a growing understanding of how these influences can affect business survival and success.

#### **Added Value Unit: Business Assignment**

In this Unit, learners will draw on and apply the skills, knowledge and understanding they have gained from across the other Units of the Course. This will be demonstrated by an assignment.

There may be a prelim exam modelled on the final external examination.

### **Unit assessment:**

Units are internally assessed on a pass/fail basis.

### **Course assessment:**

To achieve the National 4 Business Course, learners must pass all of the required Units including the Added Value Unit. National 4 Courses are not graded.

### **Home Learning:**

Learners will be set regular homework to reinforce and extend learning.

Learners are also expected to look over classwork and make revision notes/diagrams to help them prepare for unit and course assessments.

## Business Management



**Name of course/level:** Business Management (National 5)  
**Faculty:** Business Education & Computing Science

### **Aims of the course:**

The purpose of the Course is to highlight ways in which organisations operate and the steps they take to achieve their goals. This purpose will be achieved through combining practical and theoretical aspects of business learning through the use of real-life business contexts. The skills, knowledge and understanding gained are embedded in current business practice and theory, and reflect the integrated nature of organisations, their functions, and their decision-making processes.

### **Content:**

The Course consists of three Units and a Course assessment.

#### **Understanding Business**

In this Unit, learners will be introduced to the business environment. Learners will develop relevant skills, knowledge and understanding by carrying out learning activities relating to the role of business organisations and entrepreneurship in society, using real-life contexts. It introduces learners to the main activities associated with businesses and other organisations. The Unit will allow learners to explore issues relating to the external environment in which organisations operate and their effects on organisational activity, decision making and survival.

#### **Management of People and Finance**

In this Unit, learners will develop skills, knowledge and understanding relating to the internal issues facing organisations in the management of people and finance. Learners will carry out activities that will enable them to grasp theories, concepts and processes relating to human resource management. This will allow them to demonstrate an understanding of how to manage people in order to maximise their contribution to an organisation's success. Learners will also follow basic theories, concepts and processes relating to financial aspects of business in preparing and interpreting financial information in order to solve financial problems facing businesses.

#### **Management of Marketing and Operations**

In this Unit, learners will develop skills, knowledge and understanding relating to the importance to organisations of having effective marketing and operations systems. The Unit will allow learners to carry out activities that introduce them to the processes and procedures organisations use in order to maintain quality and competitiveness. Learners will demonstrate an understanding of how marketing can be used to communicate effectively with consumers, maximise customer satisfaction, and enhance competitiveness. Learners will explore and identify processes and procedures required to produce goods or services.

### **Course assessment:**

The Course assessment will consist of two Components: a question paper and an assignment. The question paper will 75% of the total mark. The assignment will have 25% of the total mark.

### **Home Learning:**

Learners will be set regular homework to re-inforce and extend learning. Learners are also expected to look over classwork and make revision notes/diagrams to help them prepare for unit and course assessments.



**Name of course/level:** Business Management (Higher)  
**Faculty:** Business Education & Computing Science

### **Aims of the course:**

Business plays an important role in society. We all rely on businesses to create wealth, prosperity, jobs and choices. Therefore, it is essential for society to have effective businesses and business managers if they are to sustain this role.

The purpose of the Course is to highlight the ways in which large organisations operate and the steps they take to achieve their strategic goals. This purpose will be achieved by combining theoretical and practical aspects of learning through the use of real-life business contexts. The skills, knowledge and understanding will be embedded in current business theory and practice and reflect the integrated nature of large organisations, their functions and their decision-making processes

### **Content:**

The Course consists of three Units and a Course assessment.

#### **Unit 1 Understanding Business Unit**

Learners will look at ways in which organisations in the private, public and third sectors operate, carry out activities that highlight the opportunities and constraints on these goals and analyse and evaluate the impact that the external environment has on an organisation's activity.

#### **Unit 2 Management of People and Finance Unit**

Learners will develop skills and knowledge that will deepen their understanding and critical awareness of the issues facing organisations in the management of people and finance. Looking at relevant theories, concepts and procedures used in planning for an organisation's success, including leadership, motivation and finance.

#### **Unit 3 Management of Marketing and Operations Unit**

Learners will extend their knowledge that will deepen their understanding of the importance to organisations of having effective marketing and operations systems. Looking at the importance of satisfying both internal and external customers' needs, along with a critical awareness of the issues facing organisations in relation to marketing and operations.

### **Unit assessment:**

Units are assessed internally on a pass/fail basis. There will be 1 Unit Assessment Topic per Unit, consisting of a case study and extended response questions.

### **Course assessment:**

The Course assessment will consist of two Components: a question paper and an Assignment. There will be a 2.5 hour exam consisting of a case study and extended response questions. The question paper will have 70 marks (70% of the total mark). The assignment will have 30 marks (30% of the total mark).

### **Home Learning:**

Regular homework throughout the year.

**Other features:** Direct entry for pupils capable of Higher English will be considered.

## Business Management



**Name of course/level:** Business Management (Advanced Higher)  
**Faculty:** Business Education & Computing Science

### **Aims of the course:**

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

### **Content:**

The Course consists of the following three Units:

#### **Unit 1 The External Business Environment**

In this Unit, learners will develop a detailed knowledge and in-depth understanding of the effects of external influences on organisations operating at a multinational and global level. The Unit provides learners with the opportunities to investigate how an organisation is affected by external factors and to gain an in-depth understanding of the responsibilities of managers in an economic, social and environmental context. Learners will analyse and evaluate the impact of such external factors and consider the effectiveness of various courses of action.

#### **Unit 2 The Internal Business Environment**

In this Unit, learners will gain a thorough grounding in the discipline that forms the basis of management practice. The Unit allows learners to carry out activities that will expand their knowledge of both traditional and contemporary management theories used by organisations to maximise their efficiency. It also allows learners to analyse and evaluate theories relating to internal factors that influence the success of teams.

#### **Unit 3 Evaluating Business Information**

In this Unit, learners will develop skills in evaluating a range of business information used by organisations to reach conclusions. This will help learners to become competent and confident in the analysis and evaluation of business information, based on a research project carried out on a topic from the Course.

### **Unit assessment:**

Units are assessed internally on a pass/fail basis.

### **Course assessment:**

The Course assessment is set externally and will consist of two Components: a question paper and a project. The question paper will have 80 marks. The project will have 40 marks.

### **Home Learning:**

Learners will be set regular homework to reinforce and extend learning. Learners are also expected to look over classwork and make revision notes /diagrams to help them prepare for unit and course assessments.





**Name of course/level:** Chemistry (National 4)  
**Faculty:** Science

## **Aims of the course:**

The purpose of the course is to develop learners' interest and enthusiasm for Chemistry in a range of contexts. The skills of scientific inquiry and investigation are developed, by investigating the applications of Chemistry. This enables learners to become scientifically literate citizens, able to review the science-based claims they will meet. An experimental and investigative approach is used to develop knowledge and understanding of Chemistry key areas.

## **Content:**

The Course has four mandatory Units including the Added Value Unit.

### **Unit 1 Chemical Changes and Structure**

The key areas covered in this Unit are:

- rates of reaction
- atomic structure and bonding related to properties of materials
- energy changes of chemical reactions
- acids and bases

### **Unit 2 Nature's Chemistry**

The key areas covered in this Unit are:

- fuels
- hydrocarbons
- everyday consumer products
- plants to products

### **Unit 3 Chemistry in Society**

The key areas covered in this Unit are:

- metals and alloys
- materials
- fertilisers
- nuclear chemistry
- chemical analysis

### **Added Value Unit: Chemistry Assignment**

In this Unit, learners will draw on and extend the skills they have learned from across the other Units, and demonstrate the breadth of knowledge and skills acquired, in unfamiliar contexts and/or integrated ways.

## **Unit assessment:**

Units are internally assessed on a pass/fail basis.

## **Course assessment:**

To achieve the National 4 Chemistry Course, learners must pass all of the required Units including the Added Value Unit. National 4 Courses are not graded.

## **Home Learning:**

Learners will be set regular homework to reinforce and extend learning. Homework activities will include data handling and problem solving exercises as well as extended questions on various aspects of the course. Learners are also expected to look over class work and make revision notes/diagrams to help them prepare for unit and course assessments.



**Name of course/level:**  
**Faculty:**

**Chemistry**  
**Chemistry (National 5)**  
**Science**

**Aims of the course:**

The purpose of the course is to develop learners' interest and enthusiasm for Chemistry in a range of contexts. The skills of scientific inquiry and investigation are developed, throughout the course, by investigating the applications of Chemistry. This enables learners to become scientifically literate citizens, able to review the science-based claims they will meet. An experimental and investigative approach is used to develop knowledge and understanding of Chemistry key areas.

**Content:**

There are three mandatory units and an external course assessment. In each of the three Units studied, learners will develop skills of scientific inquiry, investigation and analytical thinking, along with knowledge and understanding.

**Unit 1 Chemical Changes and Structure**

The key areas covered in this Unit are:

- rates of reaction.
- atomic structure and bonding related to properties of materials
- formulae and reaction quantities
- acids and bases

**Unit 2 Nature's Chemistry**

The key areas covered in this Unit are:

- homologous series
- everyday consumer products
- energy from fuels

**Unit 3 Chemistry in Society**

The key areas covered in this Unit are:

- metals
- properties of plastics
- fertilisers
- nuclear chemistry
- chemical analysis

**Course assessment:**

The Course assessment will consist of two Components: a question paper and an assignment. The question paper contributes 80% and the assignment contributes 20%.

There will be a Prelim exam modelled on the final external examination.

**Home Learning:**

Learners will be set regular homework to reinforce and extend learning. Homework activities will include data handling and problem solving exercises as well as extended questions on various aspects of the course. Learners are also expected to look over class work and make revision notes/diagrams to help them prepare for unit and course assessments.

## Chemistry



**Name of course/level:** Chemistry (Higher)  
**Faculty:** Science

### **Aims of the course:**

The Higher Chemistry Course develops learners' curiosity, interest and enthusiasm for chemistry in a range of contexts. The skills of scientific inquiry and investigation are developed throughout the Course, and the relevance of chemistry is highlighted by the study of the applications of chemistry in everyday contexts.

### **Content:**

The course has the following 4 mandatory units:

#### **Unit 1 Chemical Changes and Structure**

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

#### **Unit 2 Researching Chemistry**

Learners will research the relevance of chemical theory to everyday life by exploring the chemistry behind a topical issue, develop the key skills associated with collecting and synthesising information from a number of different sources and plan and undertake a practical investigation related to a topical issue.

#### **Unit 3 Nature's Chemistry**

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

#### **Unit 4 Chemistry in Society**

This Unit covers the knowledge and understanding of the principles of physical chemistry which allow a chemical process to be taken from the researcher's bench through to industrial production.

### **Unit assessment:**

Units are internally assessed on a pass/fail basis.

### **Course assessment:**

The Course assessment will be externally assessed and consist of two Components: a question paper and an assignment. The question paper will have 100 marks. The assignment requires learners to apply skills, knowledge and understanding to investigate a relevant topic in chemistry. The assignment will have 20 marks out of a total of 120 marks.

### **Home Learning:**

Weekly homework will be set and marked by the teacher. This will relate to the topic being studied and give pupils valuable experience of exam-style application. In addition, pupils will be expected to complete any work not finished in class.

## Chemistry



**Name of course/level:** Chemistry (Advanced Higher)  
**Faculty:** Science

### **Aims of the course:**

The purpose of the Advanced Higher Chemistry Course is to develop learners' knowledge and understanding of the physical and natural environments beyond Higher level. The Course builds on Higher Chemistry, continuing to develop the underlying theories of chemistry and the practical skills used in the chemistry laboratory. The Course also develops the skills of independent study and thought that are essential in a wide range of occupations.

### **Content:**

The course has the following three mandatory Units:

#### **Unit 1 Inorganic and Physical Chemistry:**

This Unit develops a knowledge and understanding of the principles and concepts of inorganic and physical chemistry.

#### **Unit 2 Organic Chemistry and Instrumental Analysis**

This Unit develops a knowledge and understanding of organic chemistry.

#### **Unit 3 Researching Chemistry**

In this Unit, learners will be given the opportunity to gain an understanding of stoichiometric calculations, to develop practical skills and to carry out research in chemistry.

### **Unit assessment:**

Units are internally assessed on a pass/fail basis.

### **Course assessment:**

The Course assessment will consist of two Components: a question paper and a project. The question paper will have 100 marks. The project will assess the application of skills of scientific inquiry and related chemistry knowledge and understanding and will have 30 marks.

### **Home Learning:**

Regular homework relating to course content and exam-style questions, will be given throughout the course. In addition, pupils will be expected to keep up to date with written reports of course practicals.

### **Other Features:**

This course will be an excellent preparation for any pupil likely to study a science course involving laboratory work at university. It assists the transition from mainly teacher-led work to independent, individual study, and encourages pupils to develop a sense of responsibility and confidence through use of their own initiative.

**Name of course/level:**

**Computing Science (National 4)**

**Faculty:**

**Business Education & Computing Science**

### **Aims of the course:**

Computing science is vital to everyday life — socially, technologically and economically; it shapes the world in which we live and its future. Computing is embedded in the world around us, from systems and devices in our homes and places of work, to how we access education, entertainment, transportation and communication. Understanding computational processes and thinking is also vital to many other fields, including science, economics, business and industry. The course provides opportunity to develop skills in analysis and problem-solving, designing, developing, implementing and testing digital solutions.

### **Content:**

The Course consists of 2 core Units and an Added Value Unit:

#### **Unit 1 Software Design and Development**

The aim of this Unit is to develop basic knowledge, understanding and practical problem-solving skills in software design and development. This involves development of basic computational thinking and programming skills through practical tasks using appropriate software development environments across a range of contemporary contexts. The unit also develops an understanding of how data and instructions are stored in binary form and how programming underpins computer applications.

#### **Unit 2 Information System Design and Development**

The aim of this Unit is to develop basic knowledge, understanding and practical problem-solving skills in information system design and development. This involves implementing practical solutions to create databases, web-based information systems, multimedia information systems (and/or hybrids of these). The unit also develops an understanding of basic computer hardware, software, connectivity and security issues through a range of practical and investigative tasks.

#### **Added Value Unit Computing Science Assignment**

This Unit requires the learner to apply skills and knowledge from the other Units to analyse and solve an appropriate challenging computing science problem.

### **Unit assessment:**

Units are internally assessed on a pass/fail basis.

### **Course assessment:**

To achieve the National 4 Computing Science Course, learners must pass all of the required Units including the Added Value Unit. National 4 Courses are not graded.

### **Home Learning:**

Homework will be set regularly and will include specialist vocabulary, problem solving and extended questions to reinforce and extend learning.

## Computing Science



**Name of course/level:**  
**Faculty:**

**Computing Science (National 5)**  
**Business Education & Computing Science**

### **Aims of the course:**

Computing science is vital to everyday life — socially, technologically and economically; it shapes the world in which we live and its future. Computing is embedded in the world around us, from systems and devices in our homes and places of work, to how we access education, entertainment, transportation and communication. Understanding computational processes and thinking is also vital to many other fields, including science, economics, business and industry. The course provides opportunity to develop skills in analysis and problem-solving, designing, developing, implementing and testing digital solutions.

### **Content:**

The Course consists of 2 core Units and a coursework assignment:

#### **Unit 1 Software Design and Development**

The aim of this Unit is for the learner to develop knowledge, understanding and practical problem-solving skills in software design and development through appropriate software development environments. Learners will develop their programming and computational thinking skills by implementing practical solutions and explaining how these programs work. Learners will also develop an understanding of how data and instructions are stored in binary form, basic computer architecture and awareness of different contemporary software development languages/environments.

#### **Unit 2 Information Systems Design and Development**

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

**Coursework assignment** Practical based work that combines learning across both mandatory units of the course.

### **Course assessment:**

This is assessed through a combination of an assignment and a question paper. The assignment will be externally assessed by SQA and will contribute to 25% of the course assessment and is worth 30 marks. The question paper will contribute to 75% of the course assessment and is worth 90 marks. The Course will be graded A–D.

### **Home Learning:**

Homework will be set regularly and will include specialist vocabulary, investigations, problem solving and extended questions to reinforce and extend learning.

## Computing Science



**Name of course/level:**  
**Faculty:**

**Computing Science (Higher)**  
**Business Education & Computing Science**

### **Aims of the course:**

Learners will be introduced to an advanced range of computational processes and thinking, and learn to apply a rigorous approach to the design and development process across a variety of contemporary contexts. Learners will also gain an awareness of the importance that computing professionals play in meeting the needs of society today and for the future, in fields which include science, education, business and industry

### **Content:**

The Course consists of 2 Units and a coursework assignment:

#### **Unit 1 Software Design and Development**

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

#### **Unit 2 Information System Design and Development**

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

**Coursework assignment** Practical based work that combines learning across both mandatory units of the course.

### **Unit assessment:**

Units are internally assessed on a pass/fail basis.

### **Course assessment:**

This is assessed through a combination of an assignment and a question paper. To gain the award of the Course, the learner must pass all of the Units as well as the assignment. The assignment is internally assessed and is worth 60 marks out of the total of 150 marks. The question paper is worth 90 marks out of the total of 150 marks. This is 60% of the overall marks for the Course assessment. The Course will be graded A–D.

### **Home Learning:**

Regular homework throughout the year, comprising investigations, written exercises and practical activity.



## Computing Science



**Name of course/level:**  
**Faculty:**

**Computing Science (Advanced Higher)**  
**Business Education & Computing Science**

### **Aims of the course:**

The Course provides a broad and challenging exploration of these areas, focusing on the development of advanced programming, development and research skills to gain an understanding of the role and impact of contemporary computing technologies. Because of its relevance and its focus on developing transferable skills it will be valuable to many learners, particularly those considering a career or further study in computing, IT and related disciplines.

