



Fraserburgh Academy

Senior Phase

CHOICES

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Maximising your Attainment in the Senior Phase Curriculum

How many courses will I sit in the Senior Phase?

S4 – Win Gold

All S4 students sit 6 subjects & a College course.

Unless they are taking:

- 6 subjects and a Sports leaders Award
- 6 Subjects and a PE Skills option

Most Learners will sit N5 English and N5 Maths & 4 Optional N4/5s

- Some will sit a Literacy/Numeracy course & 5 Optional Courses plus College options
- Some will sit in school courses and have extended work placement
- Your Guidance teacher will help you with this stage of choices

S5 – Reach Higher!

All S5 pupils will sit 6 subjects & a Wider Studies Experience

Unless they are taking:

- 5 **Highers**, a Study Column & a Wider studies experience
- 4 **Highers** and a **Foundation Apprenticeship** course

Wider Studies experiences include **Work Placements, College Courses, Volunteering, Charity Work, Teaching Experience** or a suite of electives throughout the year.

S6 – Tailor made!

All S6 pupils will sit 6 subjects & a Leadership Experience

Unless they are taking:

- 3 **Advanced Highers**, 3 Study Columns and a Leadership experience
- 5 **Highers**, a Study Column & a Leadership experience
- 2 **AHs & 2 Hs** or, 1**AH and 3 Hs** – plus a Leadership Experience

Leadership could include – **Work Placement, Prefect, Pupil Leadership Team (Captains), Committees, Extra-Curricular Club Leadership, Librarian, ASPIRE magazine** etc.

Higher Columns Vs N5 & AH Best Fit

Below are the Columns for our Higher courses, when completing the choices form, please label your choice with the column **Letter (A, B, C, D, E)**

N5s & Advanced Highers are not in Columns and so **do not need a label**

REMEMBER the list of choices should be in the order of your **PRIORITY** subjects.
EG Graphics in the Number 1 slot means that is your top priority.

Column A	Column B	Column C	Column D	Column E
Administration	Art & Design	Accounting	Accounting	Administration
Biology	Business Management	Art & Design	Biology	Biology
Chemistry	Dance	Chemistry	Business Management	Chemistry
English	English	Computing	Graphics	Computing
Mathematics	Geography	English Or ESOL	History	French
Photography	History	German	Modern Studies	Geography
Physics	Mathematics	Graphics	PE	Mathematics
Drama	Modern Studies	Photography	Physics	Music
	Music		RMPS	PE
				Physics

Welcome to the

Senior Phase

Win Gold and unlock your Positive Future!

Fraserburgh Academy offers a rich mix of **National Qualifications** and **Broader Achievement** activities across each of the **3 senior years**, and we pride ourselves in offering a **meaningful progression** path for all students throughout. Our courses run in **partnership** with Skills for Work and **Foundation Apprenticeships** delivered at the **North East of Scotland College's Fraserburgh & Aberdeen Campuses**. The in-school curriculum is also supported by **work placements and experiences** in our community with **employers** all-across the local area.

Please see the specific **subject pages** for details on courses and to find out which subjects offer **National 5s, Highers** and **Advanced Highers**. Please also find included pages describing the suite of **college courses on offer**, all of these are accurate as at the time of print. Please check with your Guidance teacher for regular updates on these; or keep an eye on our website and in school TV screens.

During your **Senior Phase**, you are encouraged to fill your week with your **Golden Subjects** where you have your strongest chance of success and support your goals of a rewarding **career, university or further study** and a **rich personal life**. Many students continue subjects from S3 into S4 as Nat 5s or Highers. They often progress with these subjects to S5 & S6 as Highers or Advanced Highers. It is expected that many students may reach a **satisfactory end** to their progression in a particular subject by S5, and so will migrate to another area of study that may have been a success area for them earlier in their school lives. It is an important Career Management Skill to reflect on your **strengths** when making choices and you may choose to specialise in order to gain the required qualifications for your Positive Future. **Senior Phase** is also a time to gain new skills in additional subjects to ensure you have breadth as well as specialisation.

Above all, we encourage you to see the 3 years of Senior Phase as a **complete package**, where you will gather as many high-quality qualifications and experiences across 4th, 5th and 6th year – no one year stands alone as key. The purpose of the senior phase is to become a **successful learner** in your studies; a **responsible citizen** in your life in school; an **effective contributor** to your community and workplace; and a **confident individual** as you head out to work, further study and a life of learning.

While gathering skills and knowledge for their SQA assessments, Fraserburgh Academy students will continue developing **whole school skills** just as they were doing in their prior phase of learning. The SQA has created a **skills framework** to help teachers draw out these skills, under the following headings:

- **Literacy**
- **Numeracy**
- **Health and Well Being**
- **Employability, Enterprise and Citizenship**
- **Thinking Skills**

Your Guidance Teacher and subject teachers are on hand to help guide these choices, and to illustrate progression paths.

The senior phase should be seen as a **whole project**:

- S4 is all about '**Winning Gold**' and getting the best set of qualifications you can – in school and at College.
- S5 is when we challenge you to '**Reach Higher!**' for the most challenging work you can achieve and extend yourself beyond the classroom, both with us and at NESCOL.
- S6 is a time where you can add real **depth** to your learning through Advanced Highers, add **breadth** through more Highers and National 5s, or add real **world employability skills** through our partnerships with the **College** and our community of **employers**.

Getting Qualified and Securing Employment

By 2027 - Our latest information from the government suggests that:

- The major industries in the North East will be seeking qualified employees to **replace** their current staff as they retire or leave the region.
- The biggest demand will be for Level 7 qualifications or above: HNC, HND, Degrees or Graduate Apprenticeships.
- You get onto the above programmes after studying at Level 6 – Highers, NPA 6, National Certificates or Foundation Apprenticeships.
- The Second largest demand will be for Level 5 or above qualifications in relevant courses.
- You can gain level 5 from National 5s, NPA 5s and Level 5 College courses.

It is the aspiration of Fraserburgh Academy for every child to have access to level 6 learning through a relevant course in school or at NESCOL, and to have passed this by the end of S6. In 2017-18, Fraserburgh out performed schools in the North East for the number of S5's & S6's gaining 5 or more Level 6 qualifications.

Current Growth areas for employment in the North East are:

- Professional, Scientific Technical Jobs
- Human Health, Care and Social Work
- Construction
- Administrative and Business support services
- Food Processing and Food Services
- Arts, Entertainment and Recreation
- Data Information and Communication
- Wholesale work
- Motor Vehicle engineering



further information can be found on these courses at -

<http://www.nescol.ac.uk/courses/school-links>
<https://nescol.ac.uk/courses/school-links/foundation-apprenticeships>



Working in Partnership

Together Creating Positive Futures

Throughout the Senior Phase, our students can opt for a course delivered by NESColl at either the Fraserburgh Campus, the Maritime Academy or even the Aberdeen Campus. These courses form part of our offer to help Develop the Young Workforce - as such you will develop your **strengths**; learn about **yourself** and what interests you; develop new **networks** at the college that will help you find your career; and you will raise your **horizons** to new opportunities.

Most courses are **1 year** in length and result in a **Level 5 (N5) or Level 6 (Higher) qualifications**.

We are proud to support learners in taking the increasingly popular **Foundation Apprenticeship** option. These courses are a **two-year commitment** (unless stated as 1 year) that is at **Level 6** but sums up to **more than a Higher** in credit points. Year 1 is a college experience, whereas year 2 is a work placement applying what you learned in year 1.

Pattern 1 Courses - *Open to all, no impact on in school courses*

The vast majority of College courses are on offer via our wider studies time on **Monday & Wednesdays 2-4.30pm**. These courses have **ZERO impact** on **in-school options** and so are **fully** recommended for all learners to consider. Due to the late finish, College students must arrange their own transport home. (Some courses extend to 5pm, some courses require travel and so require an early departure from Period 6 class).

Pattern 2 Courses - *Full day out of school classes, only recommended for certain students with specific career plans,*

On a Friday, we share the College with other schools. There are some courses which only run on a Friday and so a child who opts for one of these courses sacrifices some of their in-school class time for 4 out of 6 of their S4 courses. Due to this, we **only** recommend that you consider these courses **if they are your Number 1 priority** for your career plan.

PPE

Some courses require Personal Protective Equipment, if you are struggling to source this the school can help!

PATTERN 1 Courses – Mon+Wed 2pm-4.30pm

Level 4 Courses (N4 Equivalent)

- N4 Early Education & Childcare – *practical training in working with young children and theoretical concepts*

Level 5 Courses (N5 equivalent)

- NPA 5 Digital Media – *Computer animation in a gaming context*
- National 5 Engineering – *Practical training in workshops and theoretical concepts (PPE)*
- National 5 Lab Science – *Training in industry standard skills for laboratory careers*
- National 5 Maritime – *Scottish maritime academy entry level course. School arranged travel to and from Peterhead.*
- National 5 Construction – *Practical Building and Joinery entry level course (PPE)*

Level 6 Courses (Higher Equivalent)

- NPA 6 Exercise & Fitness leadership – *practical training & theoretical concepts on coaching and physical training*

Foundation Apprenticeships (Extended Higher Equivalent)

- FA IT Hardware/Systems Support – *Practical training in ICT Support*
- FA Creative & Digital media – *practical training in Digital Media tech such as radio, tv, print media, animation etc – a progression from NPA 5 Digital Media*
- FA Scientific Technologies – *Practical training in Laboratory processes – a progression from N5 Lab Science*
- FA Mechanical Engineering – *Highly popular training in mechanical and engineering technologies with high level theory – must be studying Higher Maths – a progression from N5 Engineering (PPE) and/or N5 Maths*
- FA Early Education & Childcare – *Highly popular training in Childcare and education theories – a progression from N5 Early Education & Childcare – OPEN TO S4 CANDIDATES*

S6 only

- FA Business – *Straight to year 2 of Apprenticeship for those who have completed H Business Management – hands on placement in a Business*
- FA Accounting - *Straight to year 2 of Apprenticeship for those who have completed H Accounts – hands on placement in an Accounts Firm*
- FA Early Education & Childcare (Fast Track) – *NPA Level 6 if Monday and Wednesdays only – Full award if a placement can be undertaken elsewhere in the Timetable. Excellent Leadership experience for S6s looking for careers with young people.*

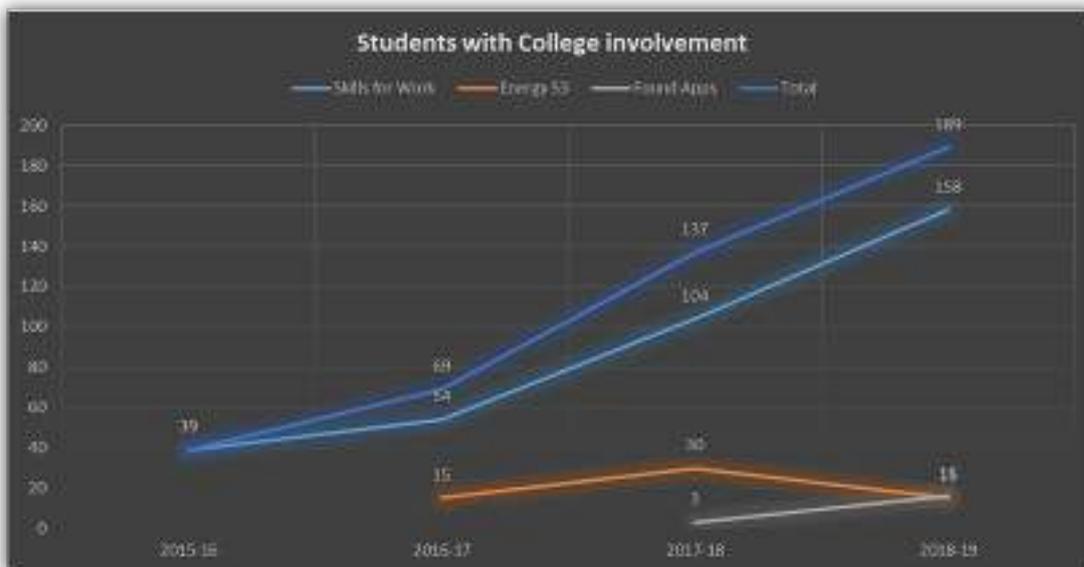
PATTERN 2 Courses – Friday Full Day

Level 4 Courses (N4 Equivalent)

- City & Guilds Vehicle Technology – *practical training on repairing vehicles (PPE)*
- City & Guilds Beauty Therapy – *practical training in beauty treatments (PPE)*
- City & Guilds Hairdressing – *practical training in hair care (PPE)*
- N4 Uniformed Services – *practical and theoretical training in simulated problem solving for uniformed services.*

Level 5 Courses (N5 equivalent)

- N5 Health and Adult Care – *Practical and theoretical training on adult care industries*
- National 5 Maritime – *Scottish maritime academy entry level course. Travel to and from Peterhead.*
- National 5 Construction – *Building and Joinery entry level course (PPE)*



The above chart illustrates the increase in students engaging with College over the last 4 years. The aspiration for Fraserburgh Academy is for every Senior Student to have a College experience at some point over their Senior Phase years.

