

STIRLING HIGH SCHOOL



**S5 & S6 COURSE CHOICE
INFORMATION BOOKLET**

FOR SESSION 2012-13

FACULTIES

CITIZENSHIP: French, German, History, Modern Studies, Spanish

COMMUNICATION: English, Religious & Moral Philosophical Studies

CREATIVE: Art & Design, Home Economics, Hospitality, Music

INFORMATION TECHNOLOGY: Administration, Accounting, Business Management, Computing, Creative Digital Media, Graphic Communication, Practical Craft Skills (Woodwork), Product Design

NUMERACY: Geography, Mathematics, Travel & Tourism

PHYSICAL EDUCATION: Performance Units, Physical Education

SCIENCE: Biology, Chemistry, Human Biology, Physics

CITIZENSHIP

French INTERMEDIATE 2 HIGHER ADVANCED HIGHER	German INTERMEDIATE 2 HIGHER	History INTERMEDIATE 2 HIGHER ADVANCED HIGHER
Modern Studies INTERMEDIATE 2 HIGHER ADVANCED HIGHER	Spanish INTERMEDIATE 1	

SUBJECT AREA:

MODERN LANGUAGES - YEAR GROUP S5/6

COURSE LEVEL/TITLE:

INTERMEDIATE 2 – FRENCH

ENTRY REQUIREMENTS:

Courses at Intermediate 2 will be offered in fifth and sixth year. The normal qualification for entry will be an Intermediate 1 A or B pass, or a Standard Grade 3.

CONTENT/APPROACH TO LEARNING AND TEACHING

The aim of the Intermediate 2 course is to offer progressive development and enhancement of competence in the four skill areas of Listening, Speaking, Reading and Writing, gained at Intermediate 1/ Standard Grade.

ASSESSMENT ARRANGEMENTS: <http://www.sqa.org.uk>

The course structure is as follows. Students must complete **two compulsory units**, firstly an **80 hour Language** unit, covering the themes of Lifestyles, Education and Work and The Wider World and either a **40 hour Personal Communication or Extended Reading & Viewing** unit. There are two types of assessment: an **internal unit assessment** in Language and in Personal Communication or Extended Reading & Viewing, for which students receive a Pass or Fail award. At the end of the year, there is an **external course assessment**, for which the student receives a grade award.

The course assessments consist of a ten-minute Speaking Test and assessments in Listening, Reading and Writing.

To receive an Intermediate 2 award, the student must pass both the unit and course assessments.

HOMEWORK

Homework will be given on a regular basis with a view to widening the student's linguistic maturity. At least one piece of written work per week can be expected, in addition to the learning of vocabulary and structures and the regular and thorough revision of class work throughout the course.

PROGRESSION ROUTES/POTENTIAL FUTURE USE

The successful completion of the course may lead to the **Higher** course or units in the same foreign language, courses offered by language agencies at appropriate levels, and employment, making use of foreign language competence.

OTHER INFORMATION

If you have any questions or doubts about whether you would be suited to the Intermediate 2 course, please approach your class teacher in the Modern Languages Department.

SUBJECT AREA:

MODERN LANGUAGES - YEAR GROUP S5/6

COURSE LEVEL/TITLE:

HIGHER - FRENCH

ENTRY REQUIREMENTS:

Courses at Higher Grade are offered in both French and German in fifth and sixth year.

The normal qualification for entry to the Higher class in a Modern Language will be an overall Credit award at Standard Grade or a pass at Intermediate 2.

CONTENT/APPROACH TO LEARNING AND TEACHING

The Higher course is a further development of those practical language skills begun at Standard Grade, namely Listening, Reading, Speaking and Writing, but within contexts designed to set the student on the road to developing some maturity of mind. Neither an overtly literary nor an overtly vocational line will be pursued: texts will be drawn from authentic sources, but not always from the field of journalism. The emphasis on the spoken language begun at a basic communicative level at Standard Grade will be continued and enhanced.

ASSESSMENT ARRANGEMENTS: <http://www.sqa.org.uk>

The course structure is as follows. Students must complete a **compulsory 80 hour Language** unit, covering the themes of Lifestyles, Education and Work and The Wider World and a **40 hour Extended Reading and Viewing** unit.

There are two types of assessment: **internal unit assessment** in Language and Extended Reading and Viewing and, at the end of the year, an **external course assessment**. To gain a **Course Award** (i.e. to obtain a 'Higher' French or German), students must pass **both** the internal unit assessments and the end-of-year course assessment. **Course assessment** will be carried out in Speaking (conducted internally by the class teacher and recorded for external moderation), Listening/Writing, Directed Writing and Reading/Translation. **Unit assessment** in Language consists in Speaking, Listening, and Reading tests, for which the student receives a Pass or Fail award. Unit assessment in Extended Reading and Viewing will be a written essay in French or German on the subject of the text(s) or film(s) studied.