### **Content:**

The Course consists of two mandatory Units and a Course assessment. Course assessment will consist of a project and a question paper.

### **Unit 1 Software Development**

The general aim of this Unit is for learners to develop a deep knowledge and understanding of advanced concepts and processes relating to software design and development, including the use of standard algorithms, structured data types and a range of programming constructs.

### **Unit 2 Information System Design and Development**

The general aim of this Unit is for learners to develop a deep knowledge and understanding of advanced concepts and processes relating to information system design and development. Learners will develop skills in developing and implementing complex information systems through practical tasks, using appropriate development tools.

### **Project**

The Computing Science project adds value by requiring challenge and application. Learners will apply knowledge and skills from across the Course to specify, plan, develop, implement, test and evaluate a digital solution to a significant and appropriately challenging computing-based problem.

### **Unit assessment:**

Units are internally assessed on a pass/fail basis.

### **Course assessment:**

This is assessed through a combination of a project and a question paper. The project is internally assessed and is worth 90 marks out of the total of 150 marks. This is 60% of the overall marks for the Course assessment. The question paper is worth 60 marks out of the total of 150 marks. This is 40% of the overall marks for the Course assessment. The Course will be graded A–D.

### **Home Learning:**

Homework will be issued on a regular basis and will consist of:

- completion of class work
- preparation work/research for next lesson
- revision/extension exercises and use of SQA Past Paper questions
- revision for end of topic assessments/exam
- use of SCHOLAR resources



## Drama



**Name of course/level:** Drama (National 5/4)  
**Faculty:** Performing Arts

### **Aims of the course:**

The aims of the Course are to enable learners to:

- generate and communicate thoughts and ideas when creating drama
- develop a knowledge and understanding of a range of social and cultural influences on drama
- develop a range of skills in presenting drama
- develop knowledge, understanding and the use of a range of production skills when presenting drama
- explore form, structure, genre and style

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

### **Content:**

The Course uses an integrated approach to learning which develops practical skills as well as knowledge and understanding of drama. As learners develop their creating skills, they will also learn how to use a range of drama skills. They will experiment with presenting through portrayal of character and by using a range of production skills.

Through creating and presenting drama, evaluation skills will also be developed as learners evaluate their own skills and progress, and that of other learners. Learners will also consider cultural values, identities and ideas which influence drama.

Units are statements of standards for assessment and not programmes of learning and teaching. They can be delivered in a number of ways.

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

Each of the component Units of the Course is designed to provide progression to the corresponding Units at Higher.

### **Drama Skills**

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

### **Drama: Production Skills**

In this Unit, learners will develop a range of production skills. They will use these skills to enhance drama when presenting. Learners will use problem-solving skills in order to generate ideas for presenting drama.

### **Unit assessment:**

At National 4 level, units are internally assessed on a pass/fail basis.

**Home Learning:** Regular homework will be given.

## Drama



**Name of course/level:** Drama (Higher)  
**Faculty:** Performing Arts

### **Aims of the course:**

Higher Drama provides opportunities for learners to develop skills creating and presenting drama. This Course focuses on the development and use of complex drama skills and production skills to present drama.

This Course is practical and experiential.

The aims of the Course are to enable learners to:

- generate and communicate thoughts and ideas when creating drama
- develop a knowledge and understanding of the complex social and cultural influences on drama
- develop complex skills in presenting drama
- develop knowledge and understanding of complex production skills when presenting drama
- explore form, structure, genre and style

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

### **Drama: Production Skills**

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

The Course uses an integrated approach to learning which develops practical skills as well as knowledge and understanding of drama. As learners develop their creating skills, they will also learn how to use complex drama skills. They will experiment with presenting through portrayal of character and by using complex production skills.

Through creating and presenting drama, evaluation skills will also be developed as learners evaluate their own skills and progress, and that of other learners. Learners will also consider the cultural values, identities and ideas which influence drama.

Units are statements of standards for assessment and not programmes of learning and teaching. They can be delivered in a number of ways.

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

Each of the component Units of the Course is designed to provide progression to the corresponding Unit at Advanced Higher.

### **Drama Skills**

In this Unit, learners will explore and develop complex drama skills and ways of communicating thoughts and ideas to an audience. They will learn how to respond to text, including stimuli. They will also learn how to develop character in a range of ways and develop understanding of form, structure, genre and style when creating and presenting drama.

Learners will develop knowledge and understanding of the social and cultural influences on drama. They will also learn how to evaluate their own progress and that of other learners.

**Home Learning:** Regular homework will be given.



## Engineering Science

**Level:** N5 / 4 and Higher  
**Faculty:** Enterprise and Creativity

Engineering is a broad area of human endeavour which brings together elements of technology, science and mathematics, and applies these to real world challenges.

### **Purpose and aims of the Course**

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. The Course provides a broad introduction to engineering. Because of its focus on developing transferable skills, it will be of value to many learners, and particularly beneficial to learners considering a career in engineering, or one of its many branches.

### **The aims of the Course are to enable learners to:**

- ◆ apply knowledge and understanding of basic engineering facts and ideas
- ◆ understand the relationships between engineering, mathematics and science
- ◆ apply skills in analysis, design, construction and evaluation to a range of straightforward engineering problems
- ◆ communicate engineering concepts clearly and concisely using appropriate terminology
- ◆ develop an understanding of the role and impact of engineering in changing and influencing our environment and society

The Course develops a number of pervasive and integrative themes, including the systems approach, energy and sustainability. These are used to explore varied engineering systems through simulation and investigative tasks in a range of contexts. Courses in Engineering Science and in Physics (and other pure sciences) are designed to be complementary; a combination of this Course and a pure science Course will provide a very strong foundation for further study in engineering or the sciences.

The Course is designed for learners who have a general interest in engineering, as well as those considering further study or a career in engineering and related disciplines. It provides sufficient breadth, flexibility and choice to meet the needs of all learners. Learners will develop an understanding of the far-reaching impact of engineering on our society and of the central role of engineers as designers and problem solvers, able to conceive, design, implement and operate complex systems. They will also develop a range of transferable skills for learning, life and work, opening up a wide range of career and study opportunities, and enabling learners to develop as global citizens who can contribute effectively to their communities, society and the world.

**Please note this is a theory based course with significant amounts of mathematics and report writing. There is no practical in this course.**

## English



**Name of course/level:** English (National 4)  
**Faculty:** English

### **Aims of the course:**

The purpose of the course is to provide pupils with the opportunity to develop the skills of listening, talking, reading, and writing in order to understand and use language. In particular, the course aims to enable pupils to develop the ability to:

- listen, talk, read and write, as appropriate to purpose, audience and context
- understand, analyse and evaluate texts in the context of literature, language and media
- create and produce texts as appropriate to purpose, audience and context
- plan and research, integrating and applying language skills as appropriate to purpose, audience, context
- apply knowledge of language

### **Content/Assessment:**

There are **FOUR** mandatory units.

#### **English: Analysis and Evaluation**

Pupils will develop listening and reading skills in the contexts of literature, language and media. Pupils will develop the skills needed to understand, analyse and evaluate straightforward texts.

#### **English: Creation and Production**

Pupils will develop talking and writing skills in familiar contexts. Pupils will develop skills needed to create and produce straightforward texts in both written and oral forms.

#### **Literacy:**

The purpose of this Unit is to develop the pupil's reading, writing, listening and talking skills in a variety of forms relevant for learning, life and work. Pupils will develop the ability to understand straightforward ideas and information presented orally and in writing. The pupils will also develop the ability to communicate ideas and information orally and in writing with technical accuracy.

#### **Added Value Unit: English Integrated Assignment**

This Unit provides pupils with the opportunity to apply their language skills to investigate and report on a chosen topic. This Assignment will allow the pupil to demonstrate challenge and application across all skills already covered in the course.

#### **Unit assessment:**

To achieve the National 4 English Course, learners must pass all of the required Units including the Added Value Unit. National 4 Courses are not graded.

#### **Home Learning:**

Learners will be set regular homework to reinforce and extend learning. Homework activities will include research, note-taking, summarising, reading and extended writing, talking and listening preparation and preparation for the Integrated Assignment Assessments.

**Name of course/level:** English (National 5)  
**Faculty:** English

### **Aims of the course:**

The purpose of the course is to provide learners with the opportunity to develop the skills of listening, talking, reading and writing in order to understand and use language. The course develops high levels of analytical thinking and understanding of the impact of language. In particular, the course aims to enable pupils to develop the ability to:

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

### **Content:**

The course is made up of two course components and an **External Course** Assessment (Examination).

#### **Course Component: Portfolio**

The purpose of the portfolio is to provide evidence of the pupil's writing for two different purposes. Each piece is worth 15 marks and this component contributes 30% to their overall grade.

#### **Course Component: Spoken Language**

This aspect of the course will combine speaking and listening and will be internally assessed as 'achieved' or 'not achieved'. It will not contribute to the overall weighting of their grade but is mandatory.

#### **External Course Assessment:**

##### **Paper 1: Reading for Understanding, Analysis and Evaluation (30%)**

Learners will answer questions to show their understanding, analysis and evaluation of non-fiction texts.

##### **Paper 2: Critical Reading (40%)**

These 40 marks will be award for applying critical reading, knowledge and understanding in addressing two tasks which are based on literary texts.

##### **Part 1 – Scottish Texts (20%)**

Learners will answer questions on one Scottish text they have previously studied. These texts will be both contemporary and pre-20<sup>th</sup> Century and the specified list will be refreshed as required.

##### **Part 2 – Critical Essay (20%)**

Learners will apply their understanding, analysis and evaluation skills to previously studied texts from the following contexts: drama, prose, poetry, film and TV drama, by writing one critical essay.

In each part, learners must cover a different genre and cannot use the same text twice.

### **Course Assessment:**

To gain the award of the Course, pupils must pass the Spoken Language component and submit their portfolio. The Course assessment will provide the basis for grading attainment in the Course Award and will be graded A-D.

### **Home Learning:**

Pupils will be set regular homework to reinforce and extend learning. Activities will include research, note-taking, summarising, reading and extended writing, folio work, talk and listening preparation, and preparation for external course assessment.

**Name of course/level:** English (Higher)  
**Faculty:** English

## **Aims of the Course:**

The course provides learners with the opportunity to develop their listening, talking, reading and writing skills in order to understand and use language. The course also aims to improve and extend the learner's experience of English literature in prose, poetry and drama.

## **Content:**

The course is made up of **TWO** mandatory Units and an **External Course** Assessment (Examination and Portfolio).

### **Unit 1: Analysis and Evaluation**

The purpose of this unit is to provide learners with the opportunity to develop their reading and listening skills. Learners develop the skills needed to understand, analyse and evaluate detailed and complex texts.

### **Unit 2: Creation and Production**

The purpose of this unit is to provide learners with the opportunity to develop their writing and talking skills in a wide range of contexts. Learners develop the skills needed to create and produce detailed and complex texts in both written and oral forms.

**Unit Assessment:** All Units will be assessed on a Pass/Fail basis within the School and subject to external verification by SQA.

## **Course Assessment:**

### **Component 1: Question Paper**

#### **Paper 1: Reading for Understanding, Analysis and Evaluation (30%)**

Learners will answer questions to show their understanding, analysis and evaluation of non-fiction texts.

#### **Paper 2: Critical Reading (40%)**

These 40 marks will be awarded for applying critical reading, knowledge and understanding in addressing two tasks which are based on literary texts.

##### **Part 1 – Scottish Texts (20%)**

Learners will answer questions on one Scottish text they have previously studied. These texts will be both contemporary and pre-20<sup>th</sup> Century and the specified list will be refreshed as required.

##### **Part 2 – Critical Essay (20%)**

Learners will apply their understanding, analysis and evaluation skills to previously studied texts from the following contexts: drama, prose, poetry, film and TV drama, by writing one critical essay.

In each part, learners must cover a different genre and cannot use the same text twice.

### **Component 2: Portfolio**

The purpose of the portfolio is to provide evidence of the pupil's writing for two different purposes. Each piece is worth 15 marks and this component contributes 30% to their overall grade.

## **Home Learning:**

Regular homework tasks and independent study/assignments throughout the course.



**Name of course/level:** English (Advanced Higher)  
**Faculty:** English

### **Aims of the course:**

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

- critically analyse and evaluate a wide range of complex and sophisticated literary texts
  - apply critical, investigative and analytical skills to a literary topic of personal interest
  - create a range of complex and sophisticated texts
  - apply knowledge and understanding of complex language in a wide range of contexts and use creative and critical thinking to synthesise ideas and arguments.
- The course also develops high levels of analytical thinking and understanding of the impact of language.

### **Content:**

The Course is made up of TWO mandatory Units. The main purpose of the Course is to provide learners with the opportunity to apply analytical and evaluative skills to a wide range of literary texts. Learners interpret complex literary forms, produce sophisticated language and develop the skills outlined in the Units. Units are statements of standards for assessment and not programmes of learning and teaching. They can be delivered in a number of ways.

#### **English: Analysis and Evaluation of Literary Texts (Advanced Higher):**

The purpose of this Unit is to provide learners with opportunities to develop skills in the analysis and evaluation of a wide range of complex and sophisticated literary texts, as appropriate to purpose and audience.

#### **English: Creation and Production (Advanced Higher):**

The purpose of this Unit is to provide learners with opportunities to create a range of complex and sophisticated texts, as appropriate to different purposes and audiences

### **Assessment:**

The Course assessment will take the form of:

- Two question papers (Literary Study and Textual Analysis) (40%)
- A portfolio containing two pieces of writing (30%)
- A project-dissertation comparing at least two literary texts (30%: 2,500-3,000 words)

### **Home Learning:**

The course and assessment will be at a consistently advanced level and pupils who pursue study at this level will encounter considerable academic and personal challenges. It is therefore vital that pupils involve themselves in frequent, extensive and challenging assignments and homework tasks.

The ability to work independently, to self-motivate and be self-evaluative is crucial to the successful completion of this course. In addition, the course encourages pupils to extend their skills whilst allowing them to develop their own interests and enthusiasms appropriate to their personal and vocational needs.

### **Other features:**

Substantial and extensive Summer Reading Programme is an essential entry requirement.



## General Science - Laboratory skills in Science

**Name of course/level:** Laboratory skills in Science (National 4)  
**Faculty:** Science

### **Aims of the course:**

The purpose of the course is to develop learners' interest and enthusiasm for Science in a range of contexts. The skills of scientific inquiry and investigation are developed by investigating the applications of Biology, Chemistry and Physics. This enables learners to become scientifically literate citizens, able to review the science-based claims they will meet. An experimental and investigative approach is used to develop knowledge and understanding of Science and develop a range of transferable laboratory skills and different scientific key areas.

### **Content:**

There are three mandatory units and an internally assessed course assessment – the 'Added Value Unit'. In each of the three units studied, learners will develop skills of scientific inquiry, investigation and analytical thinking, along with knowledge and understanding.

### **Unit 1 Applications of Science**

The Unit covers key areas across all Science disciplines looking into the Physics of telecommunications, the Chemistry of materials and what "things" are made from and the Health and safety considerations during practical and investigative work.

### **Unit 2 Fragile Earth**

The key areas covered in this Unit are energy, metals, water and food. It focuses on the resources available on earth and how we extract these resources and use them to our advantage to sustain life. Pupils will experience a range of laboratory techniques to develop lab skills including extraction of metals from ores, investigating the different types of energy and finding the energy content in different foods.

### **Unit 3 Human Health**

The key areas covered in this Unit include what is health and how to maintain a healthy lifestyle. The course looks at threats to our health and the impact this can have on the human body. Investigations and practical experiments include monitoring health using high tech gadgets and equipment, looking at Sciences place in the world relating to the health of humans with a focus on how technology in Science is advancing in the 21<sup>st</sup> century to protect, prevent or cure disease.

### **Assessment:**

Units are internally assessed on a pass/fail basis within centres and each is awarded 6 SCQF credit points. The course assessment (the Added Value Unit) is also awarded 6 SCQF credit points and will focus on challenge and application. Learners will draw on and apply the skills and knowledge they have learned during the Course. They will carry out an in-depth investigation on an unfamiliar and/or integrated context. This will be assessed through an assignment which will also be internally assessed.

### **Home Learning:**

Learners will be set regular homework to reinforce and extend learning. Homework activities will include data handling and problem solving exercises as well as extended questions on various aspects of the course. Learners are also expected to look over class work and make revision notes/diagrams to help them prepare for unit and course assessments.



**Name of course/level:** Geography (National 4)  
**Faculty:** Humanities

## **Aims of the course:**

The general aim of this Unit is to develop the learner's geographical skills and techniques in the context of physical environments. However, the specific skills focus for assessment purposes is the development of a range of mapping skills. Learners will develop detailed knowledge and understanding of various aspects of the physical environment through the study of a variety of landscape types and weather in the United Kingdom. They shall also study the human environment through the comparative study of developed and developing countries. Finally the course aims to develop a detailed knowledge and understanding of significant global, geographical issues.

Learners will be expected to show evidence of a range of geographic skills and techniques. These will include fieldwork and mapping skills and the use of numerical and graphical information.

## **Content**

The Course consists of four mandatory Units including the Added Value Unit. These cover the following key areas and skills:

### **Unit 1 Physical Environments:**

River and limestone landscapes (location and formation of key landscape features, land management and sustainability) and weather.

### **Unit 2 Human Environments:**

Population, Rural, and Urban.

### **Unit 3 Global Issues:**

Environmental Hazards and Climate Change.

### **Added Value Unit: Geography Assignment.**

This will focus on breadth, challenge and application. The learner will draw on, extend and apply the practical skills, knowledge and understanding they have acquired during the Course.