Guide to Qualifications

This page is to help you understand how the different types of qualifications compare, and how employers and universities judge them.

Qualification type	Level (How hard it is)	Exam?	How it is viewed	Where we offer it
National 4	4	None – ongoing assessment only	Basic Expectation for most employers.	S3 Courses Some S4-5-6
National Progression Award 4	4	None – ongoing assessment only	Preferred by some Employers due to amount of Practical experience	Some S3 Courses, Some S4-5-6
Skills for Work 4	4	None – ongoing assessment only	Desired by Employers and Colleges due to work-based skills and experience	College options
National 5	5	Yes – May	Basic Expectation for skilled jobs, allows for progression to Level 6 either through Highers or College courses.	S4-5-6 courses
National Progression Award 5	5	None - ongoing assessment only	Preferred by some Employers due to amount of Practical experience	College Options Some S4-5-6 courses
Skills for Work 5	5	None - ongoing assessment only	Desired by Employers and Colleges due to work-based skills and experience – leads to apprenticeships.	College Options
Higher	6	Yes – May	Gold Standard for accessing University and skilled jobs. Leads to HNC, Graduate Apprenticeship and Degree programmes.	S5-6 courses Some S4
National Progression Award 6	6	None - ongoing assessment only	Preferred by some Employers due to amount of Practical experience, leads to HNCs and Apprenticeships	S5-6 courses College Options
Foundation Apprenticeship	6	None - ongoing assessment only – 2 YEAR COMMITMENT	Highly sought after by employers, Modern Apprenticeships and Graduate Apprenticeships, often with direct links to HNCs. - MUCH LONGER COURSE AND GAINS EXTRA CREDIT POINTS	College Options
Advanced Higher	7	Yes – May	Excellent preparation for University, matching the level of year 1 Uni and HNC.	S5-6 Courses



Sample
Options Forms

S3 Example Choices Form

This child has had their highest scores in French, Chemistry, PE and Physics. With Graphics and Modern studies coming 5th & 6th.

Academy S3-S4 Choices

Name Fraser Burr

Class _3D1_

My Golden 4

Rank	Subject
1	French
2	Chemistry
3	PE
4	Physics

My Silver 2

Rank	Subject
5	Graphic Communications
6	Modern Studies

My S4 Curriculum for Attainment

Option	Subject	Advised Level (N4/N5/H)	Discussed with Teacher? Y/N
Core	Maths	N5	Y
Core	English	N5	Y
3	Chemistry	N5	Y
4	Physics	N5	Y
5	Graphics	N5	Y
6	PE	H	Y
Reserve	French		
Reserve	Modern Studies		
College	(OPTIONAL) N5 Lab Science	PATTERN 1 (Tick)	PATTERN 2 (Tick)

This child has chosen to take a 7th qualification through our NESCOL partnership. They have ticked Pattern 1, and is agreeing to two long afternoons per week

S4 & S5 Example Choices Form

Fraserburgh Academy Senior Choices Name _____ Class _____

This child has gained advice from Teachers about the level that is right for them. Teachers have initialled this advice.

Curriculum for Attainment

This child has met with their Guidance teacher and found Higher options that fit. They have also spoken with our Careers Advisor to help look at what is on the Horizon, thing about strengths, and plan next steps at school and college.

	Subject <small>subjects unless are being taken.</small>	Advised Level <small>N4/N5/H/AH</small>	Higher Co A,B,C,I Blank fo
1	Chemistry	H SB	C
2	Physics	H CC	A
3	Graphics	N5 HM	
4	PE	H RR	D
5	French	H KH	E
6	(if any N5 are Modern Studies	N5 MC	
Reserve Reserve College	Biology	N5 CL	
	Photography	H JL	
	(OPTIONAL) FA Mech Engineering	PATTERN 1 (Tick)	PATTERN 2 (Tick)

This Child has looked at the Higher Columns to identify their Higher Courses. They have labelled their options with the column Letter.

This child has chosen to take a course through our NESCOL partnership. They have ticked Pattern 1, and is agreeing to two long afternoons per week.

By doing this they will be sitting 5 x level 6 courses in total (4 Highers and the NPA 6). Should they be accepted the school would advise cutting one of the National 5 courses.

Column A	Column B	Column C	Column D	Column E
Administration	Art & Design	Accounting	Accounting	Administration
Biology	Business Management	Art & Design	Biology	Biology
Chemistry	Dance	Chemistry	Business Management	Chemistry
English	English	Computing	Graphics	Computing
Mathematics	Geography	English Or ESOL	History	French
Photography	History	German	Modern Studies	Geography
Physics	Mathematics	Graphics	PE	Mathematics
Drama	Modern Studies	Photography	Physics	Music
	Music		RMPS	PE
				Physics

ACCOUNTING



For all enquiries with this qualification please see:
Principal Teacher Faculty - Mrs E Bryson

BROAD DESCRIPTION

This course introduces learners to the dynamic world of business by developing skills in communicating essential financial information, in a variety of presentation formats, to the various stakeholders of an organisation.

The course aims to enable learners to:

- Develop awareness of the importance of accounting in industry and society
- Develop accuracy in preparation, presentation, interpretation and analysis of accounting and apply a systematic approach to solving financial problems
- Apply accounting concepts and techniques when preparing financial information
- Look at sources of finance available to organisations and decide when to apply
- Apply information technology in accounting-related tasks

National 3 and National 4

There are no National 3 or National 4 courses in Accounting. The first level of presentation is at National 5.

National 5

Consists of 3 mandatory units:

- 1 Preparing Financial Accounting Information
 - 2 Preparing Management Accounting Information
 - 3 Analysing Accounting Information
- Entry Requirements – National 4 Maths or National 4 in Business.

Regular class tests/Homework will be given and learners must pass all the required units.

Modes of working will include: teacher led discussions, pair/group work and individual work.

N5 EXTERNAL ASSESSMENT

Component 1 – question paper
Section 1 - 60 marks of mandatory questions.

Section 2 - 40 marks of mandatory questions.

Component 2 – assignment – 50 marks

The assignment will require learners to demonstrate skills of analysis and use of ICT in an accounting context.

PROGRESSION PATHS

- **Linear progression** – Progression of Accounting would be:
National 5 to Higher Accounting
- **Skills progression** – Skills achieved are transferable to:
Business Management
- **Careers for which Accounting would be beneficial –**
Accountancy, Law, Business Management, Economics, Banking, Insurance, Finance, Civil Service, Sales and Retail, Leisure.

HIGHER ACCOUNTING

UNITS COVERED:

Preparing Financial Accounting Information
Preparing Management Accounting Information
Analysing Accounting Information

To gain the award for the Course, a pass must be gained in all 3 units as well as the Course assessment.

COURSE ASSESSMENT

Component 1 – question paper worth 100 marks lasting for 2 hours

Section 1 – worth 40 marks - mandatory questions

Section 2 – worth 60 marks – mandatory questions

Component 2 – assignment worth 50 marks

This component is set by the SQA and submitted to them for external marking.

ADVANCED HIGHER ACCOUNTING

UNITS COVERED:

Preparing Financial Accounting Information, Preparing Management Accounting Information

TOPICS COVERED:

FINANCIAL ACCOUNTING

Regulatory Framework
Annual Report
Public Limited Companies
Cash Flow Statements
Notes to the Accounts
Consolidated Balance Sheets
Social Responsibility

MANAGEMENT ACCOUNTING

Activity Based Costing
Contract Costing
Process Costing
Absorption v Marginal Costing
Investment Appraisal
Standard Costing

Entry requirements: A or B achieved in Higher Accounting.

COURSE ASSESSMENT

Component 1 – question paper worth 150 marks

Section 1 – will consist of questions drawn from Financial Accounting

Section 2 – will consist of questions drawn from Management Accounting

Component 2 — project worth 50 marks

The purpose of this project is to allow learners to demonstrate challenge and application. The project will provide learners with an opportunity to investigate and report on a contemporary accounting issue of a UK-based public limited company, and the disclosure of accounting information related to the issue, using knowledge of the accounting regulatory framework.

This component is set by the SQA and submitted to them for external marking.

Admin and ICT



For all enquiries with this qualification please see:
Principal Teacher Faculty - Mrs E Bryson

BROAD DESCRIPTION

These courses help to develop fundamental skills which will be advantageous in the world of work

By studying these courses the learners will develop skills including:

- IT skills
- Develop an understanding of Administration in the workplace and the IT skills required for the role
- Administrative and organisational skills

National 3

Consists of 3 mandatory units:

1. Communication in Administration
2. Administration in Action
3. IT Solutions for Administration

All units must be passed

National 4

Consists of 3 mandatory units:

1. Administrative Practices
2. Communication in Administration
3. IT Solutions for Administrators

All units must be passed

National 5

Consists of 2 components:

1. Question Paper – 50 marks
Covers - spreadsheet and database applications to produce and process information, problem-solving and administration theory.

2. Assignment – 70 marks
Covers - word-processing, desktop publishing, and presentations, using technology for investigation, using technology for electronic communication, problem-solving, and administration theory.

PROGRESSION PATHS

- **Linear progression** – Progression of Admin and ICT would be:
National 4 to National 5
National 5 to Higher Administration
- **Skills progression** – Skills achieved are transferable to:
Business Management
Computing Science
Social Subjects
- **Careers for which Administration would be beneficial** –
Administration, Clerical work, Customer Services, Civil Service, Human Resources, Sales and Retail, Leisure and Teaching

HIGHER

Theory Content

- ◆ knowledge and understanding of administration in the workplace and related aspects
- ◆ knowledge and understanding of effective teams and time and task management
- ◆ knowledge and understanding of the features of good customer care and the benefits of good, and consequences of poor, customer care

ICT Content

- ◆ use of complex IT functions in word processing, spreadsheets, databases, desktop publishing, and presentation software to produce, process and manage information and solve problems in unfamiliar contexts
- ◆ skills in electronic research to source complex information
- ◆ skills in effective communication, taking account of its context, purpose and audience
- ◆ a wide range of administrative skills related to planning and organising

Entry requirements:

National 5 Administration and ICT

ASSESSMENT

External written exam 30%

Internal practical assignment 70%

Art & Design



For all enquiries with this qualification please see:

Principal Teacher Faculty - Mr M Ledingham

COURSE DESCRIPTION

Art & Design courses are about developing skills in the use of media and technology. These skills will be used creatively to communicate ideas and solve problems. Practical work is linked to contextual studies so that pupils understand and appreciate current working practices and the relationship of Art & Design with social and cultural issues past and present.

NATIONAL 3

There are two main units of work:

1. **EXPRESSIVE UNIT** - including contextual studies
2. **DESIGN UNIT** - including contextual studies

NATIONAL 4

There are three units of work:

1. **EXPRESSIVE UNIT** - inc contextual studies
2. **DESIGN UNIT** - inc contextual studies
3. **ADDED VALUE UNIT**

All units are marked internally.