HOMEWORK

A commitment to homework and a greater responsibility for learning is demanded from pupils at Higher. At least one major piece or work, usually written, will be set each week and pupils informed of deadlines for completion.

PROGRESSION ROUTES/POTENTIAL FUTURE USE

A modern language makes a significant contribution to preparing young people for work through developing skills, including communication, using information and communications technology and working with others.

The student is helped to develop these personal qualities inherent in education for work through opportunities in their modern language experiences to demonstrate initiative, determination, confidence and responsibility. Modern language teaching can also foster dispositions to teamwork, to continuing education and training, to equal opportunities, and to the views, skills and capabilities of others.

There are numerous opportunities to link with industry in areas such as tourism, hospitality, export and import, retailing, the media and the performing arts.

OTHER INFORMATION

If you have any questions or doubts about whether you would be suited to a Higher modern language, please approach your class teacher in the Modern Languages Department.

SUBJECT AREA:

MODERN LANGUAGES – YEAR GROUP S6

COURSE LEVEL/TITLE:

ADVANCED HIGHER - FRENCH

ENTRY REQUIREMENTS

The Advanced Higher course is offered to students in sixth year. Admission to the Advanced Higher class will normally be the award of a Higher at Grade B or better in the chosen language.

CONTENT / APPROACH TO LEARNING AND TEACHING

The post-Higher examination takes the development of intellectual maturity, critical awareness and sound knowledge and use of language a stage further from Higher Grade. The course is intended to be a general release of curiosity allied to a sharpening of mental and critical focus, combined with an appropriate progression in understanding, experience and use of language. The student is encouraged to research areas of interest to him/her and to develop his/her intellectual faculties by presenting a folio of pieces written during the course of study.

ASSESSMENT ARRANGEMENTS: <http://www.sqa.org.uk>

Students must complete a compulsory 80-hour **Language** unit covering the themes of Personal, Social and Cultural Issues; Topical and Cultural Issues and Environmental Issues and an optional 40-hour **Extended Reading and Viewing** unit.

The structure of assessment follows a similar pattern to that of Higher:

Internal (Unit) Assessment

In the Language unit, the skills of Speaking, Reading and Listening will be assessed and in the Extended Reading and Viewing unit, proficiency will be assessed by means of a Writing test: a written reaction in French about the option studied. Students must achieve a pass in all four assessments.

External (Course) Assessment

To gain the award for the course, the student must pass both the Language and Extended Reading & Viewing units as well as the external assessment.

There are five parts to the external course assessment: Oral assessment, Listening/Discursive Essay, Reading/Translation and Folio comprising two 750-word essays in English.

HOMEWORK

Given the limited number of teacher periods and the nature of the Advanced Higher course, very many demands are made on the student's time outside the classroom and at home. Ongoing work on the preparation of a Folio is expected as well as the submission of one or more pieces of written work per week.

PROGRESSION ROUTES / POTENTIAL FUTURE USE

From Advanced Higher, the student will be in a position to pursue foreign language study or to use a foreign language in a variety of ways, which might include:

- specialising in the study of language, literature or culture in further or higher education
- interacting at an appropriate level with native speakers within an employment context
- drawing on knowledge about language to learn a different foreign language
- using acquired language skills to access media in the foreign language, including TV programmes, films and magazine articles, for personal enjoyment.

OTHER INFORMATION The number of periods allocated to Advanced Higher is flexible and by negotiation with the class teacher.

If you have any questions or doubts about whether you would be suited to an AH modern language, please approach your ML class teacher.

SUBJECT AREA: **MODERN LANGUAGES - YEAR GROUP S5/6**

COURSE LEVEL/TITLE: **INTERMEDIATE 2 – GERMAN**

ENTRY REQUIREMENTS: Courses at Intermediate 2 will be offered in fifth and sixth year. The normal qualification for entry will be an Intermediate 1 A or B pass, or a Standard Grade 3.

CONTENT/APPROACH TO LEARNING AND TEACHING

The aim of the Intermediate 2 course is to offer progressive development and enhancement of competence in the four skill areas of Listening, Speaking, Reading and Writing, gained at Intermediate 1/ Standard Grade.

ASSESSMENT ARRANGEMENTS: <http://www.sqa.org.uk>

The course structure is as follows. Students must complete **two compulsory units**, firstly an **80 hour Language** unit, covering the themes of Lifestyles, Education and Work and The Wider World and either a **40 hour Personal Communication or Extended Reading & Viewing** unit. There are two types of assessment: an **internal unit assessment** in Language and in Personal Communication or Extended Reading & Viewing, for which students receive a Pass or Fail award. At the end of the year, there is an **external course assessment**, for which the student receives a grade award. The course assessments consist of a ten-minute Speaking Test and assessments in Listening, Reading and Writing. To receive an Intermediate 2 award, the student must pass both the unit and course assessments.