## **Unit assessment:**

Units are internally assessed on a pass/fail basis.

## **Course assessment:**

To achieve the National 4 Geography Course, learners must pass all of the required Units including the Added Value Unit. National 4 Courses are not graded.

## **Home Learning:**

Learners will be expected to finish class work, complete homework tasks on a regular basis and submit these on time, and undertake their own reading and research to both prepare for and reinforce their classroom learning.

## **Other features:**

A wide variety of teaching approaches are used including fieldwork, individual research, group work, video clips and ICT.

# Geography



**Name of course/level:**  
**Faculty:**

**Geography (National 5)**  
**Humanities**

## **Aims of the course:**

Geography opens up for learners the physical environment around them and the ways in which people interact with this environment. The purpose of Geography is to develop the learner's understanding of our changing world and its human and physical processes. Opportunities for fieldwork will be encouraged. The study of Geography fosters positive life-long attitudes of environmental stewardship, sustainability and global citizenship. This qualification will furnish learners with the knowledge and skills to enable them to contribute effectively to their local communities and wider society. The contexts for study are local, national, international, and global. Geography draws upon the social and natural sciences: interdisciplinary learning is therefore fundamental to geographical study and encourages links with other disciplines.

## **Content:**

The Course consists of three mandatory Units and a course assignment. The three units and key areas of study are:

### **Unit 1 Physical Environments:**

River and limestone landscapes (location and formation of key landscape features, land management and sustainability) and weather

### **Unit 2 Human Environments:**

Population, Rural, and Urban

### **Unit 3 Global Issues:**

Environmental Hazards and Climate Change

## **Course assignment:**

The National 5 Geography course will include an assessment of 'added value'. This will focus on breadth, challenge and application. The learner will draw on, extend and apply the skills, knowledge and understanding they have acquired during the Course.

## **Course assessment:**

The Course assessment will consist of two Components: a question paper and an assignment. This will be assessed by:

1. A question paper (80 marks / 80% of the total)
2. An assignment (20 marks / 20% of the total)

Learners will be expected to show evidence of a wide range of geographic skills and techniques. These will include mapping skills and the use of numerical and graphical information.

## **Home Learning:**

Learners will be expected to finish class work, complete homework tasks on a regular basis and submit these on time, and undertake their own reading and research to both prepare for and reinforce their classroom learning.

## **Other Features:**

A wide variety of teaching approaches are used including fieldwork, individual research, group work, video clips and ICT.

## Geography



**Name of course/level:** Geography (Higher)  
**Faculty:** Humanities

### **Aims of the course:**

Geography opens up for learners the physical and human environment around them and the ways in which people interact with the environment. The purpose of this Course is to develop the learner's understanding of our changing world and its human and physical processes. Opportunities for practical activities, including fieldwork, will be encouraged, so that learners can interact with their environment. In the 21st century, with growing awareness of the impact of human activity upon the environment and scarce resources, the study of Geography fosters positive life-long attitudes of environmental stewardship, sustainability and global citizenship. This qualification will furnish learners with the skills, knowledge and understanding to enable them to contribute effectively to their local communities and wider society.

### **Content:**

This Course comprises three mandatory Units and a Course Assessment. The units and key areas of study are:

#### **Unit 1: Physical Environments**

Lithosphere/Biosphere/Hydrosphere/Atmosphere

#### **Unit 2: Human Environments**

Population/Rural/Urban

#### **Unit 3: Environmental Interactions**

Development and Health/River Basin Management

### **Course assignment:**

The purpose of this assignment is to demonstrate challenge and application by demonstrating skills, knowledge and understanding within the context of a geographical topic or issue.

### **Unit Assessment:**

Units are internally assessed on a pass/fail basis.

### **Course assessment:**

The Course assessment will consist of two Components: a question paper and an assignment. This will be assessed by:

1. A question paper (60 marks / 66% of the total)
2. An assignment (30 marks / 33% of the total)

Learners will be expected to show evidence of a wide range of geographic skills and techniques. These will include mapping skills and the use of numerical and graphical information.

### **Home Learning:**

Learners will be expected to finish class work, complete homework tasks on a regular basis and submit these on time, and undertake their own reading and research.

**Other features:** A wide variety of teaching approaches are used including fieldwork, individual research, group work, video clips and ICT.

## Geography



**Name of course/level:** Geography (Advanced Higher)  
**Faculty:** Humanities

### **Aims of the course:**

The course develops a range of cognitive and geographical skills. It encourages active learning, which includes fieldwork. Learners will acquire and apply knowledge and evaluating, investigating and analysing skills. Each unit has an element of personalisation and choice. Learners will develop a range of transferable skills, including the ability to carry out fieldwork and research. The ability to use a range of maps, statistical and fieldwork/research techniques will also be developed.

### **Content:**

This Course comprises two mandatory Units and a Course Assessment. The units and their key areas of study are:

#### **Unit 1 Geographical Skills**

Learners will develop a range of skills and techniques including mapping skills, graphical and statistical techniques for analysing and interpreting geographical data. Learners will develop investigating skills while undertaking geographical research. These include planning /managing research, techniques to source, collecting/recording appropriate primary/secondary data, independent research methods, techniques to present findings and how to evaluate research methodology.

#### **Unit 2 Geographical Issues – a critical essay**

Learners will develop critical thinking and the ability to evaluate sources and viewpoints on current geographical issues.

### **Project-Folio of Coursework:**

The purpose of this project-portfolio is to demonstrate challenge and application by demonstrating skills, knowledge and understanding through undertaking independent research into a geographical study and a current complex geographical issue. The project-portfolio of Coursework in two Sections comprises:

- Project-portfolio Section A: Geographical Study - a detailed study based on geographical research
- Project-portfolio Section B: Geographical Issue - a critical evaluation of an issue from a geographical perspective

### **Unit assessment:**

Units are internally assessed on a pass/fail basis. Learners will generate evidence as described below:

1. Geographical Skills – Folio of evidence
2. Geographical Study – Interim Report
3. Geographical Issues – Critical evaluation of sources and viewpoints

### **Course assessment:**

The Course assessment will consist of two Components: a question paper and a project-portfolio. The question paper will be marked out of 50. The Project-Folio will have 70 marks allocated to Geographical Study and 30 marks allocated to Geographical Issue.

**Home Learning:** Students will be expected to finish class work, undertake their own reading and research and plan and undertake, in their own time, fieldwork for their Geographical Study.

**Other features:** Geographical Skills is a taught unit whilst the Geographical Study and the Geographical Issues unit both revolve around individual investigation and supported self-study.

## Graphic Communication



**Name of course/level:** Graphic Communication (National 4)  
**Faculty:** Enterprise & Creativity

### **Aims of the Course:**

The Course provides opportunities for learners to gain skills in reading, interpreting, and creating graphic communications. Learners will initiate, develop and communicate ideas graphically. They will develop spatial awareness and visual literacy through graphic experiences.

The Course is practical, exploratory and experiential in nature. It combines elements of recognised professional standards for graphic communication partnered with graphic design creativity and visual impact. The Course allows learners to engage with technologies. It allows learners to consider the impact that graphic communication technologies have on our environment and society.

### **Content:**

The Course consists of three mandatory Units including the Added Value Unit.

### **Unit 1 2D Graphic Communication**

This Unit helps learners develop their creativity and skills within a 2D graphic communication context. It will allow learners to initiate, develop and communicate ideas using graphic techniques in straightforward and familiar contexts. Learners develop 2D graphic spatial awareness.

### **Unit 2 3D and Pictorial Graphic Communication**

This Unit helps learners develop their creativity and skills within a 3D and pictorial graphic communication context. Again, it will allow learners to initiate, develop and communicate ideas using graphic techniques in straightforward and familiar contexts. They will develop 3D graphic spatial awareness.

### **Added Value Unit: Graphic Communication Assignment**

This Unit adds value by introducing challenge and application. Learners will be able to extend and apply their knowledge and skills through the assignment. They will draw on their range of graphic communication experiences from the Units in order to produce an effective overall response to the assignment. The assignment brief will be sufficiently open and flexible to allow for personalisation and choice.

In both of the 9-credit Units, learners will develop an understanding of how graphic communication technologies impact on our environment and society.

### **Unit assessment:**

Units are internally assessed on a pass/fail basis.

### **Course assessment:**

To achieve the National 4 Graphic Communication Course, learners must pass all of the required Units including the Added Value Unit. National 4 Courses are not graded.

### **Home Learning:**

Homework, relevant to the coursework will be set and pupils are encouraged to practice their drawing skills.

## Graphic Communication



**Name of course/level:**  
**Faculty:**

**Graphic Communication (National 5)**  
**Enterprise & Creativity**

### **Aims of the Course:**

The Course provides opportunities for learners to gain skills in reading, interpreting, and creating graphic communications. Learners will initiate, develop and communicate ideas graphically. They will develop spatial awareness and visual literacy through graphic experiences.

The Course is practical, exploratory and experiential in nature. It combines elements of recognised professional standards for graphic communication partnered with graphic design creativity and visual impact. The Course allows learners to engage with technologies. It allows learners to consider the impact that graphic communication technologies have on our environment and society.

### **Content:**

The Course consists of two mandatory Units and a Course Assessment.

### **Unit 1 2D Graphic Communication**

This Unit helps learners develop their creativity and skills within a 2D graphic communication context. It will allow learners to initiate, develop and communicate ideas using graphic techniques in straightforward and familiar contexts. In addition, the Unit allows learners to develop their skills in some less familiar or new contexts. Learners will develop 2D graphic spatial awareness.

### **Unit 2 3D and Pictorial Graphic Communication**

This Unit helps learners develop their creativity and skills within a 3D and pictorial graphic communication context. Again, it will allow learners to initiate, develop and communicate ideas using graphic techniques in straightforward and familiar contexts. In addition, the Unit allows learners to develop their skills in some less familiar or new contexts. Learners will develop 3D graphic spatial awareness.

### **Course assessment: Graphic Communication Assignment**

The purpose of the Graphic Communication assignment is to draw on, extend and apply the skills and knowledge developed and acquired during the Course. Evidence will be produced through the learner's response to an appropriately challenging brief.

### **Course assessment:**

The Course assessment will consist of two Components: a question paper and an assignment. The question paper will have 80 marks. This represents 67% of the overall marks for the Course assessment. The assignment will have 40 marks. This represents 33% of the overall marks for the Course assessment.

### **Home Learning:**

Homework, relevant to the coursework will be set and pupils are encouraged to practice their drawing skills.



**Name of course/level:**  
**Faculty:**

**Graphic Communication (Higher)**  
**Enterprise & Creativity**

### **Aims of the course:**

The Course provides opportunities for learners to initiate and develop their own ideas graphically. It allows them to develop skills in reading and interpreting graphics produced by others. The Course is practical, exploratory and experiential in nature. It combines elements of creativity and communicating for visual impact with elements of protocol and an appreciation of the importance of graphic communication standards, where these are appropriate. The Course allows learners to engage with technologies. It allows learners to consider the impact that graphic communication technologies have on our environment and society.

### **Content:**

The Course consists of two mandatory Units and a Course Assessment.

### **Unit 1 2D Graphic Communication**

This Unit helps learners to develop their creativity and presentation skills within a 2D graphic communication context. It will allow learners to initiate, plan, develop and communicate ideas graphically, using two-dimensional graphic techniques. Learners will develop a number of skills and attributes, including spatial awareness, visual literacy, and the ability to interpret given drawings, diagrams and other graphics. Learners will evaluate the effectiveness of their own and given graphic communications to meet their purpose.

### **Unit 2 3D and Pictorial Graphic Communication**

This Unit helps learners to develop their creativity and presentation skills within a 3D and pictorial graphic communication context. It will allow learners to initiate, plan, develop and communicate ideas graphically, using three-dimensional graphic techniques. Learners will develop a number of skills and attributes, including spatial awareness, visual literacy, and the ability to interpret given drawings, diagrams and other graphics. Learners will evaluate the effectiveness of their own and given graphic communications to meet their purpose.

Across both Units, learners will develop an understanding of how graphic communication as an activity, and graphic technologies by their use, impact on our environment and society.

### **Unit assessment:**

Units are internally assessed on a pass/fail basis.

### **Course assessment: Graphic Communication Assignment**

The purpose of the Graphic Communication assignment is to draw on, extend and apply the skills and knowledge developed and acquired during the Course. Evidence will be produced through the learner's response to an appropriately challenging brief.

### **Course assessment:**

The Course assessment will consist of two Components: a question paper and an assignment. The question paper will have 70 marks out of a total of 140 marks. This represents 50% of the overall marks for the Course assessment. The assignment will have 70 marks out of a total of 140 marks. This represents 50% of the overall marks for the Course assessment.

### **Home Learning:**

Regular assignments and tasks – digital and paper based



## Graphic Communication



**Name of course/level:** Graphic Communication (Advanced Higher)  
**Faculty:** Enterprise & Creativity

### **Aims of the course:**

The purpose of the Advanced Higher Course is to develop learners' skills in communicating using graphic media, and in interpreting, understanding and critically evaluating graphic media created by others. Society and the world of work require individuals engaged in graphic activities to support business and industry and to contribute meaningfully in an information-rich world. Given the pervasiveness of communication through modern technology, it is logical that individuals are increasingly confident, fluent, flexible, creative, ethical and effective in its use. Studies and activities in graphic communication will serve individuals well in their understanding of the ways in which such activities impact on our environment and society.

### **Content:**

The Course consists of two Units, in which there are options, and a Course assessment.

### **Unit 1 Technical Graphics (Advanced Higher)**

This Unit will provide opportunities for learners to develop and creatively apply the graphic communication knowledge, skills and understanding which directly support graphic designing and communication activities in the various contexts of technical activities. It will enable learners to experience graphic communication in technical detail through exploring the purposes, applications and audience requirements. Within this Unit it is expected that learners will be using a range of knowledge and skills through manual and/or electronic-based communication activities. Learners will have significant opportunities to explore the use of detailed 2D and 3D graphics in modelling, graphic visualisation and technical/mechanical animation in relation to technical activities.

### **Unit 2 Commercial and Visual Media Graphics (Advanced Higher)**

This Unit will provide opportunities for learners to develop skills and explore techniques in creating a range of effective commercial and visual media graphic communication activities and their application in the fields of publishing and promotion. This Unit will attract learners with an interest in the broad commercial and visual media use of graphics which might include presentation work, magazines, newspapers, informational manuals, static promotional work, website page layout, graphic design, advertising and point of sale, digital media, games, animation, expressive arts, electronic-based learning and advertising.

### **Unit assessment:**

Units are internally assessed on a pass/fail basis.

### **Course assessment:**

The Course assessment will consist of two Components: a project and a question paper. The project will have 120 marks (60% of the total mark). The question paper will have 80 marks (40% of the total mark).

### **Home Learning:**

Regular fortnightly assignments

**Other features:** There will be a prelim examination modelled on the final external assessment. Retention of best work across the units for appeal and overall grade prediction.

## History



**Name of course/level:** History (National 4)  
**Faculty:** Humanities

### **Aims of the course:**

The General purpose of the history courses at National 4 is to enjoy learning about three dynamic periods of our shared past. While pupils are immersed in the story of each topic they will be introduced to a range of analytical and evaluating skills.

Pupils will develop their abilities to evaluate the usefulness of historical sources, understanding the impact of historical developments whilst developing a detailed knowledge and understanding of Scottish, British and World issues.

### **Content/Assessment:**

The Course consists of three mandatory Units, including the Added Value Unit.

#### **Unit 1 The Era of the Great War, 1900–1928**

- Scots on the Western Front
- Domestic impact of war: society and culture
- Domestic impact of war: industry and economy
- Domestic impact of war: politics

#### **Unit 2 The Atlantic Slave Trade, 1770–1807**

- The Triangular Trade
- Britain and the Caribbean
- The captive's experience and slave resistance
- The abolitionist campaigns

#### **Unit 3 Red Flag. Lenin and the Russian Revolution, 1894–1921**

- Imperial Russia — Government and people
- 1905 Revolution — causes and events
- February Revolution — causes, events and effects
- October Revolution — causes, events, effects

### **Added Value Unit – History assignment**

A research project that is completed independently and addresses a relevant historical issue.

### **Unit assessment:**

Units are internally assessed on a pass/fail basis.

### **Course assessment:**

To achieve the National 4 History Course, learners must pass all of the required Units including the Added Value Unit. National 4 Courses are not graded.

### **Home Learning:**

Pupils will receive regular homework designed to reinforce the skills and knowledge developed in class. The course will also feature at least one major research project that will need to be partly worked on at home.

## History



**Name of course/level:** History (National 5)  
**Faculty:** Humanities

### **Aims of the Course:**

The General purpose of the history courses at National 5 is to enjoy learning about three dynamic periods of our shared past. While pupils are immersed in the story of each topic they will be introduced to a range of analytical and evaluating skills. Pupils will develop their abilities to evaluate the usefulness of historical sources, understanding the impact of historical developments whilst developing a detailed knowledge and understanding of Scottish, British and World issues.

Pupils will develop their abilities to evaluate the usefulness of historical sources, understanding the impact of historical developments whilst developing a detailed knowledge and understanding of Scottish, British and World issues.

### **Content:**

The Course consists of three mandatory units and a Course assessment.