NATIONAL 5

There are two main portfolios of work:

1. **EXPRESSIVE UNIT** - including contextual studies
2. **DESIGN UNIT** - including contextual studies

There is an additional written Art & Design studies exam.

N5 EXTERNAL ASSESSMENT

Each portfolio is worth 100 marks and the written exam is worth 50 marks. All three are externally marked by the SQA.

Expressive - 100 marks - 40%

Design - 100 marks - 40%

Exam - 50 marks - 20%.

PROGRESSION PATHS

- **Linear Progression** - N5 leads to Higher Art & Design. Higher can then lead to Advanced Higher. This course leads onto Further or Higher Education or employment/apprenticeship in related business or industry.
- **Skills Progression** - Skills learned on these courses include... researching, experimentation, media handling, visualisation, problem solving, evaluating, communicating both verbally and visually, self-expression and confidence. Other course that link to these could include Technology (particularly design) and History (contextual studies).

HIGHER ART & DESIGN

The course focuses on creativity, problem solving and self-critical analysis. Contextual studies are an important element of the course.

Focus will be on experimentation with ideas and materials for refinement into 2D or 3D projects.

There are 3 elements to complete in the course:

- | | | | |
|----------------|--------|--------------------------|-------|
| • Expressive | Unit 1 | Contextual Studies | 38.5% |
| | Unit 2 | Practical Unit Portfolio | |
| • Design | Unit 1 | Contextual Studies | 38.5% |
| | Unit 2 | Practical Unit Portfolio | |
| • Written Exam | | Art & Design Studies | 23% |

EXTERNAL ASSESSMENT

The portfolios and the written exam are marked by the SQA.



HIGHER PHOTOGRAPHY

N5 or Higher English is essential and knowledge of Art and Design and Physics is useful.

The course allows candidates to develop knowledge and understanding of photographic media and camera techniques and processes when developing their creative practice. Candidates also demonstrate technical photographic skills and show personal, creative responses when photographing a variety of subjects.

There are 2 elements to the course:

- | | | |
|----------------|-----------|-----|
| • Project | 100 marks | 67% |
| • Written Exam | 30 marks | 23% |

EXTERNAL ASSESSMENT

The project and the written exam are marked by the SQA.



ADVANCED HIGHER ART & DESIGN

Pupils select either **Expressive** OR **Design** as the focus of their work.

Expressive studies with Expressive Enquiry: - this involves exploring and responding in an individual way to stimuli, researching challenging expressive art contexts and evaluating how artists respond creatively to stimuli.

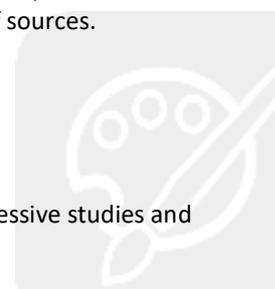
Or

Design Studies with Design Enquiry -This involves exploring and researching challenging design contexts, issues and opportunities, and evaluating and incorporating visual stimuli and other information from a variety of sources.

EXTERNAL ASSESSMENT

All work is externally assessed.

Evidence will include sketch books and a folio of up to 15 A1 sheets of work with the mandatory expressive studies and enquiry units OR design studies and enquiry units. Outcomes can be 2D or 3D.



BIOLOGY



For all enquiries with this qualification please see:
Principal Teacher Faculty - Mr C Cuthbertson

BROAD DESCRIPTION

Biology affects everyone and aims to find solutions to many of the world's problems. Biology, the study of living organisms, plays a crucial role in our everyday existence, and is an increasingly important subject in the modern world. Advances in technologies have made this varied subject more exciting and relevant

Biology Courses encourage the development of skills and resourcefulness, which lead to pupils becoming confident individuals. Successful learners in biology are able to think creatively, analyse and solve problems.

National 3

There are 3 units:

- Cell Biology
- Multicellular Organisms
- Life on Earth

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

National 4

There are 4 units:

- Cell Biology
- Multicellular Organisms
- Life on Earth
- Added Value

A range of approaches are used to develop knowledge and understanding and skills for learning, life and work.

National 5

There are 3 units:

- Cell Biology
- Multicellular Organisms
- Life on Earth

A range of approaches are used to develop knowledge and understanding and skills for learning, life and work.

N5 EXTERNAL ASSESSMENT

Question paper – 100 marks in total

25 multiple choice

75 short answer

Assignment: - 20 marks in total

Both the question paper and assignment will be marked by the SQA.

PROGRESSION PATHS

Linear progression

- N5 will lead to Higher Biology.

Skills progression –

- develop scientific inquiry, investigative and analytical thinking skills
- develop the use of technology, equipment and materials in practical activities
- develop problem solving skills
- use and understand scientific literacy, in everyday contexts, to communicate ideas and issues
- develop the knowledge and skills for more advanced learning in Biology.

HIGHER

There are 3 units:

- DNA and the Genome
- Metabolism and Survival
- Sustainability and Interdependence

The course provides opportunities for pupils to acquire:

- knowledge and understanding of biological concepts, facts, ideas and techniques and the applications of biology in society and industry
- skills in problem solving and practical abilities
- positive attitudes such as being open-minded and being willing to recognise alternative points of view; having an interest in biology, in themselves and their environment; being aware that they can make decisions which affect the well-being of themselves, others, and the quality of their environment.

EXTERNAL ASSESSMENT

The end of course exam is 2 question papers worth a total of 120 marks:

Paper 1 is multiple choice questions worth 25 marks.

Paper 2 on extended response questions worth 95 marks.

The assignment is worth 20 marks and will assess the application of skills of scientific inquiry and related biology knowledge and understanding.

ADVANCED HIGHER

There are 3 units:

- Cell and Proteins (unit 1)
- Organisms and Evolution (unit 2)
- Investigative Biology (unit 3)

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

EXTERNAL ASSESSMENT

Project – 25% of final grade.

Exam – 75% of final grade:

Section A – 25 marks from multiple choice questions

Section B – 65 marks from structured questions

BUSINESS / BUSINESS MANAGEMENT



For all enquiries with this qualification please see:
Principal Teacher Faculty - Mrs E Bryson

BROAD DESCRIPTION

These courses introduce the pupils to the dynamic, competitive, financial and economic environment of business.

By studying these courses the learners will develop skills including:

- the ways in which society relies on business to satisfy needs and wants
- the systems organisations use to ensure customers' needs are met enterprising skills and attributes financial awareness, in a business context
- how organisations organise their resources for maximum efficiency
- how external influences impact on organisations

National 3

Consists of 2 mandatory units:

- 1 Business in Action
- 2 Influences on Business

Entry Requirements - Report grade 5/6 or above in English.

Regular class tests/Homeworks will be given and learners must pass all the required units.

National 4

Consists of 3 mandatory units:

- 1 Business in Action
- 2 Influences on Business
- 3 Business in Practise – Added Value Unit

Entry Requirements - Report grade 3/4 or above in English.

Regular class tests/Homeworks will be given and learners must pass all the required units.

National 5

Consists of 3 mandatory units:

1. Understanding Business
2. Management of People and Finance
3. Management of Marketing and Operations

Regular class tests/Homework's will be given and learners must pass all the required units.

N5 EXTERNAL ASSESSMENT

Component 1 – question paper – 90 marks – 75% of overall course.

Component 2 – assignment - 30 marks – 25% of overall course.

Learners are required to research an appropriate business topic of a small to medium-sized business.

PROGRESSION PATHS

- **Linear progression** – Progression of Business would be:
National 4 to National 5
National 5 to Higher Business Management
- **Skills progression** – Skills achieved are transferable to:
Accounting
Administration and IT
Social Subjects
- **Careers for which Business would be beneficial** –
Accounting, Banking, Insurance, Finance, Administration, Civil Service, Human Resources. Sales and Retail. Leisure and Teaching

HIGHER BUSINESS MANAGEMENT

Units covered:

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

Entry requirements:

- National 5 Business Management **OR**
- National 5 English

Modes of working will include: teacher led discussions, pair/group work, individual work and investigations/research.

Regular class tests and homework will be given.

COURSE ASSESSMENT

QUESTION PAPER

The question paper has a total mark allocation of 90 marks. This is 75% of the overall marks for the course assessment.

The candidate will demonstrate the ability to:

- apply and integrate knowledge and understanding of business concepts from all aspects of the course
- use data handling techniques to interpret and analyse business information
- draw valid conclusions and suggest resolutions to business-related issues

Section one - 'Case study' - 30 marks and will consist of a set of mandatory short-answer questions based on a business case study stimulus.

Section two - 'Extended response' - 60 marks and will consist of 4, 15-mark compulsory questions.

ASSIGNMENT

The assignment will require learners to undertake the following tasks:

- collect information/evidence relating to the context of the assignment
- analyse and evaluate the business data/information to reach conclusions
- produce summary notes that will assist in the write-up of their findings

The component will have 30 marks (25% of the total mark).

CHEMISTRY



For all enquiries with this qualification please see:
Principal Teacher Faculty - Mr C Cuthbertson

BROAD DESCRIPTION

Chemistry is the study of matter and its interactions. It explains the links between the nature of matter and the properties of the world. Chemistry research and development is essential in creating new products and the industry is a major contributor to the world economy. An investigatory approach is encouraged in Chemistry, with learners developing their skills and KU by investigating a range of chemistry applications and issues.

National 3

There are 3 units:

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

An experimental and investigative approach is used to develop KU of Chemistry concepts.

National 4

There are 4 units:

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

A range of approaches are used to develop KU and skills for learning, life and work.

National 5

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

A range of approaches are used to develop KU and skills for learning, life and work.

N5 EXTERNAL ASSESSMENT

Question paper – 100 marks in total
25 multiple choice
75 short answer

Assignment: - 20 marks in total
Both the question paper and assignment will be marked by the SQA.

PROGRESSION PATHS

Linear progression

- N5 will lead to Higher Chemistry.

Skills progression –

- develop scientific inquiry, investigative and analytical thinking skills
- develop the use of technology, equipment and materials in practical activities
- develop problem solving skills
- use and understand scientific literacy, in everyday contexts, to communicate ideas and issues.

HIGHER

There are 3 units:

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

The course provides opportunities for pupils to acquire:

- knowledge and understanding of chemical facts, theories and symbols
- the ability to solve chemical problems
- the ability to carry out chemical techniques and investigations
- positive attitudes, by helping candidates to be open-minded and willing to recognise alternative points of view, and to be interested in science and aware that they can take decisions which affect the well-being of themselves and others, and the quality of their environment.

EXTERNAL ASSESSMENT

The end of course exam is 2 question papers worth a total of 120 marks:

Paper 1 is multiple choice questions worth 25 marks.

Paper 2 on extended response questions worth 95 marks.

The assignment is worth 20 marks and will assess the application of skills of scientific inquiry and related chemistry knowledge and understanding.

ADVANCED HIGHER

There are 3 units:

- Inorganic and Physical Chemistry Principles of Chemical Reactions
- Organic Chemistry and Instrumental Analysis
- Researching Chemistry

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.

EXTERNAL ASSESSMENT

Investigation (30 marks) – 23% of final grade.

Exam (100 marks) – 77 % of final grade

Section A – 20 marks from multiple choice questions

Section B – 80 marks from restricted and extended questions and calculations

COMPUTING SCIENCE



For all enquiries with this qualification please see:
Principal Teacher Faculty – Mrs E Bryson

BROAD DESCRIPTION

As well as allowing pupils to develop their generic skills in Numeracy, ICT and Thinking these courses develop specific Computer Science skills.

Computational thinking skills include the ability to:

- See a problem and it's solution at many levels of detail
- The ability to design a step-by-step strategy to solve a problem
- Break down a task and explain it to someone else
- Recognise patterns.

National 3

- Building Digital Solutions
- Information Solutions

To pass this course you must pass both units which are internally assessed. There is no final exam.

National 4

- Software Design and Development
- Information System Design and Development
- Added Value Unit

This course is internally assessed by a practical task.