HOMEWORK

Homework will be given on a regular basis with a view to widening the student's linguistic maturity. At least one piece of written work per week can be expected, in addition to the learning of vocabulary and structures and the regular and thorough revision of class work throughout the course.

PROGRESSION ROUTES/POTENTIAL FUTURE USE

The successful completion of the course may lead to the **Higher** course or units in the same foreign language, courses offered by language agencies at appropriate levels, and employment, making use of foreign language competence.

OTHER INFORMATION

If you have any questions or doubts about whether you would be suited to the Intermediate 2 course, please approach your class teacher in the Modern Languages Department.

SUBJECT AREA:

MODERN LANGUAGES - YEAR GROUP S5/6

COURSE LEVEL/TITLE:

HIGHER - GERMAN

ENTRY REQUIREMENTS:

Courses at Higher Grade are offered in both French and German in fifth and sixth year.

The normal qualification for entry to the Higher class in a Modern Language will be an overall Credit award at Standard Grade or a pass at Intermediate 2.

CONTENT/APPROACH TO LEARNING AND TEACHING

The Higher course is a further development of those practical language skills begun at Standard Grade, namely Listening, Reading, Speaking and Writing, but within contexts designed to set the student on the road to developing some maturity of mind. Neither an overtly literary nor an overtly vocational line will be pursued: texts will be drawn from authentic sources, but not always from the field of journalism. The emphasis on the spoken language begun at a basic communicative level at Standard Grade will be continued and enhanced.

ASSESSMENT ARRANGEMENTS: <http://www.sqa.org.uk>

The course structure is as follows. Students must complete a **compulsory 80 hour Language** unit, covering the themes of Lifestyles, Education and Work and The Wider World and a **40 hour Extended Reading and Viewing** unit.

There are two types of assessment: **internal unit assessment** in Language and Extended Reading and Viewing and, at the end of the year, an **external course assessment**. To gain a **Course Award** (i.e. to obtain a 'Higher' French or German), students must pass **both** the internal unit assessments and the end-of-year course assessment. **Course assessment** will be carried out in Speaking (conducted internally by the class teacher and recorded for external moderation), Listening/Writing, Directed Writing and Reading/Translation. **Unit assessment** in Language consists in Speaking, Listening, and Reading tests, for which the student receives a Pass or Fail award. Unit assessment in Extended Reading and Viewing will be a written essay in French or German on the subject of the text(s) or film(s) studied.

HOMEWORK

A commitment to homework and a greater responsibility for learning is demanded from pupils at Higher. At least one major piece or work, usually written, will be set each week and pupils informed of deadlines for completion.

PROGRESSION ROUTES/POTENTIAL FUTURE USE

A modern language makes a significant contribution to preparing young people for work through developing skills, including communication, using information and communications technology and working with others.

The student is helped to develop these personal qualities inherent in education for work through opportunities in their modern language experiences to demonstrate initiative, determination, confidence and responsibility. Modern language teaching can also foster dispositions to teamwork, to continuing education and training, to equal opportunities, and to the views, skills and capabilities of others.

There are numerous opportunities to link with industry in areas such as tourism, hospitality, export and import, retailing, the media and the performing arts.

OTHER INFORMATION

If you have any questions or doubts about whether you would be suited to a Higher modern language, please approach your class teacher in the Modern Languages Department.

SUBJECT AREA:

HISTORY - YEAR GROUP S5/S6

COURSE LEVEL/TITLE:

INTERMEDIATE 2 HISTORY

ENTRY REQUIREMENTS:

At least Grade B in Intermediate 1 History or Grade 4 in another Standard Grade Social Subject.

CONTENT/APPROACH TO LEARNING AND TEACHING

Intermediate History units develop skills, and introduce students to content relevant to Higher History. The course assumes that there will be progression from Intermediate 1 or Standard Grade G/C, in terms of attainment e.g. General candidates in S4 will be expected to progress to the equivalent of Credit in S5 or S6.

Teaching and Learning

A variety of teaching and learning methods will be employed in the course, ranging from individual/small group work and discussion to whole class teaching. Students will have access to a wide range of evidence in books and original sources and in video and audio-visual materials. They will learn to evaluate this evidence and draw conclusions on a historical issue using a range of courses.

ASSESSMENT ARRANGEMENTS

Unit assessment is completed within the school, and subject to external moderation by the SQA. Course assessment is completed by external examination in June. One Paper: Part 1 – Short Essay; Parts 2, 3 and 4 – sets of questions on sources similar to Intermediate 1 questions, but more recalled knowledge is required.

HOMEWORK

Homework will be given on a regular basis to allow students to develop and consolidate their understanding and to practice and develop their skills.

PROGRESSION ROUTES/POTENTIAL FUTURE USE:

Higher History, or can be taken as an independent stand-alone course.