#### **Unit 1 The Era of the Great War, 1900–1928**

- Scots on the Western Front
- Domestic impact of war: society and culture
- Domestic impact of war: industry and economy
- Domestic impact of war: politics

#### **Unit 2 The Atlantic Slave Trade, 1770–1807**

- The Triangular Trade
- Britain and the Caribbean
- The captive's experience and slave resistance
- The abolitionist campaigns

#### **Unit 3 Red Flag. Lenin and the Russian Revolution, 1894–1921**

- Imperial Russia — Government and people
- 1905 Revolution — causes and events
- February Revolution — causes, events and effects
- October Revolution — causes, events, effects

### **Course assessment**

The Course assessment will consist of two Components: a question paper and an assignment. The question paper will have 80 marks. The question paper is therefore worth 80% of the overall marks for the Course assessment. For the assignment, learners will research and write an essay on a relevant historical issue. The assignment will have 20 marks. The assignment is therefore worth 20% of the overall marks for the Course assessment.

### **Home Learning:**

Pupils will receive regular homework designed to reinforce the skills and knowledge developed in class. The course will also feature at least one major research project that will need to be partly worked on at home.

**Name of course/level:** History (Higher)  
**Faculty:** Humanities

### Aims of Course

The study of history teaches us more about ourselves and the lives of those who have come before us. It teaches us how to examine the complex problems of past societies by analysing its effects on people, places and politics. The stories of our ancestors can help us to uncover why the world works in the way it does today and recognises the essential humanity of those who came before. These are not the lives of imagined characters, but of people who lived and breathed the same air we do.

You will develop your **key skills and employability skills** by investigating and analysing complex problems, researching history through primary and secondary sources, and learning to construct effective arguments through evidence-based reasoning. You will also develop **thinking skills** by analysing, evaluating and synthesising evidence and knowledge to develop an understanding of the past. Finally, you will develop **personal skills** by empathising with the lived experiences from the past, improving your emotional intelligence and understanding the world from the perspectives of people who lived very different lives.

This course will support you in a **range of careers**, including: legal profession, politics, journalism, civil service, teaching, policing and security services, archives, museum curation, archaeology, information management, project management, public sector and third sector roles.

**Content:** The Course has three mandatory Units and a Course assessment. Pupils will have the opportunity to learn about British, Scottish and World historical issues from the mediaeval to the modern period across three distinctive units. Topics offered in recent years have included:

### Unit 1 Historical Study: European and World

**The Cold War 1945-89** – On the banks of the Elbe in 1945 the US army and the Soviet Red army met. They were astonished how alike they were, brothers-in-arms. Yet their leaders were deeply divided by ideology and beginning a deadly race for nuclear arms. This unit looks at the emergence of greatest war that never happened thanks to the mutual assurance of complete destruction. Pupils learn the major events which shaped 20<sup>th</sup> Century international relations: the end of the Second World War, Korean War, Cuban Missile Crisis, Vietnam War, and the fall of the Berlin Wall.

**USA 1918-68**) – The end of WWI was a turning point in American society. The upheaval in the first half of the twentieth century had a profound effect on creating the America we know today. Changing attitudes towards immigration, the fight for equality for black people despite the abolition of slavery half a century before, and the fundamental reshaping of the economy with the Wall Street Crash and FDR's New Deal.

**The Crusades** – A bloody period of history where an army of religious fanatics, driven by greed, and the belief that God is on their side, invade the Middle East. Christian Knights, cannibals, visions of ghosts, and armies of the dead, this unit features them all. Finally, two great historical figures square off against each other, Richard the Lionheart, King of England versus Saladin, Lord of the Turks.

## **Unit 2 Historical Study: British**

**The Century of Revolutions, 1603-1702** – The Union of the Crowns in 1603 tied the fates of the Scots and English under King James VI & I. After the tyranny of direct rule from an absolutist monarch, Charles I, his execution tore apart the country in a civil war. As Britain sought to find an acceptable form of republican government, Scotland fought over the nature of its religious character. The restoration of the monarchy brought further religious conflict deep divisions over the ascendancy of the protestant William III and Mary II. Yet this Glorious Revolution set up the constitutional basis for modern Britain, the supremacy of parliament, and paved the way for union.

**Britain, 1851-1951** (last offered 2021/22) – This course looks at the major changes to Britain's political system in the late 19<sup>th</sup> and early 20<sup>th</sup> Century. As industrialisation marched forward and the nation found itself embroiled the great equaliser of the First World War, demands for an equal say in democratic decision-making roared. The Five Giants, the great ills of society were tackled in major economic reforms by the pre-WWI Liberal government and then the post-WWII Labour government: want, ignorance, squalor, idleness and disease. Pupils will discover their motives, impact and effectiveness.

**The Atlantic Slave Trade** (last offered 2018/19) – The great human tragedy of slavery is incomprehensible to many, yet it was once the case that white Europeans believed they could own Africans they abducted and forced into a life of hard labour, torture and slavery. This unit studies how this trade came to exist in the Atlantic and the role that Britain played. It considers the impacts of slavery on the British economy, the lives of slaves, and African societies. Finally, it looks at slave rebellions, the abolitionist movement, and the role of William Wilberforce.

## **Unit 3 Historical Study: Scottish (Source Paper)**

**Scottish Wars of Independence, 1249-1328** – The death of Alexander III in 1286 set in motion a deeply divisive process of finding a new king for Scotland. At the Scots' own invitation, Edward I of England designated a successor whom he could control as a puppet king. This is the story of the political and military conflict that ensued. Learn the truth of William Wallace's victory at Stirling Bridge, the political backstabbing of Robert Bruce, and the collusion of the Bishops to remake the nation.

### **Assessment**

External assessment is by examination and coursework. The examination is split into two papers of 1h30 each. Paper one covers units one and two, examining essay writing and critical thinking skills and is worth 44 marks (40%). Paper two covers unit three and examines source handling skills and is worth 36 marks (33%).

The assignment is worth 30 marks (27%). Pupils will research and write a report on an historical issue, analysing information and reaching detailed conclusions. This will be started in class and may be researched at home before being written up in exam conditions in 1h30.

### **Home Learning**

Homework focuses on development of skills and practicing those skills by answering exam style questions or undertaking research tasks on topics studied in class.

**Name of course/level:** History (Advanced Higher)  
**Faculty:** Humanities

The study of history at advanced level requires the ability to solve complex problems and see issues a range of viewpoints. This course will look at one period of history in great depth, providing pupils with the opportunity to examine primary sources and read secondary literature in an academic style. Pupils will engage in mature and analytical discussions about the causes, consequences and alternatives in history. Advanced Higher introduces the professional study of history and is characterised by the examination of academic debates and historiography as a means of better understanding the past. Pupils will write essays in an increasingly academic style and research a 4,000 dissertation on an issue of their choice to prepare them for further study of history, politics, classics, archaeology or the humanities at university.

You will develop your **key skills and employability skills** by investigating and analysing complex problems, researching history through primary and secondary sources, and learning to construct effective arguments through evidence-based reasoning. You will also develop **thinking skills** by analysing, evaluating and synthesising evidence and knowledge to develop an understanding of the past. Finally, you will develop **personal skills** by empathising with the lived experiences from the past, improving your emotional intelligence and understanding the world from the perspectives of people who lived very different lives.

This course will support you in a **range of careers**, including: legal profession, politics, journalism, civil service, teaching, policing and security services, archives, museum curation, archaeology, information management, project management, public sector and third sector roles.

**Content:** The course has 3 elements:

- Essay Writing,
- Source Handling and
- a Dissertation

Courses content offered in recent years include:

### **Germany: From democracy to dictatorship, 1918-39** (last offered 2021/22)

The collapse of imperial Germany at the end of the First World War created a revolutionary situation. After the abdication of the Kaiser, the political system which emerged was one of the most democratic in the world with a hypermodern constitution offering new civil and social rights. Yet the legacy of war led to the economic, social and political collapse of the Weimar Republic. Challenges from the left and the right persistently undermined the legitimacy of its governments, and the Wall Street Crash had a profound economic impact which contributed to major shifts in voting behaviour toward the fascist right.

Whether by the accidental consequence of scheming conservative politicians, or the broad appeal of fascism as an answer to the failings of Weimar, the republic came under the control of Adolf Hitler in January 1933. They developed a cult of personality surrounding Hitler, implemented a police state and banned opposition. This course also looks at how the Nazi government used modern propaganda techniques to control the population, the social ambitions of the *Volksgemeinschaft*, and the oppression of those who did not fit into Nazi racial ideology. It will examine the rise of the Nazis and their seizure of power up until the eve of war in 1939.

### **Scotland from the Romans to AD 1000** (last offered 2019/20)

This course will take students through the mists of Dark Age Scotland. **The Romans in Scotland** – We study the 3 most significant Roman invasions of Scotland, including the famous Mons Grapius perhaps fought on the slopes of Bennachie. Archaeology also plays an important role in the study of Hadrian's Wall. **Scottish tribes after the Romans** – We will study the mysterious Picts, the ferocious Scots and the warlike Angles. **St Ninian and St Columba** – Ancient Holymen who have been credited with defeating Pictish wizards and bring the wrath of god to Scotland. But, who are these mysterious figures shrouded in time? St Ninian who brought Roman Christianity to Scotland and St Columba from Ireland. He is the first in history to have not only seen the Loch Ness Monster, but defeated it with his magic. **The Viking Invasion** – Burning and Pillage, is this all the Vikings are famous for? What was their real role in the creation of the Scotland we know today? **The Making of Scotland** – Kenneth McAlpine, the first Scottish king, hero or Warlord?

### **Assessment**

External Assessment is three hours. Each assessment will test essay writing and source handling skills. The external assessment has two essays and three source handling questions.

The Dissertation is a major element of the assessment. This makes up 50 marks out of the 140 available. The length will be between approximately 4000 words. This will be handed in at the end of March. Pupils select their own topic from an approved SQA list and complete an in-depth study of a specific area of the course using both primary and secondary sources.

### **Home Learning**

This course is taught in a similar style to a university tutorial. Pupils will be provided with readings to complete before class so they can be discussed each week. In addition, there is an expectation that pupils will undertake their own further reading to support development of their specific historical knowledge and writing their dissertations. Regular essays will be completed alongside the dissertation project. Pupils should anticipate spending at least as much time studying at home as they do in class each week.



## Hospitality (Practical Cookery)



**Name of course/level:** Hospitality (National 4)  
**Faculty:** Enterprise & Creativity

### Aims of the Course:

The course aims to enable learners to:

- proficiently use a range of cookery skills, food preparation techniques and cookery processes when following recipes;
- select and use ingredients to produce and garnish or decorate dishes;
- develop an understanding of the characteristics of ingredients and an awareness of their sustainability;
- develop an understanding of current dietary advice relating to the use of ingredients;
- plan and produce meals and present them appropriately;
- work safely and hygienically

### Content:

This Course comprises four mandatory Units, including the Added Value Unit.

#### Unit 1 Cookery Skills, Techniques and Processes

This Unit aims to develop learners' cookery skills, food preparation techniques, and their ability to follow cookery processes, in the context of producing dishes with minimal guidance. Learners will also develop an understanding of the importance of safety and hygiene and the ability to follow safe and hygienic practices at all times.

#### Unit 2 Understanding and Using Ingredients

This Unit aims to develop learners' knowledge and understanding of ingredients from a variety of different sources and their uses. It also addresses the importance of responsible sourcing of ingredients and of current dietary advice.

#### Unit 3 Organisational Skills for Cooking

This Unit aims to develop learners' organisational and time management skills. Learners will acquire the ability to follow recipes and time plans to produce dishes, with minimal guidance, and to work safely and hygienically. They will also further develop the ability to carry out an evaluation of the product.

#### Added Value Unit: Producing a Meal

This Unit aims to enable learners to carry out a practical activity which will require them to prepare, cook and present a two-course meal to a given specification within a given timescale, following safe and hygienic practices throughout.

### Unit assessment:

Units are internally assessed on a pass/fail basis.

### Course assessment:

To achieve the National 4 Hospitality Course, learners must pass all of the required Units including the Added Value Unit. National 4 Courses are not graded.

### Home Learning:

Pupils will be expected to practice skills at home, especially prior to unit and course assessment. At key stages, pupils will also be expected to complete written tasks.

### Other features:

Practical cookery lessons will take place on average once per week. In the interests of personal hygiene and food safety, protective clothing, food containers and all ingredients are provided by the school.

**Name of course/level:** Hospitality (National 5)  
**Faculty:** Enterprise & Creativity

### **Aims of the Course:**

The course aims to enable learners to:

- proficiently use a range of cookery skills, food preparation techniques and cookery processes when following recipes;
- select and use ingredients to produce and garnish or decorate dishes;
- develop an understanding of the characteristics of ingredients and an awareness of their sustainability;
- develop an understanding of current dietary advice relating to the use of ingredients;
- plan and produce meals and present them appropriately;
- work safely and hygienically.

### **Content:**

This Course comprises three mandatory Units and a Course assessment.

#### **Unit 1 Cookery Skills, Techniques and Processes**

This Unit aims to enhance learners' cookery skills, food preparation techniques and their ability to follow cookery processes in the context of producing dishes. Learners will also develop an understanding of the importance of safety and hygiene and the ability to follow safe and hygienic practices at all times.

#### **Unit 2 Understanding and Using Ingredients**

This Unit aims to enhance learners' knowledge and understanding of ingredients from a variety of different sources and of their characteristics. It also addresses the importance of sustainability, the responsible sourcing of ingredients and of current dietary advice. Learners will further develop the ability to select and use a range of appropriate ingredients in the preparation of dishes and to do so safely and hygienically.

#### **Unit 3 Organisational Skills for Cooking**

This Unit aims to extend learners' planning, organisational and time management skills. Learners will develop the ability to follow recipes; to plan, produce and cost dishes and meals and to work safely and hygienically. They will also extend their ability to carry out an evaluation the product.

### **Course assessment:**

The Course assessment will consist of two Components, a practical activity worth 100 marks and a question paper worth 30 marks. The practical activity will be conducted in two stages:

- stage one — planning
- stage two — implementing

### **Home Learning:**

Pupils will be expected to practice skills at home, especially prior to unit and course assessment. At key stages, pupils will also be expected to complete written tasks.

### **Other features:**

Practical cookery lessons will take place on average once per week. In the interests of personal hygiene and food safety, protective clothing, food containers and all ingredients are provided by the school.

## Journalism NPA

**Name of course/level:** Journalism NPA L5  
**Faculty:** English

### Overview:

The Journalism (SCQF level 6) NPA has at its heart the journalistic activity of research and writing but, in line with the many outlets for modern journalism, has options to develop content in page layout, web development and photography.

Creative media production is an ideal base for the development of a wide range of Core Skills especially in:

- Communication
- Information technology
- Problem solving
- Working with others

The NPA allows pupils to work together in teams and develop new transferrable skills. New technical skills are framed within a creative approach to learning and media production where the importance of problem solving and improving self-confidence is recognised.

This course reflects the Curriculum for Excellence commitment to the development of skills for learning, skills for life and skills for work. Media production activity, with its requirement for team working, adherence to deadlines, working within available resources and a creative approach to problem solving, is well suited to the development of a successful and determined workforce. The freelance nature of employment opportunities within the media highlights self-reliance and entrepreneurial opportunity.

### Assessment

The course is all internally assessed. Pupils will study the following units:

- Feature Writing
- Photography
- Research and Interview Skills
- Website Design

For each unit, students will follow a similar step by step progression.

First, we will look at a range of examples of existing good practice in each area of journalism and candidates will be able to comment on the factors and ingredients of this good practice thereby explaining how the nuts and bolts work in each area covered in the units. For example, we will look at different types of interviews and interview skills; primary and secondary research and how they are used; different types of feature writing; the various tools and features of a range of websites; and common aspects of photography such as lighting and composition.

Secondly, students will use this understanding achieved in Outcome 1 to start to plan and develop their own ideas for each unit. For example, they will choose an interviewee and create questions based on primary and secondary research; they will create a detailed plan to produce a feature article; they will design a website for a particular brief; and they will discuss the various requirements necessary to produce a range of photographs.

And finally, the Journalism candidates will produce their own examples for each unit, based on what they learned from others in Outcome 1 and their planning and development in Outcome 2. So, they will conduct primary and secondary research, and interview someone for a specific purpose; they will write a feature article; they will create a website; and they will produce a range of photographs. For each unit, as with all the other outcomes, the students will write an accompanying commentary explaining their process and decisions made along the way.

All work is collated into a course folder that is internally assessed and moderated by the SQA.

### **How can parents help?**

Pupils are expected to submit a number of course assessments. These will need to be word processed. Pupils will be expected to work on these in lessons and at home. Pupils will also be expected to work in groups on practical tasks and commit time out of school hours.

### **Success at NPA Journalism:**

A high level of commitment is required of all pupils and they will be expected to:

- Complete all home learning and meet regular deadlines for submission of work.
- Generate work of a suitable standard and quality.
- Re-draft work as needed.
- Attend all classes.
- Work independently

**Name of course/level:** Lifeskills Mathematics (National 3)  
**Faculty:** Mathematics

## **Aims of the Course:**

The course aims to develop learner abilities to:

- select and apply mathematical skills to tackle straightforward real-life problems or situations.
- interpret straightforward real-life problems or situations involving mathematics.
- apply mathematical operational skills with an appropriate degree of accuracy.
- use mathematical reasoning skills to assess risk, draw conclusions and explain decisions.
- communicate mathematical information in an appropriate way.

In addition, the course aims to develop confidence in the subject and a positive attitude towards the use of mathematics in straightforward real-life situations.

## **Content:**

The course consists of three mandatory units:

### **Unit 1 Lifeskills Mathematics: Manage Money and Data**

The general aim of this Unit is to enable learners to apply their skills, knowledge and understanding of mathematics and numeracy to manage money and data in real-life contexts. Learners will build on their mathematical and numerical skills to determine factors affecting income and expenditure, budgeting and saving. Learners will also organise, present and interpret data based on real-life contexts.