National 5

- Software Design and Development
- Information System Design and Development
- Course Assessment

N5 EXTERNAL ASSESSMENT

Question Paper

- Section 1 – 20 questions(short answer)
- Section 2 – 70 marks (extended response)

ASSIGNMENT

- A practical task worth 60 marks

PROGRESSION PATHS

- National 4 to National 5
- National 5 to Higher
- Higher to Advanced Higher

SKILLS PROGRESSION

Computational Thinking Skills are applicable in a variety of other subjects and post school contexts.

HIGHER COMPUTING

Entry requirements

- N5 Computing Science.
- S5/6 with good Maths would be considered.

Content

Software Design and Development

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.

Information System Design and Development

Learners will apply their computational thinking skills to implement practical solutions using a range of development tools and to develop an understanding of the technical, legal, environmental, economic and social issues related to one or more information systems.

ASSESSMENT

Unit

Units will be assessed by a task combining a practical task and a report.

Course

- Component 1 — Question Paper 90 marks (exam)
- Component 2 — Assignment 60 marks (Coursework task).

ADVANCED HIGHER

Entry requirements

Higher Computing Science

Units

Software Design and Development

This Unit explores a range of advanced concepts and processes relating to software design and development, including complex algorithms, data structures and high-level programming. Learners will develop skills in designing, developing, testing and evaluating well-structured, modular programs

Information System Design and Development

This Unit explores a range of advanced concepts and processes relating to the design and development of complex information systems.

Course assessment structure

Component 1 — project 90 marks Component 2 — question paper 60 marks

Progression

- ◆ a range of computing-related Higher National Diplomas
- ◆ degrees in Computing Science or related disciplines
- ◆ careers in computing, IT and/or related areas

HIGHER DANCE

For all enquiries with this subject please see:
Mr R Burns

This course provides opportunities for learners to be challenged and inspired by creating, demonstrating and appreciating dance.

Learners will use knowledge and understanding of dance techniques and choreographic skills to inform practice, and will also develop skills in appreciating dance practice and theatre arts.

As learners develop their knowledge, understanding and skills, they will learn how to use dance techniques and choreography creatively to enhance performance. They will experiment with a range of dance styles and learn how to apply them to enhance their own performance and the performance of others. Learners will also be encouraged to explore the use of theatre arts.

CONTENT:

The course consists of two mandatory units: Technical Skills and Choreography.

Technical Skills:

- Learners will develop refined technical skills in contrasting dance styles for solo and/or group performance
- Dance techniques will be explored before being applied in tutor-choreographed dance sequences and performance.
- Safe dance practice will be developed and applied
- Learners will develop knowledge and understanding of the social and cultural factors influencing dance, and will also apply critical thinking skills when developing knowledge and understanding of dance styles and practitioners.
- They will evaluate their own work and that of others.

Choreography:

- Learners will develop the skills and knowledge required to plan and create a piece of choreography.
- Learners will develop their knowledge and understanding of choreographic structures, devices and spatial patterns, and the relationships between these and themes/stimulus; they will then go on to apply these in their own choreography
- They will explore the use of theatre arts in choreography and, through experience of the choreographic process, will develop creative, problem solving and evaluation skills.

Assessment:

Learners will be assessed internally through practical and written assessments set by the SQA at appropriate stages in their learning throughout the year.

Learners will also be assessed at the end of the year by a visiting assessor. This will be based on:

- 4 Two tutor-choreographed dances in learner's chosen styles
- 5 Performance of learner's piece of choreography
- 6 Review of learner's choreography

PROGRESSION PATHWAYS

- **Skills Progression** - Learners will develop and practise a wide range of skills. For example performing, preparing the body, development of technique, researching, planning, evaluating and working collaboratively. This award also helps develop the four capacities of CFE. Successful learners through application of technique and observing and evaluating performance, effective contributors through listening, evaluating and offering support to others, Confident individuals through participating in performance and making decisions and responsible citizens through taking care of the body and accepting responsibility.
- **Career progression** – Dancer, choreographer, Dance Teacher



DRAMA



For all enquiries with this qualification please see:
Principal Teacher Faculty – Miss H Clements

BROAD DESCRIPTION

Qualifications in Drama offer projects that build **confidence**, **verbal** and **non-verbal communication**, **critical thinking** and **group work**. Drama also builds **problem solving**, **enterprise** and **creativity** skills. Study of drama builds an awareness of **relationships**, **social** problems and an understanding of **psychology**. You will learn in a mixture of **discussion**, individual **assignments** and **group creating** tasks. Students that succeed in drama develop **leadership** qualities, **compassion** and **self-awareness**, essential for team based careers and public relations.

National 3

- Acting stylised and natural characters to audiences
- Taking on Production and Technical Roles
- Creating dramas

Teacher direction is provided to create and present simple characters.

National 4

- Acting stylised and natural characters to public audiences
- Specialising in a Production or Technical Role
- Creating dramas

N4 students are expected to follow their own creation process, generating a log. Their characters are more complex.

National 5

- Acting stylised and natural characters to public audiences
- Designing through a Production or Technical Role
- Creating dramas from text

N5 Students take on complex characters from play-texts. Each project has lots of creative freedom.

N5 EXTERNAL ASSESSMENT

Performance exam 60%:

Choice of Acting or Production. Their **log** is sent to an examiner, who visits the school to assess the Performance.

Question Paper 40%

Assessing understanding developed through the course.

PROGRESSION PATHS

- **Linear progression**
 - N5 would lead to **Higher Drama**.
 - Students progressing from N3→4 or N4→5 will develop their skills through new, **creative projects**, and more challenging **play-texts**.
- **Skills progression**
 - Drama National Qualifications contain many transferable skills. SQA have embedded **Literacy**, **Group Work** and **Personal learning** into drama qualifications.
 - Students leaving drama at N3-4-5 level could develop the above skills particularly well in **English**, **Modern Languages**, **PE**, **RME** and **Music**.

HIGHER

At this level, Drama represents a rigorous study into

- creativity
 - textual analysis
 - acting
 - design
 - directing
-
- **Unit 1** – Guides students through a creative process as they work as a director in a theatre company in creating and producing a public performance.
 - **Unit 2** – Trains students to probe deeply into the social, historical and theatrical contexts of a set play, and how actors, designers & directors use this understanding to develop a performance.

Higher drama relies on focused workshops and group exploration of texts, alongside an exacting programme of written assignments.

EXTERNAL ASSESSMENT

60% Practical exam – Acting, Directing or Design

40% Question Paper – 2hr written exam comprised of 2 essay responses to unseen questions.

ENGLISH



For all enquiries with this qualification please see:
Principal Teacher Faculty – Mrs S Williams

English is a skills-based subject looking at communication in all its various forms. The aim of the subject is to enable learners to develop the skills of communicating and understanding. Learners study and use Reading, Writing, Listening and Talking skills. Areas of study: literature, language, technical skills, media, language for life, drama, talking and listening. Reading, Writing, Talking and Listening skills are required in all walks of life. Understanding all forms of communication, and being able to express opinions are considered the skills for learning, life and work.

National 3

- **Understanding Language**
- **Producing Language**
- **Literacy Unit (can be drawn from other subjects) - Reading, Writing, Talking and Listening**

National 4

- **Creation and Production**
- **Analysis and Evaluation**
- **Added Value Unit**
- **Literacy Unit (can be drawn from other subjects) - Reading, Writing, Talking and Listening**

National 5

N5 EXTERNAL ASSESSMENT

70% Reading Exam

1x Close Reading (1 non-fiction)	(30 marks)
1x Critical Essay	(20 marks)
1x Textual Analysis: A Scottish text (studied)	(20 marks)

30% Writing Folio

1x Creative	(15 marks)
1x Discursive	(15 marks)

PROGRESSION PATHS

Linear progression

- National 5 leads to Higher

Skills progression

- Listen, talk, read, and write, as appropriate to purpose, audience and context
- understand, analyse and evaluate texts in literature, language and media
- create and produce texts, as appropriate to purpose, audience and context
- apply knowledge and understanding of language
- These skills are at the heart of curriculum of every subject, but are essential in Media, Social Subjects and RMPS.
- These skills are useful in careers such as Teaching, Law, and Journalism

HIGHER:

Learners reflect on ideas, relationships, feelings, points of view and motivations, and on how language has been used to convey these. Learners also engage in producing language to clarify and convey these on a personal level

Learners participate in Reading, Writing, Talking and Listening activities, either individually, in pairs, groups or as part of the whole class. They are expected to be able to organise themselves, work independently and meet deadlines as part of the course.

EXTERNAL ASSESSMENT

Paper 1: Reading for Understanding, Analysis and Evaluation. (30% of the total marks)

Paper 2: Section 1: Textual Analysis on set text (20% of total marks)

Section 2: Critical Essays (20% of the total marks)

Writing Folio: This consists of **TWO** essays (15+15% of the total marks)

One essay should be Creative (Poetry, Prose Fiction, Drama, Personal/ Reflective)

One essay should be Discursive (Argumentative, Persuasive, Report)

ADVANCED HIGHER:

Classes are tutorials, with the focus on discussion of the texts. Assessments for the Literary Unit are in the form of Critical Essays. Work for the Dissertation and Creative Writing Folio is mainly done at home

INTERNAL ASSESSMENT

There are **TWO** Mandatory Units:

- **Creation and Production** – folio: two pieces of two different formats (roughly 1000 words each) with proof of editing one of these independently.
- **Analysis and Evaluation** – reading two connected texts; textual analysis of poetry drama or prose

EXTERNAL ASSESSMENT

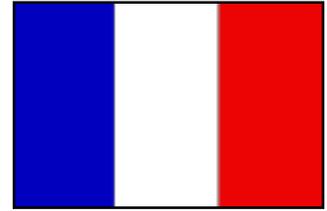
Folio from Creation and Production Unit (15% & 15% of total marks)

Dissertation (30% of the total marks)

Literary Study: **ONE** Critical Essay from Analysis and Evaluation unit (20% of the total marks)

Textual Analysis – critical evaluation of unseen text of poetry, drama or prose (20% of the total marks)

French



For all enquiries with this qualification please see
Principal Teacher Faculty – Mrs A. Esslemont

BROAD DESCRIPTION

These courses use a range of materials to provide pupils with the opportunity to build on skills acquired at BGE level in Reading, Listening, Talking and Writing as well as skills for learning, life and work. Pupils will use different media for learning and communication, develop an understanding of how language works and use language to communicate ideas and information. Covering the contexts of Society, Learning, Employability and Culture, they will increase vocabulary and grammar knowledge, develop communication/presentation skills and cultural awareness to enhance their understanding and enjoyment of other cultures and of their own global citizenship, providing insights into other ways of thinking and other views of the world.

National 3

Course Units:

Understanding and Using Language

4 capacities: Reading, Listening, Talking and Writing

4 contexts: Society, Learning, Employability and Culture

All internally assessed

National 4

Course Units

Understanding and Using Language

4 capacities: Reading, Listening, Talking and Writing

4 contexts: Society, Learning, Employability and Culture

All internally assessed

Added Value Unit (**AVU**)

N5 INTERNAL ASSESSMENT

Talking Performance – 30 marks

N5 EXTERNAL ASSESSMENT

Reading - 30 marks

Writing (job application) - 20 marks (scaled to 15)

Writing Assignment - 20 marks (assessed by SQA, scaled to 15)

Listening - 20 marks (scaled to 30)

PROGRESSION PATHS

- **Linear progression** – Successful completion of N4 then N5 allows progression to Higher or entry to SQA qualification in a different language.
- **Skills progression** - Course contributes to literacy skills and enhances understanding of English grammar.
- **Employability** - recent studies show that companies favour candidates with prior language knowledge and skills. Many further education courses combine the study of a language alongside other courses e.g. Business, Accounts, Law, Primary Teaching, Engineering and Gaming.