OTHER INFORMATION

Students should contact Mr Monaghan for more detailed information and induction materials, on request.

<http://www.sqa.org.uk>

SUBJECT AREA: **HISTORY - YEAR GROUP S5/6**

COURSE LEVEL/TITLE: **HIGHER HISTORY**

ENTRY REQUIREMENTS: Grade 1/2 Standard Grade (Grade 3 negotiable) or Higher pass in another Social Subject or English

CONTENT/APPROACH TO LEARNING AND TEACHING

Our three options are: Scotland at the time of the Reformation, 1560-1603;
Britain 1850s-1950s;
Growth of Nationalism-Germany 1815-1939

The course is taught in a varied manner;

- Whole class teacher led discussion
- Analysis of Primary Sources
- Audio-Visual lessons
- Pupil seminars/debates

We welcome pupils with an enquiring and open mind. Essay writing skills are crucial. Higher History remains a very attractive qualification for universities and employers. An understanding of Scottish and International history is knowledge for life.

ASSESSMENT ARRANGEMENTS

Unit assessment is completed within school, and is subject to external moderation by the SQA. Course assessment is completed by external examination in June (40 marks). Paper 1 – 2 essays (30 marks); Paper 2 – source based exercise (5 questions,30 marks): Extended Essay – prepared by candidates in advance and written up in school, using 200 word plan (30 marks).

HOMEWORK

Regular essays; note-making exercise; independent research; source based exercises.

PROGRESSION ROUTES/POTENTIAL FUTURE USE

Advanced Higher History/ Higher History is respected by all universities and employers.

OTHER INFORMATION

Students should contact Mr Monaghan for more detailed information and induction materials, on request.

<http://www.sqa.org.uk>

SUBJECT AREA:

HISTORY - YEAR GROUP S/6

COURSE LEVEL/TITLE:

ADVANCED HIGHER HISTORY

ENTRY REQUIREMENTS:

Higher History Pass but A or B pass highly recommended (Grade C negotiable).

CONTENT/APPROACH TO LEARNING AND TEACHING

Field of study: Germany: Versailles to the Outbreak of the Second World War.

The course is designed as a "bridge" between School and Higher Education. As such, pupils are expected to work enthusiastically and also more independently than at Higher Grade.

ASSESSMENT ARRANGEMENTS

- Dissertation not more than 4,000 words (30 marks)
- One exam paper: essay writing; source based work examined (90 marks)

HOMEWORK

Regular research; essays; source based exercises.

PROGRESSION ROUTES/POTENTIAL FUTURE USE

University and Further Education courses

OTHER INFORMATION

<http://www.sqa.org.uk>

SUBJECT AREA:

MODERN STUDIES - YEAR GROUP S5/6

COURSE LEVEL/TITLE:

INTERMEDIATE 2 MODERN STUDIES

ENTRY REQUIREMENTS:

subject.

At least a pass at Intermediate 1/ Grade 4 in Standard Grade Modern Studies, or in another Standard Grade social

CONTENT/APPROACH TO LEARNING AND TEACHING

Intermediate Modern Studies units develop skills and introduce students to content relevant to Higher Modern Studies. The course is comprised of 3 Units: *Social Issues*: Health and Wealth Inequalities in the UK, *Political Issues*: Developed Decision-Making in Scotland and *International Issues*: The Republic of South Africa.

The course can aid progression from S4; in terms of attainment e.g. students who achieved General at Standard Grade will be expected to progress to the equivalent of Credit, in S5 or S6.

ASSESSMENT ARRANGEMENTS

Unit assessment is completed within school and subject to external moderation by the SQA. Course assessment is by external examination in May.

HOMEWORK

Homework will be given on a regular basis to allow candidates to develop and consolidate their understanding, and practice and further develop their skills.

PROGRESSION ROUTES/POTENTIAL FUTURE USE

The course is seen as a 'bridge' between Standard Grade and possible Higher in S6. However Intermediate Modern Studies can be taken as an independent course.

OTHER INFORMATION

<http://www.sqa.org.uk>

SUBJECT AREA:

MODERN STUDIES - YEAR GROUP S5/6

COURSE LEVEL/TITLE:

HIGHER

ENTRY REQUIREMENTS:

Standard Grade Credit / Intermediate 2 pass in other social subjects and English
For S6 pupils a Higher pass in another social subject OR English.

CONTENT

Higher Modern Studies is the analysis of contemporary social, economic and political issues in a UK and international context. You will study:

- 1 Political Issues in the UK; Electoral Systems, Voting and Political Attitudes and Devolved Decision Making in Scotland.
- 2 Social Issues in the UK; Wealth and Health Inequalities.
- 3 International Issues - Ethnic Minorities in the USA and the Republic of South Africa.