### **Unit 2 Lifeskills Mathematics: Shape, Space and Measures**

The general aims of this Unit is to enable learners to apply their skills, knowledge and understanding of shape, space and measures in real-life contexts. Learners will build on their mathematical and numerical skills by using measures and elementary geometry to tackle real-life situations.

### **Unit 3 Numeracy**

The general aim of this Unit is to develop learners' numerical and information handling skills to solve simple, real-life problems involving number, money, time and measurement. As learners tackle real-life problems, they will use their knowledge of number processes, information handling and probability to make informed decisions.

## **Unit assessment:**

Units are internally assessed on a pass/fail basis.

## **Course assessment:**

To achieve the National 3 Lifeskills Mathematics Course, learners must pass all of the required Units including the Added Value Unit. National 4 Courses are not graded.

## **Home Learning:**

Learners will be expected to keep up with all set work and to complete at home any work not finished in class. In addition, regular homework exercises will be issued at the end of each topic. Learners will be expected to review course notes on a regular basis and to prepare thoroughly for assessments.

**Name of course/level:** Lifeskills Mathematics (National 4)  
**Faculty:** Mathematics

### **Aims of the Course:**

This course is suitable for learners who have attained the National 3 Lifeskills Mathematics course, or who have been working on 4<sup>th</sup> Level Mathematics, and who would like to continue to study Mathematics in a real-life context.

The course aims to develop learner abilities to:

- select and apply mathematical skills to tackle straightforward real-life problems or situations.
- interpret straightforward real-life problems or situations involving mathematics.
- apply mathematical operational skills with an appropriate degree of accuracy.
- use mathematical reasoning skills to assess risk, draw conclusions and explain decisions.
- communicate mathematical information in an appropriate way.

In addition, the course aims to develop confidence in the subject and a positive attitude towards the use of mathematics in straightforward real-life situations.

### **Content:**

The course consists of four mandatory units, including an Added Value Unit.

#### **Unit 1 Lifeskills Mathematics: Managing Finance and Statistics**

#### **Unit 2 Lifeskills Mathematics: Geometry and Measures**

#### **Unit 3 Numeracy**

#### **Added Value Unit: Lifeskills Mathematics Test**

The general aim of this Unit is to enable the learner to provide evidence of added value for the National 4 Lifeskills Mathematics Course through successful completion of a test which will allow the learner to demonstrate breadth and application.

### **Unit assessment:**

Units are internally assessed on a pass/fail basis.

### **Course assessment:**

To achieve the National 4 Lifeskills Mathematics Course, learners must pass all of the required Units including the Added Value Unit. National 4 Courses are not graded.

### **Home Learning:**

Learners will be expected to keep up with all set work and to complete at home any work not finished in class. In addition, regular homework exercises will be issued at the end of each topic. Learners will be expected to review course notes on a regular basis and to prepare thoroughly for assessments.

### **Other Features:**

Progression would be National 4 Mathematics in S5 and National 5 Mathematics in S6, as National 5 Lifeskills Mathematics will not be offered.

**Name of course/level:** Mathematics (National 4)  
**Faculty:** Mathematics

## Aims of the Course:

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 Course aims to:

- Motivate and challenge learners by enabling them to select and apply straightforward mathematical skills in a variety of mathematical and real-life situations.
- Develop confidence in the subject and a positive attitude towards further study in mathematics.
- Enable the use of numerical data and abstract terms and develop the idea of generalisation.
- 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 straightforward mathematical ideas.

Develop skills relevant to learning, life and work in an engaging and enjoyable way.

## Content:

The course consists of four mandatory units, including an Added Value Unit.

### **Unit 1 Mathematics: Expressions and Formulae** (National 4)

Pupils develop skills linked to straightforward mathematical expressions and formulae, including the manipulation of abstract terms, the simplification of expressions and the evaluation of formulae. The Outcomes cover aspects of algebra, geometry, statistics and reasoning.

### **Unit 2 Mathematics: Relationships** (National 4)

Pupils develop skills linked to straightforward mathematical relationships, including solving equations, understanding graphs and working with trigonometric ratios. The Outcomes cover aspects of algebra, geometry, trigonometry, statistics and reasoning.

### **Unit 3 Numeracy** (National 4)

Pupils develop numerical and information handling skills to solve straightforward, real-life problems involving number, money, time and measurement.

### **Added Value Unit: National 4 Mathematics Test**

This will include the application of algebraic, geometric, trigonometric, statistical and reasoning skills. Numerical skills underpin all aspects of the Course, and the ability to use these without the aid of a calculator will also be assessed.

## Unit assessment:

Units are internally assessed on a pass/fail basis.

## Course assessment:

To achieve the National 4 Mathematics Course, learners must pass all of the required Units including the Added Value Unit. National 4 Courses are not graded.

## Home Learning:

Learners will be expected to keep up with all set work and to complete at home any work not finished in class. In addition, regular homework exercises will be issued at the end of each topic. Learners will be expected to review course notes on a regular basis and to prepare thoroughly for assessments.



## Mathematics



**Name of course/level:** Mathematics (National 5)  
**Faculty:** Mathematics

### Aims of the Course:

The 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.

### Content:

The Course consists of three units and a Course assessment.

#### Unit 1 Mathematics: Expressions and Formulae (National 5)

The general aim of this Unit is to develop skills linked to mathematical expressions and formulae. These include the manipulation of abstract terms, the simplification of expressions and the evaluation of formulae. The Outcomes cover aspects of number, algebra, geometry and reasoning.

#### Unit 2 Mathematics: Relationships (National 5)

The general aim of this Unit is to develop skills linked to mathematical relationships. These include solving and manipulating equations, working with graphs and carrying out calculations on the lengths and angles of shapes. The Outcomes cover aspects of algebra, geometry, trigonometry and reasoning.

#### Unit 3 Mathematics: Applications (National 5)

The general aim of this Unit is to develop skills linked to applications of mathematics. These include using trigonometry, geometry, number processes and statistics within real-life contexts.

### Unit assessment:

Units are internally assessed on a pass/fail basis.

### Course assessment:

The Course assessment is an external examination that consists of two Components: a question paper titled Paper 1 (Non-Calculator), and a question paper titled Paper 2. Paper 1 will have 50 marks and Paper 2 will have 60 marks.

### Home Learning:

Learners will be expected to keep up with all set work and to complete at home any work not finished in class. In addition, regular homework exercises will be issued at the end of each topic. Learners will be expected to review course notes on a regular basis and to prepare thoroughly for assessments.

**Name of course/level:** Mathematics (Higher)  
**Faculty:** Mathematics

## **Aims of the Course:**

The 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

## **Content:**

The Course consists of three units and a Course assessment.

### **Unit 1 Mathematics: Expressions and Functions**

The general aim of this Unit is to develop knowledge and skills that involve the manipulation of expressions, the use of vectors and the study of mathematical functions. The Outcomes cover aspects of algebra, geometry and trigonometry, and also skills in mathematical reasoning and modelling.

### **Unit 2 Mathematics: Relationships and Calculus**

The general aim of this Unit is to develop knowledge and skills that involve solving equations and to introduce both differential calculus and integral calculus. The Outcomes cover aspects of algebra, trigonometry, calculus, and also skills in mathematical reasoning and modelling.

### **Unit 3 Mathematics: Applications**

The general aim of this Unit is to develop knowledge and skills that involve geometric applications, applications of sequences and applications of calculus. The Outcomes cover aspects of algebra, geometry, calculus, and also skills in mathematical reasoning and modelling.

## **Unit assessment:**

Units are internally assessed on a pass/fail basis.

## **Course assessment:**

The Course assessment will consist of two Components: a question paper titled 'Non-Calculator', and a question paper titled 'Calculator'. The question paper: Paper 1 (Non-Calculator) will have 60 marks. The question paper: Paper 2 will have 70 marks.

## **Home Learning:**

Students are expected to complete regular homework: an Ink Exercise will be issued at the end of each topic and in addition, pupils will frequently be expected to complete exercises at home.

## **Other features:**

All pupils are expected to have their own scientific calculator and to bring it daily.



**Name of course/level:** Mathematics (Advanced Higher)  
**Faculty:** Mathematics

### **Aims of the Course:**

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

- select and apply complex mathematical techniques in a variety of mathematical situations, both practical and abstract
- extend and apply skills in problem solving and logical thinking
- extend 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

### **Content:**

The Course consists of three units and a Course assessment.

#### **Unit 1 Mathematics: Methods in Algebra and Calculus**

The general aim of the Unit is to develop advanced knowledge and skills in algebra and calculus that can be used in practical and abstract situations to manage information in mathematical form. The Outcomes cover partial fractions, standard procedures for both differential calculus and integral calculus, as well as methods for solving both first order and second order differential equations. The importance of logical thinking and proof is emphasised throughout.

#### **Unit 2 Mathematics: Applications of Algebra and Calculus**

The general aim of the Unit is to develop advanced 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. The Outcomes cover the binomial theorem, the algebra of complex numbers, properties of functions, rates of change and volumes of revolution. Aspects of sequences and series are introduced, including summations, proved by induction.

#### **Unit 3 Mathematics: Geometry, Proof and Systems of Equations**

The general aim of the Unit is to develop 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. The Outcomes cover matrices, vectors, solving systems of equations, the geometry of complex numbers, as well as processes of rigorous proof.

### **Unit Assessment:**

Units are internally assessed on a pass/fail basis.

### **Course assessment:**

The Course assessment will consist of one Component: a question paper. The paper will have 100 marks.

### **Home Learning:**

Homework and coursework assignments as set by the teacher.

### **Other features:**

A graphics calculator can be an advantage for this course and pupils should ask for advice regarding this.

## Modern Languages



**Name of course/level:** Modern Language: French / Spanish (National 4)  
**Faculty:** Modern Languages

Students may pursue a National 4 course in French or Spanish. It may also be possible to undertake this qualification in both languages (two separate subjects). Either way, the aims & structure of the Modern Language course are the same across both languages.

### **Aims of the Course:**

The purpose of this course is to develop a working knowledge of straightforward language sufficient to cope in everyday situations, as well as developing confidence, interest and enjoyment in the modern language. The study of a modern language also has a unique contribution to make to the development of cultural awareness and global citizenship. Through gaining a working knowledge of another language you develop a broader understanding and appreciation of other cultures as well as your own. You gain insights into other ways of thinking and other views of the world, and therefore develop a much richer understanding of active citizenship.

The skills you will develop in listening, talking, reading and writing are essential for learning, work and life. These skills, developed in the context of a second language, will also develop and enhance your language & literacy skills in your first language. This course enables learners to communicate with increased success and confidence, develop cultural awareness, and be creative.

### **Content:**

The course comprises the following mandatory units:

- **Understanding Language:** Develops reading and listening skills.
- **Using Language:** Develops talking and writing skills.
- **Assignment (Added Value Unit):** You will apply the above language skills to investigate a topic of your own choice, create and deliver a presentation in the modern language on your chosen theme, and then participate in a straightforward conversation about the same theme.

### **Course Themes:**

Learners will develop all four skills required for the above units, along with their knowledge and understanding of the language, across some or all of the following contexts:

- **Society**
- **Learning**
- **Employability**
- **Culture**

### **Assessment:**

All units are internally assessed on a pass/fail basis. The Understanding Language and Using Language units are each awarded 9 SCQF credit points.

The Modern Languages Assignment is awarded 6 SCQF credit points and focuses on breadth, challenge and application. In order to gain the course award, learners must pass all three units.

### **Home Learning:**

Learners will receive regular formal homework, and are also expected to undertake independent home learning to consolidate vocabulary & grammar knowledge and to prepare thoroughly for assessments.

## Modern Languages



**Name of course/level:** Modern Language: French / Spanish (National 5)  
**Faculty:** Modern Languages

Students may pursue a National 5 course in French or Spanish. It may also be possible to undertake this qualification in both languages. Either way, the aims and structure of the Modern Language N5 course are the same across both languages.

### **Aims of the Course:**

Through the National 5 course you gain a sound working knowledge of another language, and also the transferable language-learning skills needed to facilitate the acquisition of additional languages later in life. Furthermore, you will develop a broader understanding and enjoyment of other cultures as well as your own. You gain insights into other ways of thinking and other views of the world, and therefore develop a much richer understanding of active citizenship. The ability to use language lies at the centre of thinking and learning. You reflect, communicate and develop ideas through language. The skills you will develop through listening, talking, reading and writing are essential for learning, work and life. These skills, developed in the context of a second language, will also develop and enhance your language & literacy skills in your first language. You will encounter, use and create a wide range of different types of texts and different media to communicate ideas and information. This course enables learners to communicate, be critical thinkers, analyse information, develop cultural awareness, and be creative.

### **Content:**

Learners develop the skills for **understanding language** (reading and listening) and **using language** (talking and writing), along with their knowledge & understanding of **how language works** (grammar), across a variety of themes within the following contexts:

- Society
- Learning
- Employability
- Culture

### **Assessment:**

The course assessment comprises:

- A writing assignment (produced in class and submitted to SQA for marking)
- A talk performance (conducted within the Faculty in March and verified by the SQA)
- Two question papers
  - Paper 1: Reading & Writing
  - Paper 2: Listening

In order to gain the course award, learners must address all elements of the above course assessment. Throughout the course, in order to benchmark progress and develop exam technique, learners will also undertake unit-based assessments focussing on at least one or more of the four skills. There will be a prelim exam modelled on the final question papers.

### **Home Learning:**

Learners will receive regular formal homework, and are also expected to undertake independent home learning to consolidate vocabulary & grammar knowledge and to prepare thoroughly for assessments.

**Name of course/level:** Modern Language: French / Spanish (Higher)  
**Faculty:** Modern Languages

Students may pursue the Higher course in French or Spanish. It may also be possible to undertake this qualification in both languages. Either way, the aims and structure of the Modern Language Higher course are the same across both languages.

### **Aims of the Course:**

Through the Higher course, you gain a detailed knowledge of another language, the competence and confidence to communicate flexibly in that language and also the transferable language-learning skills needed to facilitate the acquisition of additional languages later in life. You gain greater insight into other cultures and perspectives of the world, and therefore develop inter-cultural competence and a deeper understanding of our role as citizens of a global community. The ability to use language lies at the centre of thinking and learning. The skills of listening, talking, reading and writing, developed in the context of a second language, will develop and enhance your skills and appreciation of your first language. This course enables learners to communicate flexibly, with confidence and fluency, to be critical thinkers, to analyse and synthesise ideas, to develop cultural awareness, and be creative.

### **Content:**

Learners develop the skills for **understanding language** (reading and listening) and **using language** (talking and writing), along with their knowledge & understanding of **how language works** (grammar), across a variety of themes within the following contexts:

- Society (e.g. family life, leisure, health and media)
- Learning (e.g. school life, learner experiences, future plans & pathways)
- Employability (e.g. holiday jobs, work experience, preparing for the world of work)
- Culture (e.g. travel, life in other countries, intercultural awareness)

### **Assessment:**

There are two mandatory units to be completed:

- Understanding Language (with unit assessments in Reading & Listening)
- Using Language (with unit assessments in Talking & Writing)

The course assessment comprises:

- A talk performance (conducted within the Faculty in March and verified by the SQA)
- Two question papers
  - Paper 1: Reading & Directed Writing
  - Paper 2: Listening & Opinion Writing

In order to gain the external course award, learners must achieve passes in both unit outcomes, as well as addressing all elements of the above course assessment. There will be a prelim exam modelled on the final question papers.

### **Home Learning:**

Learners will receive regular formal homework, and are also expected to undertake significant independent home learning to consolidate their learning and to prepare thoroughly for assessments.





**Name of course/level:** Modern Language: French / Spanish (Advanced Higher)  
**Faculty:** Modern Languages

Students may pursue the Advanced Higher course in French or Spanish. The aims and structure of the Modern Language Advanced Higher course are the same across both languages.

**Aims of the Course:**

Through the Advanced Higher course, you gain an in-depth knowledge of another language, and the competence and confidence to communicate flexibly and at length in that language on a variety of social and current issues. You gain a real insight into other cultures and perspectives of the world, and therefore develop inter-cultural competence and a deeper understanding of our role as citizens of a global community. The ability to use language lies at the centre of thinking and learning. This course builds on the skills developed at Higher level and provides a solid foundation, from which to continue with the study of language at university. It includes an introduction to literary and media analysis, as well as developing learners' independent research skills.

**Content:**

Learners develop the skills for **understanding language** (reading and listening) and **using language** (talking and writing), along with their knowledge & understanding of **how language works** (grammar), across a variety of themes within the following contexts:

- Society (e.g. impact of digital age, multicultural society, environmental issues)
- Learning (e.g. learning styles, language learning, comparing education systems)
- Employability (e.g. career planning, gap year, equality in the work place)
- Culture (e.g. social influences of traditions, cultures and beliefs, role of media)

**There are three mandatory units to be completed:**

- Understanding Language (with unit assessments in Reading & Listening)
- Using Language (with unit assessments in Talking & Writing)
- Specialist Study Unit (literature & media focus)

**The course assessment comprises:**

- A talk performance (conducted by an external visiting SQA examiner in Feb/March)
- A portfolio: an extended piece of analytical writing based on the Specialist Study Unit (produced in the Spring term and submitted to SQA for marking)
- Two question papers
  - Paper 1: Reading & Translation
  - Paper 2: Listening & Discursive Writing

There will be a prelim exam modelled on the final question papers.

**Home Learning:**

Students will receive regular formal homework. In addition, significant independent study and research will also be required in order to complete the course and overcome all elements successfully.



**Name of Course/level:** Modern Studies (National 4)  
**Faculty:** Humanities

### **Aims of the Course:**

The purpose of Modern Studies is to develop the pupils' knowledge and understanding of contemporary political and social issues in local, Scottish, United Kingdom and international contexts.