HIGHER

INTERNAL ASSESSMENT

Course units

Understanding language

Using language

Talking Performance - 30 marks (internally assessed)

EXTERNAL ASSESSMENT

Reading and Translation – 30 marks

Directed Writing – 20 marks (scaled to 15 marks)

Listening – 20 marks (scaled to 30 marks)

Writing Assignment – 20 marks (scaled to 15)

Entry requirements - Pass in National 5 French

ADVANCED HIGHER

Course units

- Understanding language
- Using language
- Specialist Study - provides learners with the opportunity to develop and extend planning, research and analytical skills in order to undertake an independent specialist study based on literature or media or language in work.

EXTERNAL ASSESSMENT

Component 1 — question paper: Reading and Translation - 50 marks

Component 2 — question paper: Listening and Discursive Writing - 70 marks

Component 3 — portfolio 30 marks - submitted to SQA for external marking.

Component 4 — Talking Performance - 50 marks

- Visiting Assessors appointed by SQA will carry out this assessment.

Total marks - 200 marks

Entry requirements - Pass in Higher French

GEOGRAPHY



For all enquiries with this qualification please see:
Principal Teacher Faculty – Mr I Macmillan

BROAD DESCRIPTION

The Geography Course will encourage learners to develop important attitudes, including: an open mind and respect for the values, beliefs and cultures of others; openness to new thinking and ideas and a sense of responsibility and global citizenship.

Through the study of Geography and the techniques of geographical analysis, learners will develop an understanding of aspects of the contemporary world of concern to all citizens. They will understand more about their sense of identity and learn about different countries and cultures.

National 3

[Geography: Global Issues](#)
[Geography: Human Environments](#)
[Geography: Physical Environments](#)

National 3 is internally assessed.

National 4

[Geography: Global Issues](#)
[Geography: Human Environments](#)
[Geography: Physical Environments](#)

National 4 is assessed through an internal assessment and an added value project.

National 5

[Geography: Global Issues](#)
[Geography: Human Environments](#)
[Geography: Physical Environments](#)

National 5 is assessed through an external examination and an added value project.

N5 EXTERNAL ASSESSMENT

Knowledge and skills will be assessed through a combination of a question paper and a project. The question paper will assess knowledge and skills whilst the project will require learners to extend their knowledge and skills and will be open and flexible to allow for personalisation and choice.

PROGRESSION PATHS

- **Linear progression** – National 5 pass in Geography leads on to Higher Geography, and pass at Higher Geography allows entry to Advanced Higher Geography. Strong literacy skills are required for both of these courses.
- **Skills progression** – there is a variety of skills which form part of the National series of assessments, these are continued to be developed through to National 5 and beyond.

HIGHER

Why Take Higher Geography?

- It is an excellent qualification for college and university. It is accepted in every course and is often classed as a science.
- It is an excellent qualification for a job or career. It is based on knowledge, common-sense and up to date information.

What Does It Involve?

It is based around 4 main topic areas, which fit together to give an all-round knowledge of Geography with a deep understanding.

- **Physical Environments:** Atmosphere, Hydrosphere, Lithosphere and Biosphere.
- **Human Environments:** Population, Rural Land Use Change and Management and Urban Land Use Change and Management.
- **Global Issues:** Development and Health and Global Climate Change.
- **Geographical Skills:** Map Skills, Interpretation of Numerical and Graphical Information.
- **Added Value Unit:** A personalised research project which allows a focus on a specific aspect of the course. This is externally assessed and counts towards 27% of your final grade.
- **Terminal Exam:** This is made up of two exam papers worth 73% of your final grade

ADVANCED HIGHER

Why Take Advanced Higher Geography?

- It is an excellent qualification for university.
- It gives each pupil the right to develop a high level of skill in study, co-operative learning, objective thinking and the ability to communicate clearly and confidently.
- It gives pupils expertise in the use of a range of maps, diagrams, fieldwork and ICT, as well as extending their knowledge of Geography.

What Does It Involve?

It is based around 2 main units:

Geographical Skills: This looks at developing independent geographical research skills and building on the knowledge learnt at Higher. The unit concentrates on the collection of geographical information and its analysis.

Geographical Issues: This unit looks at Geographical Issues and the links between different complex factors. It considers the collection and evaluation of geographical sources.

EXTERNAL ASSESSMENT

A folio will be externally assessed and will comprise of a Geographical Study (40%), a Geographical Issues Essay (30%) and an examination (30%).

German



For all enquiries with this qualification please see
Principal Teacher Faculty – Mrs A. Esslemont

BROAD DESCRIPTION

These courses use a range of materials to provide pupils with the opportunity to build on skills acquired at BGE level in Reading, Listening, Talking and Writing as well as skills for learning, life and work. Pupils will use different media for learning and communication, develop an understanding of how language works and use language to communicate ideas and information. Covering the contexts of Society, Learning, Employability and Culture, they will increase vocabulary and grammar knowledge, develop communication/presentation skills and cultural awareness to enhance their understanding and enjoyment of other cultures and of their own global citizenship, providing insights into other ways of thinking and other views of the world.

National 3

Course Units:

Understanding and Using Language

4 capacities: Reading, Listening, Talking and Writing

4 contexts: Society, Learning, Employability and Culture

All internally assessed

National 4

Course Units

Understanding and Using Language

4 capacities: Reading, Listening, Talking and Writing

4 contexts: Society, Learning, Employability and Culture

All internally assessed

Added Value Unit (**AVU**)

N5 INTERNAL ASSESSMENT

Talking Performance – 30 marks

N5 EXTERNAL ASSESSMENT

Reading - 30 marks

Writing (job application) - 20 marks (scaled to 15)

Writing Assignment - 20 marks (assessed by SQA, scaled to 15)

Listening - 20 marks (scaled to 30)

PROGRESSION PATHS

- **Linear progression** – Successful completion of N4 then N5 allows progression to Higher or entry to SQA qualification in a different language.
- **Skills progression** - Course contributes to literacy skills and enhances understanding of English grammar.
- **Employability** - recent studies show that companies favour candidates with prior language knowledge and skills. Many further education courses combine the study of a language alongside other courses e.g. Business, Accounts, Law, Primary Teaching, Engineering and Gaming.

HIGHER

INTERNAL ASSESSMENT

Course units

Understanding language

Using language

Talking Performance - 30 marks (internally assessed)

EXTERNAL ASSESSMENT

Reading and Translation – 30 marks

Directed Writing – 20 marks (scaled to 15 marks)

Listening – 20 marks (scaled to 30 marks)

Writing Assignment – 20 marks (scaled to 15)

Entry requirements - Pass in National 5 German

ADVANCED HIGHER

Course units

- Understanding language
- Using language
- Specialist Study - provides learners with the opportunity to develop and extend planning, research and analytical skills in order to undertake an independent specialist study based on literature or media or language in work.

EXTERNAL ASSESSMENT

Component 1 — question paper: Reading and Translation - 50 marks

Component 2 — question paper: Listening and Discursive Writing - 70 marks

Component 3 — portfolio 30 marks - submitted to SQA for external marking.

Component 4 — Talking Performance - 50 marks

- Visiting Assessors appointed by SQA will carry out this assessment.

Total marks - 200 marks

Entry requirements - Pass in Higher German

N4/5 Graphic Communication



For all enquiries with this qualification please see:

Principal Teacher Faculty - Mr M Ledingham

COURSE DESCRIPTION

The course provides opportunities for learners to gain skills in reading, interpreting and creating graphic communications. It is practical, exploratory and experiential in nature; allowing learners to engage with 2D and 3D design technologies including CAD and DTP/Graphic design. It also allows learners to consider the impact that Graphic Communications technologies have on our environment and society.

NATIONAL 4

Units:

- 2D Graphic Communication
- 3D Graphic Communication

Assessment:

- Internally assessed Added Value Unit

Candidates will produce, with guidance, a graphical response to an assignment brief

NATIONAL 5

The course is practical, exploratory and experiential in nature and combines elements of recognised professional standards for graphic communication, partnered with graphic design creativity and visual impact.

Assessment:

- | | | |
|--------------|----------|-----|
| • Assignment | 40 marks | 33% |
| • Exam Paper | 80 marks | 67% |

Both the assignment and exam are externally marked by the SQA.

The assignment is a strict exam condition collection of tasks to be completed over a collated 8 hours of class time.

PROGRESSION PATHS

Linear Progression

Completion of National 4 - progress to N5 (then possibly Higher)

Completion of National 5 - progress to Higher (then possibly Adv Higher)

Skills Progression

The course aims to develop candidate's skills in graphic communication techniques, including the use of equipment, graphics materials and software. The ability to extend and apply knowledge and understanding of graphic communication standards, protocols and conventions and an understanding of the impact of graphic communication technologies on our environment and society.

Higher Graphic Communication



For all enquiries with this qualification please see:

Principal Teacher Faculty - Mr M Ledingham

COURSE DESCRIPTION

The Higher 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 and to continue to develop graphic awareness in often complex graphic situations, expanding their visual literacy. The Course is practical, exploratory and experiential in nature. On completing the Course, learners will have developed skills in 2D and 3D graphics, as well as pictorial graphics and graphic design. They will be able to apply these skills with discernment in order to produce graphics with visual impact and graphics that require the effective transmission of information.

COURSE ASSESSMENT

- **Assignment 50 marks 36%**

The assignment assesses the candidate's ability to apply graphic communication skills and knowledge acquired and developed during the course, in the context of defined tasks which require a response to a problem or situation. It has three areas covering preliminary, production and promotional graphics. These may, or may not, be thematically related and include various tasks that candidates complete.

- **Exam Paper 90 marks 64%**

The purpose of the question paper is to assess learners' skills, knowledge and visual literacy through the graphics techniques and practice they have acquired.

Both the assignment and the exam paper are externally marked by the SQA.

PROGRESSION PATHS

- **Linear Progression** - Completion of Higher can lead to a further study at Advanced Higher as well as further education at college or university level in graphic and related technical design courses.
- **Skills Progression** - Learners will develop skills in graphic communication techniques, including the use of equipment, graphics materials and software, creativity in the production of graphics to produce visual impact in meeting a specified purpose, skills in evaluating the effectiveness of graphics in communicating and meeting their purpose and an understanding of standards, protocols and conventions.

Adv. H Graphic Communication



For all enquiries with this qualification please see:

Principal Teacher Faculty - Mr M Ledingham

COURSE DESCRIPTION

The Advanced Higher Course is designed to develop learners' skills in communicating using graphic media, and in interpreting, understanding and critically evaluating graphic media created by others. These skills are essential for people of all ages living and working in a modern society.

The way in which visual information is communicated has a direct influence and effect on our decisions, actions and emotions as we go about our everyday business. We rely heavily on the accuracy of information conveyed by graphic communications, from complex engineering and technical information, simple display and informational graphics, to animations and moving graphic media. The Course provides opportunities for candidates to study this diverse range of graphic applications.

COURSE ASSESSMENT

NOTE: At the time of printing for these choice booklets, the Advanced Higher course is still under development for a fresh update in the 2019 session. At present, it has been confirmed that unit passes are removed and this leaves the focus on an assessment/project and a written exam paper.

Currently it exists as below:

- **Project/Assignment** **120 marks** **60%**
- **Exam Paper** **80 marks** **40%**

Projects were marked internally but following the trend of changes to N5 and Higher the new Advanced Higher course will likely see projects being externally marked by the SQA as well as the written exam paper.

PROGRESSION PATHS

- **Linear Progression** - Completion of Higher can lead to a further study at Advanced Higher as well as further education at college or university level in graphic and related technical design courses.
- **Skills Progression** - Learners will develop skills in graphic communication techniques, including the use of equipment, graphics materials and software, creativity in the production of graphics to produce visual impact in meeting a specified purpose, skills in evaluating the effectiveness of graphics in communicating and meeting their purpose and an understanding of standards, protocols and conventions.

HISTORY



For all enquiries with this qualification please see:
Principal Teacher Faculty - Mr I Macmillan

BROAD DESCRIPTION

In this subject you will look at three fascinating periods in the past that still matter in our lives today:

- Historical Study, Scotland: The Era of the Great War, 1910-1928
- Historical Study, Britain: The Transatlantic Slave Trade
- Historical Study, European & World: Civil Rights in America

You will get the opportunity to carry out your own investigation assignment on a topic of your choice.