LEARNING AND TEACHING

A wide range of learning and teaching methods will be employed in the course ranging from individual/ small group work and discussion to whole class teaching. Students will have access to a wide range of resources such as newspapers, journals, the internet, DVDs, visiting speakers and excursions. They will learn to evaluate this evidence and report on a wide range of contemporary, social, economic and political issues.

ASSESSMENT ARRANGEMENTS

Candidates sit 3 NABs: two essays and a report. When these have been completed and passed, the candidate will be presented for the external exam in May. The final exam consists of two papers. Paper I: 4 extended responses. Paper II – Evaluating questions and a report (DME)

HOMEWORK

In addition to regular reading of course material students are expected to produce at least one essay/ DME per week.

PROGRESSION ROUTES/POTENTIAL FUTURE USE

- Advanced Higher Modern Studies.
- Very appropriate for work/further study in law, media, police, public administration, human resource management, politics, sociology, and economics.

OTHER INFORMATION

The course is respected by universities and employers.

<http://www.sqa.org.uk>

SUBJECT AREA:

MODERN STUDIES - YEAR GROUP S5/6

COURSE LEVEL/TITLE:

ADVANCED HIGHER

ENTRY REQUIREMENTS: At least a 'B' pass at Higher Modern Studies. Strong interest in contemporary society and desire to gather and analyse evidence from a range of both primary and secondary resources is expected.

CONTENT/APPROACH TO LEARNING AND TEACHING

The course represents a bridge between the traditionally teacher-led courses of secondary education and the more independent learning expected at university. The field of study is "Law and Order Issues in the UK and USA".

The Department has a wealth of quality resources. Students choose a dissertation topic and the bulk of time between June and December is spent researching and writing this 4,000 word report. Students are expected to do independent research using a range of primary and secondary resources such as textbooks, journals, newspapers, internet, guest speakers, questionnaires and visits.

Participation in the Mini Trial event at Stirling Sheriff court as well as field trips to Central Police Head Quarters and Scottish Prison form an integral part of the coursework as students are required to assume the role of active social scientists.

ASSESSMENT ARRANGEMENTS

30% 4,000 word dissertation. 70% exam in May (2 papers).

Paper 1 - 2 x essays on Law, Order and Society in Britain. Paper 2 – Practical Research

HOMEWORK

Background reading. Preparation for seminars.

PROGRESSION ROUTES/POTENTIAL FUTURE USE

University and Further Education courses

<http://www.sqa.org.uk>

SUBJECT AREA

MODERN LANGUAGES - YEAR GROUP S5/6

COURSE LEVEL/TITLE

INTERMEDIATE 1 - SPANISH

ENTRY REQUIREMENTS

The course at Intermediate 1 in Spanish will be offered to students in fifth and sixth years. The normal qualification for entry will be a good General award at Standard Grade (ie preferably a 3) or an Intermediate 1 C pass or better in German.

CONTENT/APPROACH TO LEARNING AND TEACHING

The study of Spanish at Intermediate 1 will offer students language work in Spanish at a fairly basic level in a variety of defined, real or realistic contexts and thus the opportunity to use foreign language skills meaningfully and for a range of purposes. The course will allow students to demonstrate that they are able to remember work completed some time previously and use and recognise familiar language in new, though predictable contexts.

ASSESSMENT ARRANGEMENTS: <http://www.sqa.org.uk>

The course structure is as follows. Students must complete **three compulsory 40 hour units:** *Personal and Social Language, Transactional Language* and *Language in Work*, covering the themes of Lifestyles, Education and Work, the Wider World and The World of Work. There are four **internal unit assessments** in Speaking, Listening, Reading and Writing across the three units, for which students will receive a Pass or Fail award.

At the end of the year, there is an **external course assessment** for which the student receives a grade award. The course assessment consists of a test of Speaking and assessments in Listening, Reading and Writing.

To receive an Intermediate 1 award in Spanish, students must pass all the unit assessments and the course assessment.

HOMEWORK

The learning of vocabulary and structures and the regular and thorough revision of class work are essential and will be expected.

PROGRESSION ROUTES/POTENTIAL FUTURE USE

This course is intended for those students who are interested in acquiring a basic knowledge of Spanish and who are genuinely interested in finding out more about the language, culture and people of Spain and Latin America. The study of Spanish will also contribute to a wider understanding of how language works. Progression to Intermediate 2 Spanish would depend on staffing.

OTHER INFORMATION

If you have any questions or doubts about whether you would be suited to the Intermediate 1 course in Spanish, please contact the Modern Languages Department in the first instance.

The course will only go ahead if there is substantial interest from students.

COMMUNICATION

English CORE SKILLS INTERMEDIATE 1 INTERMEDIATE 2 HIGHER ADVANCED HIGHER		Religious and Moral Philosophical Studies INTERMEDIATE 1 INTERMEDIATE 2 HIGHER
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SUBJECT AREA:

ENGLISH AND COMMUNICATION – YEAR GROUP S5

COURSE LEVEL/TITLE:

CORE SKILLS

ENTRY REQUIREMENTS

There is no academic requirement for entry to this course as the core skills element will be delivered at the level appropriate for each pupil. However, a positive attitude and a willingness to work independently are essential.