### **Content:**

There are three mandatory units and an external course assessment:

#### **Unit 1 Democracy in Scotland and the UK**

The pupils will learn about the government of our country. What does it mean to live in a democratic country? Should the Press have more or less freedom to report on things that happen in the country? The pupils will learn of the main features of the voting system in the UK. We will learn about the ways in which young people can influence Parliament. The pupils will also study the impact of pressure groups on democracy in Scotland and the UK.

#### **Unit 2 Social Issues in the UK**

We will look at issues to do with Inequalities in the UK. We will learn about poverty and the many problems that surround people who have to live in poverty. What is social exclusion and why do so many people experience it? What are the causes of poverty? The pupils will learn about issues such as unemployment, low pay, the benefits system, family structure, and gender. We will look at the consequences of poverty and the effect on people's lives. We will also look at what is being done to solve some of these issues – Is enough being done?

#### **Unit 3 International Issues**

Pupils will study the issue of Development in Africa. We will look at evidence of the progress toward improvements in development and ask questions about how best to further move the continent forward. We will also look at the Social, Political and Economic causes and consequences of a lack of development, which are often intertwined. Throughout this topic, relevant case studies from a variety of African countries will be studied.

#### **Added Value Unit**

The course will include an added value research project, which will allow the pupils to choose a Modern Studies related topic and develop their use of a variety of different research methods including; internet, books, creating surveys and questionnaires, carrying out interviews and sending emails. The pupils will then present this research in a format of their own choosing. This work will be internally assessed.

#### **Unit assessment:**

Units are internally assessed on a pass/fail basis.

#### **Course assessment:**

To achieve the National 4 Modern Studies Course, learners must pass all of the required Units including the Added Value Unit. National 4 Courses are not graded.

#### **Home Learning:**

Pupils will receive regular homework designed to reinforce the skills and knowledge developed in class. The course will also feature at least one major research project that will need to be partly worked on at home.

## Modern Studies



**Name of Course/level:** Modern Studies (National 5)  
**Faculty:** Humanities

### **Aims of the Course:**

The purpose of Modern Studies is to develop the pupils' knowledge and understanding of contemporary political and social issues in local, Scottish, United Kingdom and international contexts. The course aims to encourage pupils to realise the important part that can play in a Democratic country such as Britain. Through the Modern Studies Course, learners will undertake a coherent study of contemporary society with concepts and themes being revisited and built upon across Units. Modern Studies makes a distinctive contribution to the curriculum by drawing on the social sciences of politics, sociology and economics and where appropriate, of associated ideas drawn from other social subjects

### **Content:**

There are three mandatory units and an external Course assessment:

#### **Unit 1 Democracy in Scotland and the UK**

The pupils will learn about the government of our country. What does it mean to live in a democratic country? Should the Press have more or less freedom to report on things that happen in the country? The pupils will learn of the main features of the voting system in the UK. We will learn about the ways in which young people can influence Parliament. The pupils will also study the impact of pressure groups on democracy in Scotland and the UK.

#### **Unit 2 Social Issues in the UK**

We will look at issues to do with Inequalities in the UK. We will learn about poverty and the many problems that surround people who have to live in poverty. What is social exclusion and why do so many people experience it? What are the causes of poverty? The pupils will learn about issues such as unemployment, low pay, the benefits system, family structure, and gender. We will look at the consequences of poverty and the effect on people's lives. We will also look at what is being done to solve some of these issues – Is enough being done?

#### **Unit 3 International Issues**

Pupils will study the issue of Development in Africa. We will look at evidence of the progress toward improvements in development and ask questions about how best to further move the continent forward. We will also look at the Social, Political and Economic causes and consequences of a lack of development, which are often intertwined. Throughout this topic, relevant case studies from a variety of African countries will be studied.

#### **Added Value Unit**

The course will include an added value research project, which will allow the pupils to choose a Modern Studies related topic, research and present their findings and provide an evaluation of their research methods. The pupils will be encouraged to develop their use of a variety of different research methods including; internet, books, creating surveys and questionnaires, carrying out interviews and sending emails. This will be written up in class and externally assessed by the SQA.

### **Home Learning:**

Pupils will receive regular homework designed to reinforce the skills and knowledge developed in class. Homework will include a range of activities that will help pupils to develop their exam skills and techniques. The course will also feature at least one major research project that will need to be partly worked on at home.

## Modern Studies



**Name of course/level:** Modern Studies (Higher)  
**Faculty:** Humanities

### **Aims of the course:**

Through this Course, learners will undertake a coherent study of contemporary society with concepts and themes being revisited and built upon across Units. The Course will develop the skills to help learners interpret and participate in the social and political processes they will encounter now and in the future. Modern Studies makes a distinctive contribution to the curriculum by drawing on the social sciences of politics, sociology and economics and where appropriate, of associated ideas drawn from other social subjects. It thereby adopts a multi- disciplinary approach.

### **Content:**

This Course has three mandatory Units and a Course assessment.

#### **Unit 1 Political Issues**

Democracy in Scotland and the UK

#### **Unit 2 Social Issues**

Social Inequality in the UK

#### **Unit 3 International Issues**

Development in Africa

### **Unit assessment:**

Units are assessed on a pass/fail basis.

### **Course assessment:**

The course will include an assessment of 'added value'. This will focus on breadth, challenge and application. The learner will draw on, extend and apply the skills, knowledge and understanding they have acquired during the Course. This will be assessed by:

1. A question paper (60 marks / 66% of the total)
2. An assignment (30 marks / 33% of the total)

Learners will be expected to show evidence of a wide range of research which goes beyond accessing the internet. These will include carrying out surveys and interviews, sending emails, listening to visiting speakers e.t.c.

### **Home Learning:**

Learners will be expected to finish class work, complete homework tasks on a regular basis and submit these on time, and undertake their own reading and research. Essay writing will form the basis of all responses, so pupils will be expected to produce extended pieces of work, which are backed up by current examples.

### **Other features:**

A wide variety of teaching approaches are used including class teaching, individual research and presentations, group work, video and ICT. Pupils should expect to participate in debates and justify opinions on current affairs.

**Name of course/level:** Modern Studies (Advanced Higher)  
**Faculty:** Humanities

### **Aims of the course:**

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

- analyse the complex political and social processes that lead to an understanding of contemporary society
- understand and analyse complex political or social issues in the United Kingdom and adopt an international comparative approach
- develop a range of independent practical research skills leading to carrying out
- research into a contemporary issue
- present complex ideas in a range of ways
- analyse, evaluate, and synthesise a range of sources relating to complex issues
- develop a knowledge and understanding of social science research methods
- apply a multidisciplinary approach drawing on analysis from a range of social sciences.

### **Content:**

The course consists of two mandatory units and a Course assessment,

#### **Unit 1 Modern Studies: Contemporary Issues**

- Understanding the criminal justice system
- Understanding criminal behaviour
- Responses by society to crime.

#### **Unit 2 Modern Studies: Researching Contemporary Issues**

Researching Social Science Issues.

### **Unit assessment:**

Units are assessed on a pass/fail basis.

### **Course assessment:**

The Course assessment will consist of two Components: a question paper and a project-dissertation. The question paper is worth 90 marks. The project-dissertation is worth 50 marks.

### **Home Learning:**

Learners will be expected to finish class work, complete homework tasks on a regular basis and submit these on time, and undertake their own reading and research. Essay writing will form the basis of all responses, so pupils will be expected to produce extended pieces of work, which are backed up by current examples.

### **Other features:**

Learners will be expected to show evidence of a wide range of research methods which go beyond accessing the internet. These will include carrying out surveys and interviews, sending emails, listening to visiting speakers, going on site visits e.t.c. A wide variety of teaching approaches are used including class teaching, individual research and presentations, group work, video and ICT. Pupils should also expect to participate in debates and justify opinions on current affairs.

## Music



**Name of course/level:** Music (National 5/4)  
**Faculty:** Performing Arts

### **Aims of the Course:**

The aims of the Course are to enable learners to:

- develop performing skills in solo and/or group settings on their two selected instruments, or on one instrument and voice
- performing challenging music with sufficient accuracy while maintaining the musical flow
- create original music using compositional methods and music concepts creatively when composing, arranging or improvising
- develop knowledge of the influence of social and cultural factors on music
- broaden their knowledge and understanding of music and musical literacy by listening to music and identifying level-specific music signs, symbols and music concepts

### **Content:**

The Course has an integrated approach to learning and includes a mixture of practical learning, and understanding of music. In the Course learners will draw upon their understanding of music styles and concepts as they experiment with using these in creative ways when performing and creating music.

To achieve the Course, learners must successfully complete the three mandatory Units, and the Course assessment. Each of the component Units of the Course are designed to provide progression to the corresponding Units at Higher.

Units are statements of standards for assessment and not programmes of learning and teaching. They can be delivered in a number of ways.

### **Unit 1 Music: Performing Skills**

In this Unit, learners will develop performing skills on two selected instruments, or on one selected instrument and voice. They will perform level-specific\* music with sufficient accuracy and will maintain the musical flow. Learners will, through regular practice and self-reflection, develop technical, musical and performing skills.

- NAT 4 - Grade 2 equivalent minimum standard.
- NAT 5 - Grade 3 equivalent minimum standard.

### **Unit 2 Music: Composing Skills**

In this Unit, learners will experiment with, and use a range of compositional methods and music concepts in creative ways to realise their intentions when creating original music. Learners will self-reflect on their creative choices and decisions and will develop their understanding of how musicians develop their ideas and create their music and the things that influence their work.

### **Unit 3 Understanding Music**

In this Unit, through listening, learners will develop knowledge and understanding of a variety of level-specific music concepts, and music literacy. They will identify and recognise specific music styles and concepts, and music signs and symbols used in music notation.

### **Course assessment:**

The Course assessment will consist of three Components: a question paper, a Performance and an assignment. The question paper is worth 40 marks, the performance is worth 60 marks and the assignment is worth 30 marks.

### **Homework/Home Study:**

Regular homework will be given.

## Music



**Name of course/level:** Music (Higher)  
**Faculty:** Performing Arts

### **Aims of the course:**

The aims of the Course are to enable learners to:

- develop performing skills in solo and/or group settings on their selected instruments or on one instrument and voice
- performing challenging music with sufficient accuracy while maintaining the musical flow
- create original music using compositional methods and music concepts creatively when composing, arranging or improvising
- broaden their knowledge and understanding of music and musical literacy by listening to music and identifying a range of music signs, symbols and music concepts
- critically reflect on and evaluate their own work and that of others

### **Content/Assessment:**

The Course has an integrated approach to learning and includes a mixture of practical learning, and related understanding of music. In the Course learners will draw upon their understanding of music styles and concepts as they experiment with using these in creative ways when performing and creating music.

#### **Unit 1 Music: Performing Skills (Higher)**

In this Unit, learners will develop performing skills two selected instruments, or on one selected instrument and voice. They will perform challenging level-specific music (Grade 4 equivalent minimum standard) with sufficient accuracy and will maintain the musical flow realising the composers' intentions. Learners will, through regular practice and critical reflection and evaluation, develop their technical and musical performing skills

#### **Unit 2 Music: Composing Skills (Higher)**

In this Unit, learners will experiment with, and creatively use complex compositional methods and music concepts to realise their intentions when creating original music. Learners will critically reflect on and evaluate the impact and effectiveness of their creative and musical choices and decisions. They will analyse how musicians and composers create music in different ways and how music styles are shaped by social and cultural influences.

#### **Unit 3 Understanding Music (Higher)**

In this Unit, through listening, learners will develop detailed knowledge and understanding of a range of complex music concepts, and music literacy. They will identify and distinguish the key features of specific music styles and recognise level-specific music concepts in excerpts of music, and music signs and symbols in notated music.

### **Homework/Home Study:**

Regular homework will be given.

**Other features:** There will be an emphasis on skills development and the application of those skills. Assessment approaches will be proportionate, fit for purpose and will promote best practice, enabling learners to achieve the highest standards they can.





**Name of course:** Music Technology  
**Faculty:** Creative arts  
**Level:** N5/ Higher

This Course enables learners to develop basic practical skills in the use of music technology in a range of straightforward contexts. The Course includes some opportunities for personalisation and choice in selecting varied contexts for learning. It is suitable for a variety of learners with a range of musical interests. In the Course, learners will develop their ability to express themselves through music, encouraging the development of creativity and independence. The Course encourages learners to become successful, independent and creative in their use of technologies and to continue to develop the attributes and capabilities of the four capacities, including creativity, flexibility and adaptability, enthusiasm and a willingness to learn, perseverance, independence and resilience, and responsibility, reliability, confidence and enterprise.

### **Purpose and aims of the Course**

The purpose of the National Music Technology Course is to enable learners to develop their knowledge of music technology, and of basic music concepts, particularly those relevant to 20th and 21st century music, through practical learning.

The aims of the Course are to enable learners to:

- ◆ develop basic skills in the use of music technology hardware and software to capture and manipulate audio
- ◆ use music technology in sound production
- ◆ develop a basic understanding of significant 20th and 21st century musical styles and genres
- ◆ reflect, in simple terms, on their own work and that of others

The practical and experiential nature of the Course gives learners opportunities to work collaboratively, show imagination and creativity, and apply basic technical skills as they use music technology in a variety of ways.

### **Information about typical learners who might do the Course**

This Course is suitable for learners with a broad interest in music, particularly those with an interest in music technology and 20th and 21st century music. It also provides a pathway for those who want to progress to higher levels of study. The Course is practical and experiential in nature and there is considerable scope for personalisation and choice through the contexts for learning. It can be contextualised to suit a diverse range of learner needs, interests and aspirations. Learners will develop understanding of the basic skills and knowledge required by the music industry. They will also continue to develop a range of transferable skills for learning, skills for life and skills for work. Course activities also provide opportunities to enhance generic and transferable skills in planning and organising, working independently and in teams, critical thinking and decision making, research, communication and self- and peer-evaluation, in a technological and musical context.



## Physical Education



**Name of course/level:**

**Physical Education (National 4)**

**Faculty:**

**Physical Education & Health**

### **Aims of the course:**

The Course will enable learners to develop the skills, knowledge and understanding required to perform effectively in a range of physical activities, and will enhance their physical well being. Learners will work both independently and cooperatively to develop thinking and interpersonal skills. This is an ideal platform for learners to develop confidence, resilience, responsibility and the ability to work effectively with others. Learners will be expected to take ownership of their learning and progress within the course and will have the opportunity to use technology throughout. Pupils will have the opportunity to work independently and with others in activities of their choice.

### **Content/Assessment:**

There are 3 Mandatory Units:

#### **Unit 1 Performance Skills:**

The general aim of this Unit is to provide learners with the opportunity to develop a range of movement and performance skills in physical activities, in straightforward context. Learners will develop some consistency in their control, fluency of movement and body and spatial awareness. They will also learn how to respond to and meet the physical demands of performance in a safe and effective way. The Unit offers opportunities for personalisation and choice in the selection of physical activities. Two physical activities will be required to be assessed for the Unit assessment.

#### **Unit 2 Factors Impacting on Performance:**

This Unit is to provide learners with the opportunity to explore and develop their knowledge of factors that impact on personal performance in physical activities. Learners will record, monitor and reflect on their own performance. There will be opportunities for personalisation and choice through selection of physical activities used in learning and teaching. Learners will complete a course workbook to record their evidence

#### **Added Value Unit: Physical Education/Performance:**

Learners will prepare for and carry out a performance, which will allow them to demonstrate challenge and application.

#### **Unit assessment:**

Units are internally assessed on a pass/fail basis.

#### **Course assessment:**

To achieve the National 4 Physical Education Course, learners must pass all of the required Units including the Added Value Unit. National 4 Courses are not graded.

#### **Home Learning:**

Learners will be set regular homework to reinforce and extend learning. Learners are expected to look over classroom notes and make revision notes/diagrams to help them prepare for unit and course assessment.

## Physical Education



**Name of course/level:**

**Physical Education (National 5)**

**Faculty:**

**Physical Education & Health**

**Aims of the course:** The main aim of the course is to develop and demonstrate movement and performance skills in physical activities. By engaging in practical activities, learners can demonstrate initiative, decision making and problem-solving.

The Course encourages learners to develop a positive attitude towards a healthy lifestyle, and the contribution that physical activity makes to this. The Course also provides opportunity to support the way that individual attitudes, values and behaviours are formed.

The Course will enable learners to develop the skills, knowledge and understanding required to perform effectively in a range of physical activities, and will enhance their physical well being. Learners will work both independently and cooperatively to develop thinking and interpersonal skills. This is an ideal platform for learners to develop confidence, resilience, responsibility and the ability to work effectively with others. Learners will be expected to take ownership of their learning and progress within the course and will have the opportunity to use technology throughout.

### **Content:**

The three main activities are basketball and badminton. Some time will also be spent on football and hockey but activities will vary by year depending on pupils.

Learners will consider the effects of mental, emotional, social and physical factors on performance, and will develop an understanding of how to plan for, monitor, record, and evaluate the process of personal performance.

**Course Assessment:** This will take the form of two single performances worth 30 marks each and an externally marked Portfolio worth 60 marks. **Both components are worth 50% of the overall grade.**

### **Home Learning:**

Learners will be set regular homework to reinforce and extend learning. Learners are expected to look over classroom notes and make revision notes/diagrams to help them prepare for unit and course assessment.

## Physical Education

**Name of course/level:** Physical Education (Higher)

**Faculty:** Physical Education & Health

### Aims of the course:

The main aim of the course is to develop and demonstrate movement and performance skills in physical activities which are at Higher Level. By engaging in practical activities, learners can demonstrate initiative, decision making and problem-solving. The Course encourages learners to develop a positive attitude towards a healthy lifestyle, and the contribution that physical activity makes to this. The Course also provides opportunity to support the way that individual attitudes, values and behaviours are formed.