National 3: Internal Assessment

Scotland: Identifying historical sources and applying knowledge & understanding.

Britain: Commenting on the impact of historical developments and applying knowledge & understanding.

European & World: Commenting on causal factors and applying knowledge & understanding.

National 4: Internal Assessment

Scotland: Comparing historical sources and explaining historical events / themes.

Britain: Interpreting historical developments and explaining historical events / themes.

European & World: Drawing conclusions and explaining historical events / themes.

National 5: Skills

Scotland: Evaluating the usefulness of historical sources and analysing historical events / themes.

Britain: Responding to historical developments and analysing historical events / themes.

European & World: Creating balanced conclusions and analysing historical events / themes.

N5 EXTERNAL ASSESSMENT

Knowledge and skills will be assessed through a combination of a formal examination covering all three historical study units [80%] and a research assignment [20%].

PROGRESSION PATHS

- **Linear progression** – N5 achievement in History leads on to Higher (C or above), and a B grade or better at Higher leads on to Advanced Higher study in History. Strong literacy skills are required in Higher and Advanced Higher History.
- **Skills progression** – a questioning mind and effective information gathering will help you in a range of other subjects, the development of informed decisions and the presentation of findings in an intelligible manner are vital life skills. All of these skills (and many, many more) are developed in the study of History.

WHY STUDY HISTORY AT HIGHER?

It's VERY interesting! And it's very useful for a whole host of different careers. In today's internet-based, information overloaded world, employers really appreciate someone who can sift through the evidence to find the vital information- a skill that history is better placed than any other subject to help you develop.

Employers and universities also like to see that you have followed a balanced curriculum at school. History keeps that balance very well.

The course consists of three units plus an assignment of the student's choice. The units are:

- Historical Study: The Making of Modern Britain 1851-1951
- Historical Study: Germany and the Rise of Nationalism 1815-1939
- Historical Special Topic: Migration & Empire 1830-1939

Core skills covered include:

- Problem solving (Critical Thinking, Planning and Organising)
- Communication
- Analysis, interpretation and evaluation

EXTERNAL ASSESSMENT

The terminal exam (worth 73% of the final grade) is made up of two question papers: Paper 1 [40%] is extended writing (essays) relating to Britain 1851-1951 and Germany and the rise of nationalism 1815-1939 and Paper 2 [33%] is source analysis relating to migration to and from Scotland and Scotland's role in the British Empire 1830-1930. The Assignment [27%] is researched and prepared under staff guidance (and must be completed by the Christmas holidays) and assessed under exam conditions.

ADVANCED HIGHER

Entry to the Course is at the discretion of the Department but you would be expected to have achieved at least a B at Higher in History. The course consists of a Historical Study based on America: 'A House Divided', 1850-1865 and an in-depth study of a historical topic in the form of a written dissertation. The dissertation should be no more than 4400 words (completed by the start of the Easter holiday).

EXTERNAL ASSESSMENT

Units are assessed internally by your teacher in accordance with SQA guidelines. The award is based on a written examination set and marked by the SQA [64%] and by external assessment of the dissertation [36%].

Home Economics Hospitality (Practical Cookery)



For all enquiries with this qualification please see:
Principal Teacher Faculty - Mr R Burns

Hospitality allows pupils the chance to develop valuable life skills which help prepare them for an independent lifestyle. It will also give pupils a deeper understanding as to what goes into preparing and cooking a good nutritious meal. Course Cost: £90 for the year (for those pupils who do not receive free school meals).

The Hospitality course has three core units:

Cookery skills, techniques and processes – This unit enhances learners' cookery skills, food preparation techniques, safety, hygiene and ability to follow cookery processes in the context of producing dishes. **Understanding and using ingredients** – This unit develops learners' knowledge & 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. **Organisational skills for cooking** – This unit develops learners' basic organisational skills. Learners will acquire the ability to produce dishes (with guidance and by following a given plan), to present them appropriately and to work safely and hygienically. They will also develop the ability to carry out an evaluation of the product.

It is important that candidates selecting this course understand that there is theory/written work that accompanies every practical unit. A course award cannot be achieved without the completion of the theory work.

National 4

Units: As above, plus an Added Value Unit (Preparing a meal).

National 5

Units: As above, plus Practical Cookery Assessment Task.

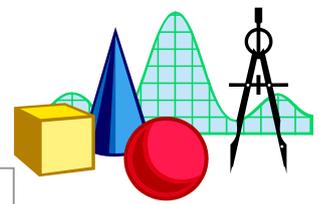
National 5: Assessment

All of the units will be assessed internally, with SQA moderating the process.

Linear progression – Currently there is no Higher Hospitality, therefore HE is unable to offer this as an option. However, the Faculty are considering alternatives for the future (i.e. Health and Food Technology).

Skills progression – The Hospitality course at NQ4 and NQ5 offers learners opportunities to develop their cookery skills, and other important skills for learning, life and work. The experiences provided through the course are relevant to careers in the food development and manufacturing industries, health and environmental health professions.

MATHEMATICS



For all enquiries with this qualification please see:
Principal Teacher Faculty - Mr J. Bovill

BROAD DESCRIPTION

To encourage pupils to aim high and to work hard to achieve this, to develop pupils' confidence in using Mathematics, to teach pupils how to calculate; mentally, using paper and pencil and using calculators and computers, to allow pupils to investigate, to make generalisations and to solve problems and to emphasise the practical nature of Mathematics and to help pupils understand the importance of Mathematics in modern life.

National 3: Mathematics

There are 3 units: -

- Manage Money and Data
- Shape, Space and Measures
- Numeracy

Each unit is internally assessed on a pass/fail basis.

National 4: Mathematics

There are 3 units: -

- Expressions and Formulae
- Relationships
- Numeracy

Units are internally assessed. Overall pass/fail is awarded when Added Value Test is completed.

National 5: Mathematics

There are 3 units: -

- Expressions and Formulae
- Relationships
- Applications

Each unit is internally assessed on a pass/fail basis.

N5 EXTERNAL ASSESSMENT

There are 2 papers:-

- Paper 1 (non-calculator) 40 marks.
- Paper 2 (calculator) 50 marks.

Candidates must pass both the internal and external assessments.

National 4: Lifeskills Mathematics

There are 3 units: -

- Managing Finance and Statistics
- Geometry and Measures
- Numeracy

Units are internally assessed. Overall pass/fail is awarded when Added Value Test is completed.

PROGRESSION PATHS

- **Linear progression** – A quality pass at National 5, can lead to studying Higher Mathematics. A quality pass at Higher can lead to studying Advanced Higher Mathematics.
- **Skills progression** – Learning mathematics develops logical reasoning, analysis, problem solving skills, creativity, and the ability to think in abstract ways. It uses a universal language of numbers and symbols, which allows us to communicate ideas in a concise, unambiguous and rigorous way across the curriculum.

HIGHER

There are 3 units:-

- Unit 1: Expressions and Functions: -
logarithmic and exponential functions, trigonometric expressions and vectors.
- Unit 2: Relationships and Calculus: -
algebraic and trigonometric equations and calculus
- Unit 3: Applications: -
straight line, circles, sequences and calculus in context.

Entry to this course requires National 5 skills, knowledge and understanding.

Each unit will be internally assessed on a pass/fail basis.

EXTERNAL ASSESSMENT

There are 2 papers:-

- Paper 1 (non-calculator) 70 minutes, 60 marks.
- Paper 2 (calculator) 90 minutes, 70 marks.

To gain an award, candidates must pass both the internal unit tests and the external assessment.

ADVANCED HIGHER MATHEMATICS, MECHANICS and STATISTICS

- All units are internally assessed.
- At the end of each unit you will sit a unit test and be awarded a pass/fail.
- The final exam lasts 3 hours, is worth 100 marks and is graded A – D.
- A calculator may be used for all unit assessments and the final assessment.
- To gain Advanced Higher you must pass all 3 units and the final exam (additionally you must carry out a statistical investigation for Advanced Higher Statistics)

ADVANCED HIGHER MATHEMATICS

Methods in Algebra and Calculus (Advanced Higher)

◆ use mathematical operational skills linked to methods in algebra and calculus

Applications of Algebra and Calculus (Advanced Higher)

◆ use mathematical operational skills linked to applications of algebra and calculus

◆ use mathematical reasoning skills linked to applications of algebra and calculus

Geometry, Proof and Systems of Equations (Advanced Higher)

◆ use mathematical operational skills linked to geometry, proof and systems of equations

ADVANCED HIGHER MATHEMATICS OF MECHANICS

Mathematics of Mechanics: Linear and Parabolic Motion (Advanced Higher)

◆ use mathematical operational and reasoning skills linked to linear and parabolic motion

Mathematics of Mechanics: Force Energy and Periodic Motion (Advanced Higher)

◆ use mathematical operational and reasoning skills linked to force, energy and periodic motion

Mathematics of Mechanics: Mathematical Techniques for Mechanics (Advanced Higher)

◆ use mathematical operational and reasoning skills linked to mechanics

ADVANCED HIGHER STATISTICS

Mathematics of Statistics: Data Analysis and Modelling (Advanced Higher)

◆ use mathematical operational and reasoning skills linked to data analysis and modelling

Mathematics of Statistics: Statistical Inference (Advanced Higher)

◆ use mathematical operational and reasoning skills linked to statistical inference

Mathematics of Statistics: Hypothesis Testing (Advanced Higher)

◆ use mathematical operational and reasoning skills linked to hypothesis testing

MODERN STUDIES



For all enquiries with this qualification please see:
Principal Teacher Faculty - Mr I Macmillan

BROAD DESCRIPTION

Pupils are taught a common core of three study unit at the three National levels:

- Political Issues in Scotland and the UK
- Social Issues in Scotland and the UK
- International issues

There is also an 'Added Value' part to each of the courses. This 'Added Value' will take the form of a small project with a written report.

National 3

Three study areas are:

Political Issues

Social Issues

International Issues.

The course work will include self-study and group work and will be formally and informally assessed.

National 4

Three study areas are:

Political Issues

Social Issues

International Issues.

The course work will include self-study and group work and will be formally and informally assessed.

National 5

Three study areas are:

Political Issues;

Social Issues and

International Issues.

The course work will include self-study and group work and will be formally and informally assessed.

N5 EXTERNAL ASSESSMENT

Knowledge and skills will be assessed through a combination of an exam, a project and a written report on the project under exam conditions.

PROGRESSION PATHS

- **Linear progression** – National 5 pass in Modern Studies leads on to Higher Modern Studies, and a pass at Higher Modern Studies allows entry to Advanced Higher Modern Studies. Both Higher and Advanced Higher require strong literacy skills.
- **Skills progression** – there is a variety of skills which form part of the National series of assessments, these are continued to be developed through to National 5 and beyond.

HIGHER

The purpose of the Higher course is to develop Knowledge and Understanding of political, social and international issues **and** to develop core skills of analysis, synthesis, evaluating, drawing conclusions and detecting and explaining objectively.

You will study 3 areas:

Democracy in Scotland and the United Kingdom

Social Inequality in the United Kingdom

International Issues: Study of a contemporary world issue e.g. development/poverty in Africa.

ASSESSMENT

One assignment and an external examination.

ASSIGNMENT

Each pupil will undertake a personal research project followed by an assessment of their skills and of their findings, under exam conditions.

ADVANCED HIGHER

You will study:

Law & Order and Research Methods

Within the course the following areas are studied:

Understanding the criminal justice system;
Understanding criminal behaviour;
Responses by society to crime;
Researching Social Science issues;
Dissertation Unit

The purpose of the Advanced Higher course is to develop Knowledge and Understanding of a specific area of study **and** to develop core skills of analysis, synthesis, evaluating, comparisons.

The course aims:

- to ease the transition from secondary to higher education by developing a number of skills, including note taking, tutorial participation and presentations.
- to increase and improve the understanding of, and to develop the use of, social research methods.
- to allow students to have learning experiences which will involve both independent learning and direct teaching.