CONTENT/APPROACH TO LEARNING AND TEACHING

SQA COURSE:

Communication – All Levels

A wide range of strategies is deployed to improve pupils skills in Talking, Reading and Writing. Pupils are encouraged to work in teams and independently to replicate a work place/college environment.

ASSESSMENT ARRANGEMENTS

Assessments for the range of courses on offer is internal.

Pupils must be prepared to conduct independent research in their own time.

PROGRESSION ROUTES/POTENTIAL FUTURE USE

It is expected that candidates who complete this course will leave school to into work or a vocational F.E. course

OTHER INFORMATION

Available from Mrs Harris

SUBJECT AREA:

ENGLISH AND COMMUNICATION – YEAR GROUP S5/6

COURSE LEVEL/TITLE:

ENGLISH: INTERMEDIATE 1

ENTRY REQUIREMENTS:

The entry level to Intermediate 1 English will normally be a Grade 4 award at Standard Grade English, or the completion of an Access 3 programme of study in S5.

CONTENT/APPROACH TO TEACHING AND LEARNING:

The Course is comprised of 3 mandatory units with an option in Unit 3.

- 1 Language Study - Involves close study of complex texts with different purposes: informative, imaginative and expressive. These texts also form models for pupils own writing.
- 2 Literary Study - Focuses on the detailed study of a variety of literary texts of high quality drawn from at least three different genres. At least one text will be Scottish.
- 3 Personal Study - Two version of this unit will be available: assessment of a written or spoken response to content of pupils' choice, e.g. literature, language, non-fiction, media, theme.

A wide range of teaching strategies is deployed, including class, group and individual teaching. Class study of literary texts is central and candidates are expected to read widely outside the classroom.

Independent study is given emphasis, particularly in unit 3 (Personal Study) which must be the candidates own work.

ASSESSMENT ARRANGEMENTS/HOMEWORK:

It is important that pupils (and their parents) understand, before embarking on the Intermediate 1 English course, that homework amounting to at least half an hour per evening should be expected. A 'contract' letter will be issued to all candidates in June at the start of the course outlining these demands; this will require signatures by pupil and parent attesting commitment to the course.

Course assessment is both Internal and External. There are four formal Internal Assessments, two for unit 1 and 1 each for units 2 and 3. To gain an overall award at Higher, pupils must pass these Internal assessments before being presented for the final exam. For candidates who fail to attain a pass standard in an internal assessment, an absolute maximum of two reassessments will be offered.

External assessment is via a final exam comprising of two papers –
PAPER 1 – Close Reading
PAPER 2 – Critical Essay

PROGRESSION ROUTES/POTENTIAL FUTURE USE:

Candidates who are successful in Intermediate 1 may undertake English at Intermediate 2 level in sixth year or at an F.E. college. It may also admit them to N.C. courses in Arts and Social Sciences in F.E. colleges, or to employment in careers related to Arts and Social Sciences.

OTHER INFORMATION:

The successful achievement of the course or units at Intermediate 1 may contribute to a Scottish Group Award.

SUBJECT AREA:

ENGLISH AND COMMUNICATION – YEAR GROUP S5/6

COURSE LEVEL/TITLE:

ENGLISH: INTERMEDIATE 2

ENTRY REQUIREMENTS:

The entry level to Intermediate 2 English will normally be a Grade 3 pass at Standard Grade English, or a pass in Intermediate 1 in S5

CONTENT/APPROACH TO TEACHING AND LEARNING:

The Course is comprised of 3 mandatory units with an option in Unit 3.

- 1 Language Study - Involves close study of complex texts with different purposes: informative, imaginative and expressive. These texts also form models for pupils own writing.
- 2 Literary Study - Focuses on the detailed study of a variety of literary texts of high quality drawn from at least three different genres. At least one text will be Scottish.
- 3 Personal Study - Two version of this unit will be available: assessment of a written or spoken response to content of pupils' choice, e.g. literature, language, non-fiction, media, theme.

A wide range of teaching strategies is deployed, including class, group and individual teaching. Class study of literary texts is central and candidates are expected to read widely outside the classroom.

Independent study is given emphasis, particularly in unit 3 (Personal Study) which must be the candidates own work.

ASSESSMENT ARRANGEMENTS/HOMEWORK:

It is important that pupils (and their parents) understand, before embarking on the Intermediate 2 English course, the demands are high. Homework amounting to at least one hour per evening should be expected. A 'contract' letter will be issued to all candidates in June at the start of the course outlining these demands; this will require signatures by pupil and parent attesting commitment to the course.