**Content:** The three main activities are volleyball, hockey and swimming but a variety of activities will be covered.

The Higher Physical Education Course allows learners to develop and demonstrate a broad and comprehensive range of complex movement and performance skills in challenging contexts. Learners also analyse a performance, understand what is required to develop it, and apply this knowledge to their own performance. Learners will have to develop the ability to consistently respond to and meet the demands of performance, and to make appropriate decisions for effective outcomes. Learners will evaluate and analyse their personal performance and implement approaches to address factors that impact on that performance. Learners will evaluate their choice of methods and approaches used to develop performance. They will justify decisions made and relate these to future development needs.

Learners will have the opportunity to establish an improved level of performance and a greater understanding in activities of their choice and may, at times, work out with the direct supervision of the class teacher in order to have the opportunity to achieve this

### Course Assessment

Pupils will be assessed in two activities during a one-off performance in those selected activities. Each performance is worth 30 marks and together they count as 50% of the final grade awarded. Pupils will sit a 50 mark exam which will assess their knowledge of the 4 Factors which Impact on Performance. This exam counts for 50% of the final grade awarded.

**Homework/Home Study:** The course has a strong element of concepts and written work. Pupils will be given homework regularly throughout the year which should take about 45 - 60 minutes per week to complete. It is recommended that pupils should be studying or have passed Higher English or Higher History so that they can cope with the demands of the written element of this course.

**Other features** Over the last few years in Higher PE, the Practical Performance mark has averaged 53 out of 60. If pupils cannot achieve this high level then it is extremely difficult to obtain a pass at Higher level. Therefore, good performances at the selected activities are crucial.



## Physics

**Name of course/level:** Physics (National 4)  
**Faculty:** Science

### Aims of the course:

The purpose of the course is to develop learners' interest and enthusiasm for Physics in a range of contexts. The skills of scientific inquiry and investigation are developed, throughout the course, by investigating the applications of Physics. This enables learners to become scientifically literate citizens, able to review the science-based claims they will meet. An experimental and investigative approach is used to develop knowledge and understanding of Physics key areas.

### Content:

There are three mandatory units and an internally assessed course assessment – the 'Added Value Unit'. In each of the three Units studied, learners will develop skills of scientific inquiry, investigation and analytical thinking, along with knowledge and understanding.

#### Unit 1 Electricity and Energy

The Unit covers the key areas of

- generation of electricity
- electrical power
- electromagnetism
- practical electrical
- electronic circuits
- gas laws and the kinetic model.

#### Unit 2 Waves and Radiation

The key areas covered in this Unit are:

- wave characteristics
- sound
- electromagnetic spectrum
- nuclear radiation..

#### Unit 3 Dynamics and Space

The key areas covered in this Unit are:

- speed and acceleration
- relationships between forces
- motion and energy,
- satellites and cosmology

### Unit assessment:

Units are internally assessed on a pass/fail basis.

### Course assessment:

To achieve the National 4 Physics Course, learners must pass all of the required Units including the Added Value Unit. National 4 Courses are not graded.

### Home Learning:

Learners will be set regular homework to reinforce and extend learning. Homework activities will include data handling and problem solving exercises as well as extended questions on various aspects of the course.

Learners are also expected to look over class work and make revision notes/diagrams to help them prepare for unit and course assessments.

## Physics



**Name of course/level:** Physics (National 5)  
**Faculty:** Science

### **Aims of the course:**

The purpose of the course is to develop learners' interest and enthusiasm for Physics in a range of contexts. The skills of scientific inquiry and investigation are developed, throughout the course, by investigating the applications of Physics. This enables learners to become scientifically literate citizens, able to review the science-based claims they will meet. An experimental and investigative approach is used to develop knowledge and understanding of Physics key areas.

### **Content/Assessment:**

There are three mandatory units and an external course assessment:  
In each of the three Units studied, learners will develop skills of scientific inquiry, investigation and analytical thinking, along with knowledge and understanding.

### **Unit 1 Electricity and Energy**

The key areas covered in this Unit are electricity, energy transfer, heat and the gas laws.

### **Unit 2: Waves and Radiation**

This Unit covers the key areas of waves and nuclear radiation.

### **Unit 3 Dynamics and Space**

The key areas covered in this Unit are kinematics, forces and space.

### **Course assessment:**

This will be assessed within a question paper (80%) and an assignment (20%). In order to gain the course award learners must pass all units and the external assessment.

There will be a Prelim exam modelled on the final external examination.

### **Home Learning:**

Learners will be set regular homework to reinforce and extend learning. Homework activities will include data handling and problem solving exercises as well as extended questions on various aspects of the course.

Learners are also expected to look over class work and make revision notes/diagrams to help them prepare for unit and course assessments.

## Physics



**Name of course/level:** Physics (Higher)  
**Faculty:** Science

### **Aims of the course:**

The purpose of the Course is to develop learners' curiosity, interest and enthusiasm for physics in a range of contexts. The skills of scientific inquiry and investigation are developed throughout the Course. The relevance of physics is highlighted by the study of the applications of physics in everyday contexts. This will enable learners to become scientifically literate citizens, able to review the science-based claims they will meet. Due to the interdisciplinary nature of science, learners benefit from studying Physics along with other subjects from the sciences, technologies, and mathematics curriculum areas.

### **Content:**

The Course consist of four units and a Course assessment.

#### **Unit 1 Physics: Our Dynamic Universe**

The Unit covers the key areas of kinematics, dynamics and space-time. Learners will research issues, apply scientific skills and communicate information related to their findings, which will develop skills of scientific literacy.

#### **Unit 2 Physics: Particles and Waves**

The Unit covers the key areas of particles and waves. Learners will research issues, apply scientific skills and communicate information related to their findings, which will develop skills of scientific literacy.

#### **Unit 3 Physics: Electricity**

The Unit covers the key areas of electricity, and electrical storage and transfer. Learners will research issues, apply scientific skills and communicate information related to their findings, which will develop skills of scientific literacy.

#### **Unit 4 Researching Physics**

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

### **Unit assessment:**

Units are internally assessed on a pass/fail basis.

### **Course assessment:**

The Course assessment will consist of two Components: a question paper and an assignment. The question paper will have 130 marks and will be scaled to 100 marks. The assignment will have 20 marks out of a total of 120 marks.

### **Home Learning:**

Homework will be set on a weekly basis with reinforcement questions based on current work, and revision questions from past Higher papers.

### **Other features:**

Individual study will be greatly enhanced by the use of the SCHOLAR program which can be accessed through the internet in school or at home. In addition to SCHOLAR course materials, End of Section and End of Topic tests are available, with immediate feedback on performance.

**Name of course/level:**                      **Physics (Advanced Higher)**  
**Faculty:**    **Science**

**Aims of the course:**

The Advanced Higher Physics Course has been designed to articulate with and provide progression from the (Revised) Higher Physics Course. Through a deeper insight into the structure of the subject, the Course aims to provide an opportunity for reinforcing and extending the learner’s knowledge and understanding of the concepts of physics and developing the learner’s skills in investigative practical work.

**Content:**

The Course consist of four units and a Course assessment.

**Unit 1 Physics: Rotational Motion and Astrophysics**

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

**Unit 2 Physics: Quanta and Waves**

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

**Unit 3 Physics: Electromagnetism**

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

**Unit 4 Investigating Physics**

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

**Unit assessment:**

Units are internally assessed on a pass/fail basis.

**Course assessment:**

The Course assessment will consist of two Components: a question paper and a project. The question paper will have 140 marks and will be scaled to 100. The project will have 30 marks.

**Home Learning:**

Homework will be set on a regular basis with reinforcement questions based on current work, and revision questions from past Advanced Higher papers.

**Other features:** Students are expected to undertake self-study in theory and practical work. This will be greatly enhanced by the use of the SCHOLAR program which can be accessed through the internet in school or at home. In addition to SCHOLAR course materials, End of Section and End of Topic tests are available, with immediate feedback on performance.



**Name of course/level:** Practical Woodworking (National 5/4)  
**Faculty:** Enterprise & Creativity

### **Aims of course:**

The Course is largely workshop-based, providing a broad introduction to practical woodworking. The Course provides opportunities for learners to gain a range of practical woodworking skills and to use a variety of tools, equipment and materials. It allows them to plan activities through to the completion of a finished product in wood.

The Course will also give learners the opportunity to develop thinking, numeracy, and employability, enterprise and citizenship skills.

The aims of the Course are to enable learners to develop:

- ◆ skills in woodworking techniques
- ◆ skills in measuring and marking out timber sections and sheet materials
- ◆ safe working practices in workshop environments
- ◆ practical creativity and problem-solving skills
- ◆ an understanding of sustainability issues in a practical woodworking context

### **Content:**

At National4, the course consists of four units, including an Added Value Unit.

At National 5, the course consists of three units and a Course assessment.

### **Unit assessment:**

Units will be graded on a pass/fail basis with grading awarded from N5 Assignments. The three units are;

- Practical Woodworking: Flat-frame Construction
- Practical Woodworking: Carcase Construction
- Practical Woodworking: Machining and Finishing

In these units the learner will be required that the learner can produce flat frame, carcase constructions and machining and finishing to a given standard. Tasks will include some complex features. Evidence of knowledge and understanding will also be required. The learner will draw on, extend and apply the skills and knowledge they have developed during the Course. This will be assessed through a practical activity which involves producing a finished product in wood to a given standard.

### **Course assessment:**

To achieve the National 4 Practical Woodworking Course, learners must pass all of the required Units, including the Added Value Unit.

The Course assessment at National 5 will consist of two Components: an assignment worth 70 marks and a question paper worth 60 marks.

### **Home Learning:**

As a largely practical subject homework will focus on knowledge and understanding questions.

## Prince's Trust Achieve



**Name of course/level:** Prince's Trust Achieve (National 5/4/3)  
**Faculty:** Support for Learning

The Prince's Trust Achieve course has a range of different units that are designed to boost your confidence and learn new skills in a supportive and collaborative environment. The Prince's Trust is an organisation set up by Prince Charles in 1976 and has been helping young people realise their potential ever since. The charity supports young people from the age of 11 up to 30. The importance of alternative curriculum offerings like Achieve remains clear, with more than half of young people in Scotland not achieving 5 National Fives.

The Achieve units have been refreshed and updated during 2021 by Prince's Trust. There are now 16 different units to choose from. We can choose units that fit in with what the class would like to do and the flexibility of the course means we can do more than 1 unit at the same time. An example of some of the units we've done in the past:

- **Managing Money** – aims to teach learners the importance of personal money management. Explains how to balance your budget, use of credit/debit cards, studying wage slips & bank statements.
- **Digital Skills** - aims to support learners' use of digital technology to enhance their communication, problem solving and employability skills, as well as their use of social media in a safe and informed way.
- **Project Based Learning** - the aim of this unit is to enable learners, working as groups or individuals, to investigate and work upon a problem, challenge or area of interest. Learners will have the opportunity to use a variety of skills as part of their project-based learning and present their work to an audience.
- **Career Planning** - this unit gives learners a better understanding of the jobs market and their career interests, as well as equips them with skills and knowledge to support their job hunt. Help to search for suitable roles and how to best present themselves through their CVs, applications or at an interview.

There are 3 levels of units that Achieve offer:

Achieve Level (SCQF)	SQA Level
Level 3	National 3
Level 4	National 4
Level 5	National 5

Prince's Trust would suit pupils who are looking to develop skills for life & work and are not taking courses at Higher level. Within a supportive, friendly and inclusive environment, pupils are given the opportunity to express themselves freely and develop their communication skills on a regular basis. The class is designed for small groups to work together, participate in discussions and develop the confidence of each pupil.



**Name of course/level:** RMPS (National 5/4)  
**Faculty:** Humanities

**Aims of the course:**

The course aims to educate pupils about the variety of different cultures, religions and belief systems within society. Each unit also encourages critical thinking and further develops analysis and evaluation skills.

**Content/Assessment:**

There are three mandatory units and an “added value” unit:

**Unit 1 Morality & Belief**

In this unit, pupils investigate moral questions asked in Scotland today. Do embryos have rights? When does life begin? Is stem cell research acceptable? Should scientists ever be allowed to clone a human being? Should people have the right to ask for their life to be ended by a doctor? Should assisted suicide be available to children? Should Scotland legalise assisted suicide/euthanasia?

**Unit 2 Religious & Philosophical Questions**

In this philosophy unit, pupils examine the question “Does God Exist?”. We look at different religious, non-religious and philosophical responses, as well as current scientific theories such as “The Theory of Evolution” and “The Big Bang”. Pupils’ analysis and evaluation (AE) skills are further developed as we examine the question from both sides.

**Unit 3 World Religions**

Islam is often a misunderstood religion with believers being unfairly stereotyped. We will learn about Muslims in both Scotland and the wider world and discover their answers to the Big Questions of Life! Is there a plan to life? Do we have free will? How responsible are we for our actions? How should you treat others? How should you live your own life? What happens when you die? We will then examine our own responses to their answers. By the end of the unit pupils should have a better understanding of Islam and why Muslims behave as they do. This should then aid them in their understanding of the wider, multicultural world in which we live.

**Added Value Unit (National 4) / Assignment (National 5)**

Pupils will use the skills and knowledge they have learned throughout the course to carry out an in-depth investigation into a topic or issue of their choice.

**Assessment:**

**For National 4:** Units are internally assessed on a pass/fail basis. The course assessment (the “added value” unit) focuses on breadth, challenge and application. To achieve the National 4 Course award, pupils must pass all 4 units.

**For National 5:**

The course assessment focuses on breadth, challenge and application. It is externally marked and has 2 parts: a question paper and the assignment.

**Home Learning:**

Pupils will be set regular homework to reinforce knowledge and understanding of classwork and further develop analysis and evaluation skills. Pupils will also have to do some research at home when carrying out the investigation in the “added value” unit / assignment. Pupils are also expected to look over classwork and make revision notes/mind maps to help them prepare for unit and course assessments.

**Name of course/level:** RMPS (Higher/National 5)  
**Faculty:** Humanities

**Aims of the course:**

The course aims to educate pupils about the variety of different cultures, religions and belief systems within society. Each unit also encourages critical thinking and further develops analysis and evaluation skills.

**Content/Assessment:**

There are three mandatory units and an external course assessment which includes an “added value” assignment:

**Unit 1 Morality & Belief**

In this unit, pupils investigate moral questions asked in Scotland today. Areas covered include marriage, relationships, sexuality and gender. What is marriage all about? How important is marriage in society? Where does the family unit fit in? How is sexuality and homosexuality viewed by society? How are the roles of men and women defined? How have views changed?

**Unit 2 Religious & Philosophical Questions**

This unit builds on work already done at National 4 / National 5 level. Pupils examine the topic “The Origins of Life”. Where did the universe / life come from? How does religion answer this question? What about science? Can the two perspectives exist together? We look in detail at current scientific theories such as “The Theory of Evolution” and “The Big Bang”. We also look at the difference between literal and symbolic interpretations of the Creation stories.

**Unit 3 World Religions**

Buddhism is the only one of the six main World Religions not to believe in God. It is also becoming more popular in the West. Why is this? We will learn about Buddhists in both Scotland and the wider world and discover their answers to the Big Questions of Life! What is life all about? How should you treat others? What happens after death? Why is meditation so important? We then examine our own responses to their answers. Why do we agree or disagree with their ideas and opinions? By the end of the unit, pupils should have better understanding of Buddhism and why Buddhists behave as they do. This should then aid them in their understanding of the wider, multicultural world in which we live.

**Assignment (Higher / National 5)**

Pupils will use the skills and knowledge they have learned throughout the course to carry out an in-depth investigation into a topic or issue of their choice.

**Assessment:**

The course assessment focuses on breadth, challenge and application. It is externally marked and has 2 parts: a question paper and the assignment.

**Home Learning:**

Pupils will be set regular homework to reinforce knowledge and understanding of classwork and further develop analysis and evaluation skills. Pupils will also have to do some research at home when carrying out the investigation in the assignment. Pupils are also expected to look over classwork and make revision notes/mind maps to help them prepare for unit and course assessments.

**Name of course/level:** RMPS (Advanced Higher)  
**Faculty:** Humanities

**Aims of the course:**

The course aims to educate pupils about the variety of different cultures, religions and belief systems within society. Each unit also encourages critical thinking and further develops analysis and evaluation skills.

**Content/Assessment:**

There are three units and an external course assessment which includes a dissertation.

**Unit 1 Philosophy of Religion**

This unit builds on work already done at Higher level. Pupils explore in depth the ongoing debate over the existence or non-existence of God and the consequences this has for our perception of the origin and purpose of the universe and our place within it. They will analyse and evaluate the arguments and counter-arguments in relation to the Cosmological Argument and the Design Argument. They will also examine Atheism. What is atheism? What is an atheist's concept of "God"?

**Unit 2 Personal Research**

Pupils will carry out independent research on an issue chosen from within the content of the Advanced Higher Course. They will develop the investigative skills of planning, organising, analysis, evaluation and presentation of complex concepts and issues. Candidates will submit a detailed proposal for a dissertation, based on their personal research.

**Unit 3 Religious Experience or Medical Ethics** (Pupils will have the opportunity to decide which option they would prefer to study.)

Religious Experience: what makes something a religious experience? Both religious and non-religious perspectives are examined – i.e. looking at mystical experience and personal conversion on one side, and psychological and sociological explanations on the other side.  
Or

Medical Ethics: three areas are examined – the beginning of life, prolonging life and the ending of life. Topics within these three areas include the treatment and rights of embryos, abortion, how organs are obtained and then allocated, palliative care of terminal illness, and euthanasia

**Dissertation:** The dissertation is worth 40% of the marks and will be based on the investigation undertaken in the *Personal Research* Unit. An approved list of topics is available from the SQA website and candidates must choose a dissertation topic from the approved list.