Assessment

There are three course assessments for the SQA and an external examination.

And a Dissertation to be written up and sent to the SQA.

MUSIC



For all enquiries with this qualification please see:
Principal Teacher Faculty - Miss H Clements

BROAD DESCRIPTION

Courses in Music allow learners to develop practical skills in performing and creating, while developing their understanding of music styles and concepts. Opportunities are provided for learners to perform a variety of music in solo and/or group settings using their voice or selected instruments. Self expression, personal creativity and self-confidence will be developed when performing and creating. Understanding music through listening enables learners to build knowledge, raising their social and cultural awareness of the influences on musicians and composers.

National 3

- ◆ Develop performing skills using 2 instruments.
- ◆ Create music using simple compositional methods.
- ◆ Listen to music to develop knowledge of music literacy.
- ◆ Identify areas for improvement.

National 4

- ◆ Develop performing skills using 2 instruments.
- ◆ Perform music with accuracy
- ◆ Create original music.
- ◆ Develop knowledge of social/cultural side of music.
- ◆ Develop KU of music.
- ◆ Reflect on work and that of others.

National 5

- ◆ Develop performing skills using 2 instruments.
- ◆ Perform challenging music.
- ◆ Create original music.
- ◆ Develop knowledge of social/cultural side of music.
- ◆ Broaden knowledge of music through listening activities.
- ◆ Reflect on work and that of others.

N5 EXTERNAL ASSESSMENT

Students perform on both instruments for their **Performance exam**, marked by a visiting examiner and worth **60%**. The understanding of concepts and musical literacy developed through the course is assessed in a **question paper** worth **40%**.

PROGRESSION PATHS

- **Linear progression** – Achievement at N5 provides progression to the Higher and Advanced Higher Music courses.
- **Skills progression** – These include negotiating and working collaboratively with others, interpersonal skills development and the chance to gain valuable insights from others which could be used to help improve their own technical and musical skills. These skills are the same as those being developed throughout the curriculum and will contribute to possible further study, employment or training.

HIGHER

All candidates must take the **three mandatory** Units:

- ◆ Music: Composing
- ◆ Music: Understanding
- ◆ Music: Performing

Composing Unit: pupils develop their creative use of compositional skills in preparation for the production of an audio folio.

Understanding Unit: pupils develop the ability to identify stylistic features of music listened to and to describe compositional features in terms of melody, harmony, rhythm, structure, timbre, genre and form.

Performing Unit: pupils demonstrate, in a prepared performance, the ability to perform with accuracy in pitch and rhythm and to play musically.

EXTERNAL ASSESSMENT

Pupils are assessed by a specialist Visiting Examiner in Music for their Performance Component (worth 60%) and a Question Paper for the Listening Component (worth 40%).

ADVANCED HIGHER

All candidates must take the **three mandatory** Units:

- ◆ Music: Composing
- ◆ Music: Understanding
- ◆ Music: Performing

In the **Composing** Unit, pupils will have opportunities to develop their creative use of compositional skills in preparation for the production of an audio folio which contains two examples of completed individual work. In the **Understanding** Unit, pupils will develop the ability to identify stylistic features of music listened to and to describe compositional features in terms of melody, harmony, rhythm, structure, timbre, genre and form. They will also compose an analytical essay based upon works that they have listened to during the course. In the **Performing** Unit pupils will demonstrate, in a prepared performance, the ability to perform with accuracy in pitch and rhythm and to play musically.

EXTERNAL ASSESSMENT

Pupils are assessed by a specialist Visiting Examiner in Music for their Performance Component (worth 60%) and a Question Paper for the Listening Component (worth 40%).

Physical Education



For all enquiries with this qualification please see:
Principal Teacher Faculty - Mr R Burns

Physical Education at the Senior Phase of the curriculum is focussed on the study of performance improvement, through an enhanced understanding of how different mental, social, emotional and physical factors impact on sporting performance.

In order to achieve a Senior Phase Physical Education course award, candidates **must already possess a high level of practical ability in two** of the following physical activities: Gymnastics, Badminton, Swimming, Basketball, Football and Dance.

The courses include the following three main components: **Factors Impacting Performance** (internally assessed); **Portfolio Investigation** (externally assessed) and the **One-Off Performance** unit (internally assessed). The courses are delivered through three double periods a week. There are two practical lessons that include written work, which **MUST** be completed independently by the pupils each lesson as they perform. There is also a dedicated theory/written lesson each week, in which the pupils will complete an internal written assessment every second week up until Christmas. It is important that candidates understand the continuous nature of the internal assessment in Senior Phase Physical Education, as assessments start as early as the third week of the new academic year in June. There are three performance based assessments, which are also carried out within lessons.

The NQ4 and NQ5 courses culminate with a written exam (NQ5), or Added Value Unit (NQ4) carried out in February, followed by a one-off performance assessment and associated evaluative exam paper at the end of the year. The Higher course includes a prelim in February, followed by a one-off performance assessment with associated evaluative exam paper, and a final written exam in May.

National 4

Units: As above, plus an Added Value Unit consisting of an assessed practical performance and associated evaluative questions.

National 5

Units: Factors Impacting on Performance (internally assessed, externally verified), **Portfolio Investigation**, and **One-Off Practical Performance** (internally assessed, externally verified).

National 5: External Assessment

This consists of a portfolio investigation on the candidates' own performance development plan, with an associated 90 minute evaluative exam paper. This exam is carried out in February under full exam conditions, and is then sent away to be externally marked.

PROGRESSION PATHWAYS

Linear Progression: The structure and content of the three Senior Phase courses are similar, but as a candidate moves up in levels there is a significant increase in the need to take responsibility for their own individualised learning. All three courses require this, but the level of detail and the complexity of the performance development increases dramatically from NQ 4 up to Higher.

Skills Progression: The investigative and analytical skills developed, accompanied by the need to apply practical problem solving, make Physical Education valuable to any pupil. The course will enhance a pupil's ability to work in a group or individually, and the evaluative skill set required for success, will equip pupils with many transferrable skills useful in learning, life and work.

HIGHER

Entry requirement: NQ5 Physical Education, **or** NQ5 English and high level of practical ability.

Internally Assessed Units: Performance Skills (Internally assessed in 2 activities), and Factors Impacting Performance (internally assessed within lessons). Both of these units are minimal competency Pass/Fail assessments, and must be completed in order for the candidate to be presented for the final assessments.

Externally Assessed Units: One-Off Performance Assessment, which is 40% Practical and 60% theory. This makes up 60% of the candidate's overall final grade. Questions and Scenarios Written Exam Paper lasting 1.5 Hours under exam conditions, makes up the final 40% of the total mark.

Progression:

Many universities/colleges like to see Physical Education on the list of qualifications that candidates have. It shows an ability to work as part of a team, showing leadership and self-evaluation. Higher Physical Education is recognised by all universities as a legitimate academic entry qualification.

PHYSICS



For all enquiries with this qualification please see:
Principal Teacher Faculty – Mr C Cuthbertson

BROAD DESCRIPTION

Through learning in physics, pupils develop their interest in and understanding of the world. Through a range of tasks, pupils develop important skills to become creative, inventive and enterprising.

Physics Courses encourage resourcefulness, leading to pupils becoming confident individuals. Successful learners in physics think creatively, analyse and solve problems. Physics can produce responsible citizens, through studying the impact it makes on their lives, on the environment, and on society.

National 3

There are 3 units:

- Electricity and Energy
- Waves and Radiation
- Dynamics and Space

An experimental and investigative approach is used to develop KU of Physics concepts.

National 4

- Electricity and Energy
- Waves and Radiation
- Dynamics and Space
- Added Value

A range of approaches are used to develop KU and skills for learning, life and work.

National 5

There are 3 units:

- Electricity and Energy
- Waves and Radiation
- Dynamics and Space

A range of approaches are used to develop knowledge and understanding and skills for learning, life and work.

N5 EXTERNAL ASSESSMENT

Question paper – 135 marks in total

- 25 multiple choice

- 110 short answer

Assignment: - 20 marks in total

Both the question paper and assignment will be marked by the SQA.

PROGRESSION PATHS

Skills progression –

develop scientific analytical thinking, inquiry and investigative skills

develop the use of technology, equipment and materials, safely, in practical scientific activities

develop problem solving skills

use and understand scientific literacy, in everyday contexts

HIGHER

There are 4 units:

- Our Dynamic Universe
- Particles and Waves
- Electricity

The course provides opportunities for pupils to acquire:

- An increased knowledge and understanding of facts and ideas, of techniques and of the applications of physics in society.
- Skill in applying their knowledge and understanding in a wide variety of theoretical and practical problem solving contexts.
- Skills associated with carrying out experimental and investigative work in physics and analysing the information obtained.

EXTERNAL ASSESSMENT

The end of course exam is 2 question papers worth a total of 155 marks:

Paper 1 is multiple choice questions worth 25 marks.

Paper 2 on extended response questions worth 130 marks.

The assignment is worth 20 marks and will assess the application of skills of scientific inquiry and related physics knowledge and understanding.

CfE ADVANCED HIGHER

There are 4 units:

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

The purpose of the Course is to build on the knowledge and skills developed by the learner in the Higher Physics Course and to use their mathematical knowledge and skills to analyse and solve problems in real-life contexts. As our understanding of physics and its potential applications is constantly evolving, our success as an industrial society depends on the development of young people who are secure in their knowledge of physics and who are resilient, adaptable, creative and inventive.

EXTERNAL ASSESSMENT

Project (30 marks) – 23% of final grade.

Exam (100 marks) - 77 % of final grade

- The question paper will contain restricted and extended response questions.

POLITICS

For all enquiries with this qualification please see:
Principal Teacher Faculty - Mr I. Macmillan



BROAD DESCRIPTION

This Higher course is recommended for S6 students who have previously studied Higher Modern Studies. During the course, students will develop knowledge and understanding of: significant political concepts and ideologies; political systems through comparative study and political parties and elections. In addition, students will develop the ability to analyse and evaluate political ideas, events, issues, systems, parties and electoral performance and enhance their research, data-handling and evaluating skills.

COURSE DESCRIPTION

In this course you will focus on aspects of politics across a range of subject areas:

- Political theory, including a close study of two political ideologies
- Political systems, with a political focus on executive and legislative branches
- Political parties and elections, comparing the electoral impact of two different, dominant political ideas

You will also get the opportunity to carry out your own investigation on a topic of your choice.

PROGRESSION PATHS

- **Linear progression** – Due to the nature and demands of the course, Higher Politics should **ONLY** be chosen as a course if you achieve or a likely to achieve a C or better at Higher Modern Studies
- **Skills progression** – Studying politics at Higher will open up insights and opportunities for those who wish to engage with government at local, national or international level. It will develop particular skills in relationship to analyse, evaluation and data management.

N4/5 Practical Metalwork



For all enquiries with this qualification please see:

Principal Teacher Faculty - Mr M Ledingham

COURSE DESCRIPTION

The aims of the Course is to enable learners to develop:

- Skills in metalworking techniques
- Skills in measuring and marking out metal sections and sheet materials
- Safe working practices in workshop environments
- Practical creativity and problem solving skills
- Knowledge of sustainability issues in a practical metalworking context

NATIONAL 4

The course combines practical metalworking techniques with elements of creativity.

Learners develop skills including use of tools and equipment and a range of materials. Learners also gain an appreciation of safe working practices.

The course has 3 primary units:

- Bench Skills
- Machining Processes
- Thermal Joining & Fabrication

An Added Value Unit is then to be completed following successful completion of the course units.

NATIONAL 5

The course is suitable for learners with an interest in metalwork and those wanting to progress to higher levels of study or a related career.

With the removal of unit passes, the focus is on developing the necessary skills through course projects to be prepared and confident enough to tackle the assignment project.

There is also a written exam to assess the theory associated with the subject.

- **Practical Assignment** 70 marks 70%
- **Written Exam** 60 marks 30% (scaled)

Practical Assignment is marked internally, exam externally by SQA.