Course assessment is both Internal and External. There are four formal Internal Assessments, two for unit 1 and 1 each for units 2 and 3. To gain an overall award at Higher, pupils must pass these Internal assessments before being presented for the final exam. For candidates who fail to attain a pass standard in an internal assessment, an absolute maximum of two reassessments will be offered.

External assessment is via a final exam comprising of two papers –
PAPER 1 – Close Reading
PAPER 2 – Critical Essay

PROGRESSION ROUTES/POTENTIAL FUTURE USE:

Candidates who are successful in Intermediate 2 may undertaken English at Higher level in sixth year. It may also admit them to N.C. courses in Arts and Social Sciences in F.E. colleges, or to employment in careers related to Arts and Social Sciences.

OTHER INFORMATION:

The successful achievement of the course or of units at Intermediate 2 may contribute to a Scottish Group Award.

SUBJECT AREA:

ENGLISH AND COMMUNICATION – YEAR GROUP S5/6

COURSE LEVEL/TITLE:

ENGLISH: HIGHER

ENTRY REQUIREMENTS:

The entry to Higher English will normally be a Grade 1 or Grade 2 pass at Standard Grade English, or a good pass in Intermediate 2 in S5.

CONTENT/APPROACH TO TEACHING AND LEARNING:

The Course is comprised of 3 mandatory units with an option in Unit 3.

- 1 Language Study - Involves close study of complex texts with different purposes: informative, imaginative and expressive. These texts also form models for pupils own writing.
- 2 Literary Study - Focuses on the detailed study of a variety of literary texts of high quality drawn from at least three different genres. At least one text will be Scottish.
- 3 Personal Study - Two version of this unit will be available: assessment of a written or spoken response to content of pupils' choice, e.g. literature, language, non-fiction, media, theme.

A wide range of teaching strategies is deployed, including class, group and individual teaching. Class study of literary texts is central and candidates are expected to read widely outside the classroom.

Independent study is given emphasis, particularly in unit 3 (Personal Study) which must be the candidates own work.

ASSESSMENT ARRANGEMENTS/HOMEWORK:

It is important that pupils (and their parents) understand, before embarking on the Higher English course, the demands are high. Homework amounting to at least one hour per evening should be expected. A 'contract' letter will be issued to all candidates in June at the start of the course outlining these demands; this will require signatures by pupil and parent attesting commitment to the course.

Course assessment is both Internal and External. There are four formal Internal Assessments, two for unit 1 and 1 each for units 2 and 3. To gain an overall award at Higher, pupils must pass these Internal assessments before being presented for the final exam. For candidates who fail to attain a pass standard in an internal assessment, an absolute maximum of two reassessments will be offered.

External assessment is via a final exam comprising of two papers –

PAPER 1 – Close Reading
PAPER 2 – Critical Essay

PROGRESSION ROUTES/POTENTIAL FUTURE USE:

Candidates who are successful in Higher may continue English Studies in sixth year. However, the Advanced Higher in English is a course for enthusiasts, requiring much independent study and dedication. Higher English will by itself count towards qualification for entry to Higher Education courses.

OTHER INFORMATION:

The general aims of Higher English are "to extend and refine linguistic and literary competence" and success in the course is highly regarded by Universities and is, indeed, essential for many academic studies.

SUBJECT AREA

ENGLISH AND COMMUNICATION

COURSE LEVEL./TITLE

ADVANCED HIGHER

ENTRY REQUIREMENTS

The Advanced Higher Course is offered to students who have obtained an award at Higher or Grade B or above.

CONTENT/APPROACH TO LEARNING AND TEACHING

The post higher course is for pupils who wish to specialise in English or closely related disciplines. It involves reading widely, studying independently and writing creatively. The elements of the course are as follows:

Unit 1 – Specialist Study

A specialist study of between 3500 and 4500 will be completed on an area of literature chosen by the candidate and approved by the SQA. The specialist study will be supervised by a member of the English Department and submitted to the SQA by 30 April. The specialist study is worth 40% of the total marks available at Advanced Higher

Unit 4 – Literature

The works of a number of writers (chosen from a list set by the SQA) will be studied throughout the year. Candidates are required to pass a minimum of 2 internal assessments on these texts.

Unit 9 – Creative Writing

Candidates will submit a folio of creative writing containing 2 out of 4 internally assessed pieces. The folio is worth 30% of the overall marks available at Advanced Higher.

HOMEWORK

Advanced Higher English is very demanding. Candidates must be prepared to devote a large amount of time to reading and preparation for the course.

PROGRESSION ROUTES/POTENTIAL FUTURE USE

To Higher Education. Success in Advanced Higher English is very highly regarded by Universities.

OTHER INFORMATION

The number of periods allocated to Advanced Higher will be flexible and by negotiation with the Principal Teacher.