**Assessment:**

Units are internally assessed on a pass/fail basis in the form of a closed-book test with a time limit of one hour.

The course assessment is externally marked and has 2 parts: a question paper and the dissertation.

**Home Learning:**

Pupils will be set regular homework to reinforce knowledge and understanding of classwork and further develop analysis and evaluation skills. Pupils will also have to do some research at home when carrying out their dissertation. Pupils are also expected to look over classwork and make revision notes/mind maps to help them prepare for unit and course assessments.

## Travel and Tourism

**Name of course/level:**

**Travel and Tourism (National 5)**

**Faculty:**

**Humanities**



### **Travel and Tourism: Employability**

Employability – this section is for building employability skills, learning about some of the possible careers within the travel and tourism industry. It also includes an opportunity for practical work experience.

The general aim of this unit is to enable learners to develop skills to become effective job seekers and employees in the travel and tourism industry. Learners will be introduced to the different functions of travel and tourism organisations and employment opportunities across the industry. Learners will gain an understanding of the skills and qualities identified by employers as being the most important in the travel and tourism industry. Learners who complete this unit will be able to investigate different careers from across the travel and tourism industry. They will also be able to demonstrate employability skills and plan for employment in a particular travel and tourism job.

### **Travel and Tourism: Customer Service**

Customer service – in this section pupils will build their knowledge and skills in advertising, and dealing with customer interactions and complaints

The general aim of this unit is to allow learners to develop the skills and knowledge to enable them to meet the needs of customers. Learners will be able to develop communication skills and learn about promoting products and services and how to deal with customer issues. Learners who complete this unit will be able to establish and respond to customer needs and promote a range of products and/or services from the travel and tourism industry. Learners will also be able to deal with a customer issue in a travel and tourism environment.

### **Travel and Tourism: Scotland**

Travel and Tourism in Scotland – In this section pupils will learn about the trends and impacts of tourism in Scotland. They will also learn about the travel and tourism opportunities in our local area, including holiday planning for city, coastal and rural breaks.

The general aim of this unit is to enable learners to develop their knowledge, in relation to travel and tourism in Scotland, and the skills required to meet the needs of customers. Learners who complete this unit will be able to carry out an investigation of travel and tourism in Scotland and meet customer holiday needs.

### **Travel and Tourism: UK and Worldwide**

Travel and Tourism in the UK and Worldwide – In this section pupils will learn about the trends and impacts of global travel, and holiday planning abroad.

The general aim of this unit is to enable learners to develop their knowledge, in relation to travel and tourism in the United Kingdom and the rest of the world, and the skills required to meet the needs of customers. Learners who complete this unit will be able to carry out an investigation of travel and tourism in UK and rest of the world to meet the customer holiday needs.



## Skills for Work College Courses

North EAST Scotland College (NESCOL) offer a selection of ½ day and full day courses at campuses across the City and Shire and also as consortia arrangements. Courses delivered in a consortium are based in a local school. The Alford consortia includes the Academy, Banchory Academy and Aboyne Academy. The table below illustrates the NESCOL courses on offer in session 2021-2022. Please speak to your Guidance teacher if you are interested in taking any of these courses.

Subject Area	SCQF Level	City/Shire	Course Title	Proposed Venue	LA or Consortium Arrangement	Proposed Timetable
Construction, Automotive and Engineering	6	City and Shire	NC SCQF Level 6 Units Built Environment	Aberdeen City Campus with occasional Altens requirement	ACC City Campus	Tues & Thurs 2pm - 4.30pm
Construction, Automotive and Engineering	6	City and Shire	FA Mechanical Engineering	Aberdeen City Campus (with PEO Elements delivered at Altens)	Aberdeenshire	Wed 0930 - 1530
Construction, Automotive and Engineering	6	City and Shire	FA Mechanical Engineering	Aberdeen City Campus (with PEO Elements delivered at Altens)	ACC City Campus	Mon & Wed 1.30pm - 4.30pm
Computing, Business and Vis Comm	5	Shire	NPA SCQF 5 Digital Media	Fraserburgh Campus	Aberdeenshire	Mon & Wed 2pm - 4.30pm
Computing, Business and Vis Comm	6	City and Shire	FA ICT	Aberdeen City Campus	ACC City Campus	Mon & Wed 2pm - 5pm
Computing, Business and Vis Comm	6	City and Shire	Higher Computing Science	Aberdeen City Campus	ACC City Campus	Tues & Thurs 2pm - 4.30pm
Computing, Business and Vis Comm	6	City and Shire	FA Business	Aberdeen City Campus	ACC City Campus	Tues & Thurs 2pm - 5pm
Care	6	City and Shire	FA Children and Young People	Aberdeen City Campus	ACC City Campus	Tues & Thurs 2pm - 5pm
Care	6	City and Shire	FA Social Care and Healthcare	Aberdeen City Campus	ACC City Campus	Mon & Wed 2pm - 5pm
Care	6	City and Shire	FA Social Care and Healthcare (Year 2)	Aberdeen City Campus	Consortium	TBC - one full day on placement plus one half day in College
Supported Learning	3	City and Shire	Preparation for Work Supported Learning School Link	Aberdeen City Campus	LA	Fri 0930 - 1530
Supported Learning	n/a	City and Shire	Transition Link Course for ASD Learners (Jan - Mar)	Aberdeen City Campus	LA	Tues 0930 - 1530
Hair and Beauty	4	Shire	C&G Lv 1 Beauty Therapy	Aberdeen City Campus	Aberdeenshire	Wed 0930 - 1530
Hair and Beauty	4	Shire	C&G Lv 1 Hairdressing	Aberdeen City Campus	Aberdeenshire	Wed 0930 - 1530
Construction, Automotive and Engineering	4	Shire	IMI Intro to Vehicle Technology	Altens	Aberdeenshire	Wed 0930 - 1530
Construction, Automotive and Engineering	5	Shire	SfW N5 Engineering (Shared Delivery)	Mintlaw Academy	Consortium	Fri 0850 - 1135
Construction, Automotive and Engineering	5	Shire	SfW N5 Engineering	Fraserburgh Camups	Aberdeenshire	Mon & Wed 2pm - 4.30pm
Construction, Automotive and Engineering	5	Shire	SfW N5 Engineering	Ellon Campus	Aberdeenshire	Wed 0915 - 1515



Construction, Automotive and Engineering	5	Shire	SfW N5 Construction Crafts	Altens	Aberdeenshire	Wed 0930 – 1530
Construction, Automotive and Engineering	6	Shire	FA Mechanical Engineering (Year 2)	Fraserburgh Campus	Aberdeenshire	Wed 0930 - 1530 and one additional full day TBC
Care	5	Shire	SfW N5 EE & Childcare	Aberdeen City Campus	Aberdeenshire	Wed 0930 - 1530
Communities and Social Science	5	Shire	SQA Units SCQF 5 Intro to Working in the Community	Aberdeen City Campus	Aberdeenshire	Wed 0930 - 1530
Sport	6	Shire	NPA SCQF 6 Exercise and Fitness Leadership	Aberdeen City Campus	Aberdeenshire	Wed 0930 - 1530
Communities and Social Science	6	Shire	Higher Psychology	Ellon Campus	Aberdeenshire	Wed 0830 - 1130
Computing, Business and Vis Comm	6	Shire	FA ICT	Ellon Campus (Fraserburgh Campus as required)	Aberdeenshire	Wed 0830 - 1450
Computing, Business and Vis Comm	6	Shire	Higher Photography	Ellon College Campus	Aberdeenshire	Wed 0830 - 1130
Care	6	City and Shire	FA Children and Young People	Fraserburgh Campus	Aberdeenshire	Wed 0850 - 1600
Care	6	City and Shire	FA Children and Young People (Year 2)	Fraserburgh Campus	Aberdeenshire	TBC - one full day on placement plus one half day per 4 weeks tbc
Construction, Automotive and Engineering	6	Shire	FA Mechanical Engineering	Fraserburgh Campus	Aberdeenshire	Fri 0915 - 1445
Hair and Beauty	4	Shire	C&G Lv 1 Hairdressing	Fraserburgh Campus	Aberdeenshire	Friday 0915 - 1445
Hair and Beauty	4	Shire	C&G Lv 1 Beauty Therapy	Fraserburgh Campus	Aberdeenshire	Friday 0915 - 1445
Hair and Beauty	4	Shire	SfW N4 EE & Childcare	Fraserburgh Campus	Aberdeenshire	Friday 0915 - 1445
Construction, Automotive and Engineering	4	Shire	IMI Intro to Vehicle Technology	Fraserburgh Campus	Aberdeenshire	Friday 0915 - 1445
Construction, Automotive and Engineering	5	Shire	SfW N5 Laboratory Science	Fraserburgh Campus	Aberdeenshire	Mon & Wed 2pm - 4.30pm
Construction, Automotive and Engineering	5	Shire	SfW N5 Laboratory Science	Fraserburgh Campus	Aberdeenshire	Friday 0915 - 1445
Construction, Automotive and Engineering	5	Shire	SfW N5 Engineering	Fraserburgh Campus	Aberdeenshire	Friday 0915 - 1445
Care	5	Shire	SfW N5 Health Sector	Fraserburgh Campus	Aberdeenshire	Friday 0915 - 1445
Construction, Automotive and Engineering	5	Shire	SfW N5 Construction Crafts	Fraserburgh Campus	Aberdeenshire	Friday 0915 - 1445
Construction, Automotive and Engineering	5	City and Shire	SfW N5 Maritime	Scottish Maritime Academy - Peterhead	Aberdeenshire	Friday 0915 - 1445
Supported Learning	3	Shire	Preparation for Work Supported Learning School Link	Fraserburgh Campus	Aberdeenshire	Thursday 1000 - 1500
Construction, Automotive and Engineering	5	Shire	SfW N5 - Young Women into Energy	Fraserburgh Academy	Aberdeenshire	TBC
Construction, Automotive and Engineering	5	Shire	SfW N5 - Young Women into Energy	Peterhead Academy	Aberdeenshire	TBC
Construction, Automotive and Engineering	5	Shire	SfW N5 - Young Women into Energy	Gordon Schools	Aberdeenshire	TBC
Construction, Automotive and Engineering	5	Shire	SfW N5 - Young Women into Energy	Banff Academy	Aberdeenshire	TBC

Construction, Automotive and Engineering	5	Shire	SfW N5 - Young Women into Energy	Turriff Academy	Aberdeenshire	TBC
Construction, Automotive and Engineering	5	Shire	SfW N5 - Young Women into Energy	Mintlaw Academy	Aberdeenshire	TBC
Hair and Beauty	4	Shire	C&G Lv 1 Hairdressing	Peterhead Academy	Consortium	Tues am & Fri pm
Hair and Beauty	4	Shire	C&G Lv 1 Hairdressing	Peterhead Academy	Consortium	Tues pm & Fri am
Computing, Business and Vis Comm	5	Shire	SCQF Level 5 Computing	Fraserburgh Campus	Aberdeenshire	Friday 0915 - 1445
Communities and Social Science	6	Shire	NC Level 5 Travel and Tourism	Inverurie Learning Centre	Consortium	Tues full day
Communities and Social Science	5	Shire	SfW N5 Hospitality	Aboyne Academy	Consortium	Tues full day
Communities and Social Science	6	Shire	Higher Psychology	Mackie Academy	Consortium	Wednesday 1330 - 1630
Sport	6	Shire	NPA SCQF 6 Exercise and Fitness Leadership	Mackie Academy	Consortium	Mon & Wed 1330 - 1600
Sport	6	Shire	NPA SCQF 6 Exercise and Fitness Leadership	Fraserburgh Campus	Aberdeenshire	Friday 0915 - 1445
Communities and Social Science	5	Shire	SfW N5 Hospitality	Mackie Academy	Consortium	Mon & Wed 1330 - 1600
Communities and Social Science	6	City and Shire	NPA Food Manufacture	Aberdeen City Campus	Aberdeenshire/Aberdeen City	Mon & Wed 2pm - 4.30pm
Care	5	Shire	SfW N5 EE & Childcare	Fraserburgh Campus	Aberdeenshire	Mon & Wed 2pm - 4.30pm
Construction, Automotive and Engineering	6	Shire	FA Laboratory Science	Fraserburgh Campus	Aberdeenshire	Wed 0850 - 1600
Computing, Business and Vis Comm	6	City and Shire	FA Creative and Digital Media	Aberdeen City Campus	ACC City Campus	Mon & Wed 2pm - 5pm

## Blended learning Opportunities

### YASS (Young Applicants in Schools Scheme) – The Open University

This scheme offers our S6 students opportunities for more independent study and a genuine Higher Education (HE) experience, in partnership with the Open University. Courses are first year university level (SCQF7) and are designed to stretch motivated and able students. A YASS course is studied alongside Highers and/or Advanced Higher courses in S6.

#### Course delivery /Supported 'Open Learning'

YASS courses are on offer to our S6 students only in the coming session. S6 students are not 'taught' these courses. They study the course in exactly the same way they would were they an Open University Student. Students learn independently, whilst benefiting from individual support from a tutor or study adviser. Each module is assessed through continuous assessment and end of module assessment / examination. Students are required to submit assignments electronically.

S6 students opting for these courses will

- register with the Open University,
- have time built into their school day to access the YASS course independently on-line
- access the on-line help service provided by the Open University

#### Benefits for students

- adds breadth and depth to their studies
- provides opportunities for new challenges
- raises self motivation levels, promoting a positive work ethic
- provides access to excellent study skills guides, the library, careers website and online resources
- encourages independent learning
- develops learning skills e.g. critical thinking and research skills
- enriches students' academic profile and enhances UCAS applications
- supports academic and career choices
- builds confidence, assisting the transition from school to university

What do students say?

*I did this ...'so that I would know what it's like to study at university level, and on my own as well'.*

*'I have learned a lot about the topics I have studied. I have also learned a lot about myself and how I learn.'*

*'I feel better prepared for life at university.'*

#### Entry Requirements

Students participating in YASS will be expected to have sufficient Highers to enable them to follow at least two Advanced Highers. OU courses are at SCQF at level 7, the same level as Advanced Highers. S6 students must consider carefully the commitment needed for these courses and discuss fully with their Guidance Teacher their interest in studying a YASS course.

#### Commitment to YASS courses

S6 students should be able to demonstrate genuine reasons for wanting to study an OU module. The school will select students based on these reasons, their academic ability and equally important, their motivation and commitment. A 10 point OU module can demand up to 12 hours study per week. Once selected, students will be asked to *formalise* their commitment to these studies in a school contract and apply for a place on a course. This must be done on forms obtainable from Mrs Holt, Depute Head Teacher. It is vitally important that students consider their application carefully, as once committed, students are expected to complete the module.

## **CORE SUBJECTS**

Students will spend some time on personal, social and vocational development.

### **Physical Education (PE)**

All students engage in sports and/or other activities that promote personal fitness. A varied programme is offered to take account of individual needs and preferences.

### **Wider Achievement**

A range of enrichment activities are offered, in consultation with students. More information will be provided at assembly prior to opting in.

This session's options are likely to include the following:

- Digital Media - provides opportunities for creativity using technology
- Smart Cooking - helps develop skills for healthy eating and independence
- Spanish or Italian – an opportunity to extend your modern language skills
- Sports Leaders - offers opportunities to lead others in sporting activities
- Young Enterprise - includes team work, business skills and an optional exam
- Young Engineers - involves design, engineering and competition
- Duke of Edinburgh

### **Personal & Social Education (PSE)**

This will see students involved in a range of events and activities including Study Skills, Careers Research (including organised excursions to University Open Days etc.) and Team Building. This PSE programme is an important part of S5 and S6, providing support for students in their studies and school life. It will help students in their plans for jobs, college and university and above all it fosters and develops skills, understanding and perspectives that are so vital for life beyond school.

### **Religious, Moral & Philosophical Studies (RMPS)**

Scotland is a country populated by many races and cultures, by people of all religions, and none. To prepare young people to participate fully in a multicultural society we need to educate them about the beliefs and values of others.

“Changing the World” shows the connection between beliefs and actions. We look at people such as Martin Luther King, Malcolm X, John Lennon and Karl Marx. We find out how they tried to change the world and see how their actions resulted from the beliefs they held. Pupils then choose their own example of someone who has changed or is changing the world for the better and produce a report on this person. In this way, transferable skills such as analysis, evaluation and critical thinking are further developed. This in turn should improve overall literacy skills.

RMPS encourages pupils to express their own views and listen to the views of others. It is a process through which students can develop judgements about what is right and wrong, and develop responsible attitudes.

### **3. LEADERSHIP AND WIDER ACHIEVEMENT OPPORTUNITIES**

There is an expectation that senior students in Alford Academy will gain from their involvement in a range of activities which go beyond the formal curriculum. In S6 (and to a lesser extent S5) students can take on additional responsibilities which allow them to gain leadership and management experience and skills.

Examples of some leadership and wider achievement opportunities are:

- Member of Student Executive (Head Boy/Girl, Depute Head Boy/Girl)
- Prefect roles
- Student Council
- House Captains/Vice Captains
- Committee Work
- Buddying
- Mentoring
- Paired Reading
- Press Officer
- Interact
- Young Enterprise
- Young Engineers
- Duke of Edinburgh
- Communications / Displays
- Conversational Modern Language e.g. Italian, Spanish
- Sports Leaders
- Sports Coaching

Wider Achievement opportunities will be timetabled once certificated classes are finalised.

If you have any queries, please speak to Mr Cookson.