PROGRESSION PATHS

- **Linear progression** On completion of N4, the progression would be to N5 then leading to employment (apprentice) or to further education.
- **Skills progression** Learners will gain skills in the safe and correct use of tools, equipment and a range of materials, and in reading and interpreting drawings and diagrams.

The Course develops and enhances psychomotor skills, practical creativity, practical problem solving skills, an appreciation of safe working practices in a workshop environment, and knowledge of sustainability issues in a practical woodworking context.

Course activities provide opportunities to build self-confidence and to enhance skills in Numeracy, employability skills, thinking skills, planning and organising of work tasks, working independently and in collaboration with others, as well as skills in communication and skills in self and peer evaluation.

N4/5 Practical Woodwork



For all enquiries with this qualification please see:

Principal Teacher Faculty - Mr M Ledingham

COURSE DESCRIPTION

The aims of the Course is 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
- Knowledge of sustainability issues in a practical woodworking context

NATIONAL 4

The course combines practical woodworking techniques with elements of creativity.

Learners develop skills including use of tools and equipment and a range of materials. Learners also gain an appreciation of safe working practices.

The course has 3 primary units:

- Flat-Frame Construction
- Carcase Construction
- Machining & Finishing

An Added Value Unit is then to be completed following successful completion of the course units.

NATIONAL 5

The course is suitable for learners with an interest in woodworking and those wanting to progress to higher levels of study or a related career.

With the removal of unit passes, the focus is on developing the necessary skills through course projects to be prepared and confident enough to tackle the assignment project.

There is also a written exam to assess the theory associated with the subject.

- **Practical Assignment** 70 marks 70%
- **Written Exam** 60 marks 30% (scaled)

Practical Assignment is marked internally, exam externally by SQA.

PROGRESSION PATHS

- **Linear progression** On completion of N4, the progression would be to N5 then leading to employment (apprentice) or to further education.
- **Skills progression** Learners will gain skills in the safe and correct use of tools, equipment and a range of materials, and in reading and interpreting drawings and diagrams.

The Course develops and enhances psychomotor skills, practical creativity, practical problem solving skills, an appreciation of safe working practices in a workshop environment, and knowledge of sustainability issues in a practical woodworking context.

Course activities provide opportunities to build self-confidence and to enhance skills in Numeracy, employability skills, thinking skills, planning and organising of work tasks, working independently and in collaboration with others, as well as skills in communication and skills in self and peer evaluation.

Religious, Moral and Philosophical Studies



For all enquiries with this qualification please see:
Principal Teacher Faculty - Mr R. Burns

RMPS (Religious, Moral and Philosophical Studies) encourages active learning in the process of investigating religious, moral and philosophical topics or issues. Pupils need to develop and apply relevant knowledge and understanding. Pupils will learn to express viewpoints and will have the opportunity to reflect on, and articulate, their personal faith or values.

The National 4/5 RMPS course has three core units:

World Religion: In this unit, you will develop skills to explain and comment on the meaning and context of sources related to Judaism. You will develop detailed knowledge and understanding of the impact and significance of religion today through studying some key beliefs, practices and sources found within Judaism and the contribution these make to the lives of followers.

Morality and Belief: In this unit, you will develop skills to explain and express reasoned views about contemporary moral questions and responses. You will develop a detailed understanding of contemporary moral questions and religious and non-religious responses related to morality and relationships.

Religious and Philosophical Questions: In this unit, you will develop skills to analyse religious and philosophical questions and responses. You will develop knowledge and understanding of issues relating to the problem of evil and suffering and the religious and non-religious responses to this philosophical question.

National 4

Units: As above, plus Added Value Unit.

National 5

Units: As above, plus externally marked assignment and final written exam paper.

National 5 External Assessments:

External exam (if passed 3 internal unit assessments)

One externally marked assignment.

External written assessment graded A-D.

PROGRESSION PATHS

- **Linear progression:** N4 and N5 follow the same structure and learners are assessed on the similar skills and in the same way.
- Higher is structured on these skill areas, but provides more time for learning, more focus on skills and applying learning, and greater scope for personalisation and choice.
- **Skills progression**– The RMPS course at all levels allows learners to develop and clarify their views on sensitive subjects. This is a skill which would transfer very easily into a social subjects setting.

HIGHER

RMPS (Religious, Moral and Philosophical Studies) encourages active learning in the process of investigating religious, moral and philosophical topics or issues. Pupils need to develop and apply relevant knowledge and understanding. Pupils will learn to express viewpoints and will have the opportunity to reflect on, and articulate, their personal faith or values.

Entry requirement: N5 RMPS or N5 English/Social Subject.

The Higher course has three core units:

World religion

In this unit, you will develop skills to interpret and comment on the meaning and context of sources related to the religion selected for study. You will develop in-depth factual and abstract knowledge and understanding of the impact and significance of religion today through studying some key beliefs, practices and sources found within Christianity and the contribution these make to the lives of followers.

Morality and Belief

In this unit, you will develop skills to evaluate and express detailed, reasoned and well-structured views about contemporary moral questions and responses. You will develop in-depth factual and theoretical knowledge and understanding of contemporary moral questions and religious and non-religious responses related to morality and conflict.

Religious and Philosophical Questions

In this unit, you will develop skills to critically analyse religious and philosophical questions and responses. You will develop in-depth factual and theoretical knowledge and understanding of religious and non-religious responses related to origins of the universe and life.

Higher External Assessments:

External exam (if passed 3 internal unit assessments).

One externally marked assignment.

External written assessment graded A-D.

Progression Paths:

All occupations involving people in our diverse multi-cultural society such as:

Archaeologist, Armed forces, Law, Nursing, Retailing, Broadcasting, Doctor, Journalism, Church, Civil Service, Counselling, Politics, Health Visiting, Local Authority, Teaching, Nursery Nurse and Social Services.

Science and Health NPA

For all enquiries with this qualification please see:
Principal Teacher Technical – Mr C Cuthbertson

BROAD DESCRIPTION

The aims of the Course are to enable learners to develop:

- develop knowledge and understanding of biology, chemistry, and physics
- develop skills in good laboratory practice
- develop an understanding of health and safety practices
- develop an awareness of the Skill for Life of Health and Wellbeing

Overview of course:

Science and Health consist of 6 units spread across all 3 science subjects:

- Natures Chemistry (Chemistry)
- Radiations (Physics)
- Sound and Music (Physics)
- Health and Technology (Biology)
- Investigation Skills (All Sciences)
- Life Science Industry (Developing the Young Workforce)

Assessment:

All of the individual Science and Health units are internally assessed with no external exam.

Pupils will complete a series of short knowledge based assessments as well as completing scientific investigations.

PROGRESSION PATHS

- **Linear progression** – N5 Science course or level 5 courses at NESCOL.
- **Skills progression** – Learners will gain skills that are transferable across the 3 sciences, such as problem solving skills in predicting, selecting and processing information
- The Course develops and enquiry and investigation skills through its practical based approach that can be of use in N5 science assignments.
- Course activities provide opportunities to build self-confidence and to enhance skills in Numeracy, employability skills, thinking skills, planning and organising of work tasks, working independently and in collaboration with others, as well as skills in communication and skills in self and peer evaluation.

SCOTTISH STUDIES



For all enquiries with this qualification please see:
Principal Teacher Faculty - Mr I Macmillan

WHY TAKE SCOTTISH STUDIES?

The study of Scotland — in terms of its people, languages (for example, Scots and Gaelic), society, culture, natural and built environment, and heritage — provides many opportunities for to develop skills, knowledge and understanding, and to make connections across the curriculum. Scotland and its people have made, and continue to make, significant contributions in many areas of society both at home and abroad. These contributions have had, and will continue to have, lasting effects in areas such as the sciences, engineering, literature and language, the arts, business, industry and the media. Scottish Studies helps develop skills and knowledge to allow you to make your own contribution to Scotland and beyond.

COURSE DESCRIPTION

In this course you will focus on aspects of Scotland across a range of subject areas:
National 5:

- Politics and Society in Scotland
- Scottish History
- Travel and Tourism in Scotland

Higher:

- Politics and Society in Scotland
- Scottish History
- Scotland in the Media

You will get the opportunity to carry out your own investigation on a topic of your choice. There is NO external exam for Scottish Studies at N5 or Higher.

National 5: Internal Assessment

A unit assessment pass will be required for each of the following:

- Politics and Society in Scotland
- Scottish History
- Travel and Tourism in Scotland

A pass will also be required for the investigation topic: Scotland in Focus

A pass at N5 is the equivalent of a C Grade (SCQF Level 5)

Higher: Internal Assessment

A unit assessment pass will be required for each of the following:

- Politics and Society in Scotland
- Scottish History
- Scotland in the Media

A pass will also be required for the investigation topic: Scotland in Focus

A pass at Higher is the equivalent of a C Grade (SCQF Level 6)

PROGRESSION PATHS

- **Linear progression** – N5 achievement in Scottish Studies leads on to Higher Scottish Studies OR accessing N5 Geography, History or Modern Studies if you have not previously studied the subject
- **Skills progression** – a questioning mind and effective information gathering will help you in a range of other subjects; the development of informed decisions and the presentation of findings in an intelligible manner are vital life skills.

Spanish



For all enquiries with this qualification please see
Principal Teacher Faculty – Mrs A. Esslemont

BROAD DESCRIPTION

These courses use a range of materials to provide pupils with the opportunity to build on skills acquired at BGE level in Reading, Listening, Talking and Writing (having studied French and/or German) as well as skills for learning, life and work. Pupils will use different media for learning and communication, develop an understanding of how language works and use language to communicate ideas and information. Covering the contexts of Society, Learning, Employability and Culture, they will increase vocabulary and grammar knowledge, develop communication /presentation skills and cultural awareness to enhance their understanding and enjoyment of other cultures and of their own global citizenship, providing insights into other ways of thinking and other views of the world.

National 3

Course Units:

Understanding and Using Language

4 capacities: Reading, Listening, Talking and Writing

4 contexts: Society, Learning, Employability and Culture

All internally assessed

National 4

Course Units

Understanding and Using Language

4 capacities: Reading, Listening, Talking and Writing

4 contexts: Society, Learning, Employability and Culture

All internally assessed

Added Value Unit (**AVU**)

N5 INTERNAL ASSESSMENT

Talking Performance – 30 marks

N5 EXTERNAL ASSESSMENT

Reading - 30 marks

Writing (job application) - 20 marks (scaled to 15)

Writing Assignment - 20 marks (assessed by SQA, scaled to 15)

Listening - 20 marks (scaled to 30)

PROGRESSION PATHS

- **Linear progression** – Successful completion of N4 then N5 allows progression to Higher or entry to SQA qualification in a different language.
- **Skills progression** - Course contributes to literacy skills and enhances understanding of English grammar.
- **Employability** - recent studies show that companies favour candidates with prior language knowledge and skills. Many further education courses combine the study of a language alongside other courses e.g. Business, Accounts, Law, Primary Teaching, Engineering and Gaming.

HIGHER

INTERNAL ASSESSMENT

Course units

Understanding language

Using language

Talking Performance - 30 marks (internally assessed)

EXTERNAL ASSESSMENT

Reading and Translation – 30 marks

Directed Writing – 20 marks (scaled to 15 marks)

Listening – 20 marks (scaled to 30 marks)

Writing Assignment – 20 marks (scaled to 15)

Entry requirements - Pass in National 5 Spanish

ADVANCED HIGHER

Course units

- Understanding language
- Using language
- Specialist Study - provides learners with the opportunity to develop and extend planning, research and analytical skills in order to undertake an independent specialist study based on literature or media or language in work.

EXTERNAL ASSESSMENT

Component 1 — question paper: Reading and Translation - 50 marks

Component 2 — question paper: Listening and Discursive Writing - 70 marks

Component 3 — portfolio 30 marks - submitted to SQA for external marking.

Component 4 — Talking Performance - 50 marks

- Visiting Assessors appointed by SQA will carry out this assessment.

Total marks - 200 marks

Entry requirements - Pass in Higher Spanish

Together
Creating
Positive
Futures