SUBJECT AREA:

RELIGIOUS MORAL AND PHILOSOPHICAL STUDIES YEAR GROUP S5/6

COURSE LEVEL/TITLE:

INTERMEDIATE 1 RELIGIOUS MORAL AND PHILOSOPHICAL STUDIES

ENTRY REQUIREMENTS:

Standard Grade Religious Studies or a social subject at Foundation level or Access RMPS

CONTENT/APPROACH TO LEARNING AND TEACHING

RMPS gives pupils the opportunity to study ideas and issues important to human life and experience, while at the same time encouraging them to think about and develop their own attitudes and values.

The Intermediate 1 course consists of three units

1. World Religion
2. Morality in the Modern World
3. Existence of God.

A wide variety of learning and teaching methods is used in the course, whole class teaching, individual and group work, debate, project work and multi-media resources. Trips and outside speakers are organized where appropriate.

ASSESSMENT ARRANGEMENTS

Unit assessments are completed within the school and subject to external moderation by the SQA. In June pupils complete an external examination and receive a grade award.

HOMEWORK

Homework is an essential part of the course and is undertaken on a regular basis to reinforce work done in class and develop individual skills and understanding and prepare pupils for end of unit assessments.

PROGRESSION ROUTES/POTENTIAL FUTURE USE

Intermediate 2 RMPS

RMPS is an interesting qualification to have. It usually makes you stand out from the crowd when applying for jobs because it is a fairly new development. Colleges, universities and major employers accept it. It is especially welcomed in jobs directly concerned with people e.g. personnel management, teaching, police, prison officer, law, social work, counselling, medicine, community worker, journalism, local government, archaeologist.

OTHER INFORMATION

Core Skills

Core skills Critical Thinking and Planning and Organizing are embedded within the course.

SUBJECT AREA:

RELIGIOUS MORAL AND PHILOSOPHICAL STUDIES YEAR GROUP S5/6

COURSE LEVEL/TITLE:

INTERMEDIATE 2 RELIGIOUS MORAL AND PHILOSOPHICAL STUDIES

ENTRY REQUIREMENTS:

Standard Grade Religious Studies or a social subject at General level or RMPS at Intermediate 1 level. Intermediate 1 RMPS Unit. A Social Subject at Intermediate 1.

CONTENT/APPROACH TO LEARNING AND TEACHING

RMPS gives pupils the opportunity to study ideas and issues important to human life and experience, while at the same time encouraging them to think about and develop their own attitudes and values.

The Intermediate 2 course consists of three units

4. World Religion
5. Morality in the Modern World
6. Christianity: Belief and Science or Existence of God.

A wide variety of learning and teaching methods is used in the course, whole class teaching, individual and group work, debate, project work and multi-media resources. Trips and outside speakers are organized where appropriate.

ASSESSMENT ARRANGEMENTS

Unit assessments are completed within the school and subject to external moderation by the SQA. In June pupils complete an external examination and receive a grade award.

HOMEWORK

Homework is an essential part of the course and is undertaken on a regular basis to reinforce work done in class and develop individual skills and understanding and prepare pupils for end of unit assessments.

PROGRESSION ROUTES/POTENTIAL FUTURE USE

Higher RMPS

RMPS is an interesting qualification to have. It usually makes you stand out from the crowd when applying for jobs because it is a fairly new development. Colleges, universities and major employers accept it. It is especially welcomed in jobs directly concerned with people e.g. personnel management, teaching, police, prison officer, law, social work, counselling, medicine, community worker, journalism, local government, archaeologist.

OTHER INFORMATION

Core Skills

Core skills Critical Thinking and Planning and Organizing are embedded within the course.

SUBJECT AREA:

RELIGIOUS MORAL AND PHILOSOPHICAL STUDIES YEAR GROUP S5/6

COURSE LEVEL/TITLE:

HIGHER RELIGIOUS MORAL AND PHILOSOPHICAL STUDIES

ENTRY REQUIREMENTS:

Standard Grade Religious Studies or a social subject at Credit level or RMPS at Intermediate 2 level. An Intermediate 2 RMPS Unit at Social Subject at Intermediate 2.

CONTENT/APPROACH TO LEARNING AND TEACHING

RMPS gives pupils the opportunity to study ideas and issues important to human life and experience, while at the same time encouraging them to think about and develop their own attitudes and values.

The Higher course consists of three units

1. World Religion
2. Morality in the Modern World
3. Christianity: Belief and Science

A wide variety of learning and teaching methods is used in the course, whole class teaching, individual and group work, debate, project work and multi-media resources. Trips and outside speakers are organized where appropriate.

ASSESSMENT ARRANGEMENTS

Unit assessments are completed within the school and subject to external moderation by the SQA. Pupils must pass all internal unit assessments. In June pupils complete an external examination and receive a grade award.

HOMEWORK

Homework is an essential part of the course and is undertaken on a regular basis to reinforce work done in class and develop individual skills and understanding and prepare pupils for end of unit assessments. Pupils are expected to read over their notes after each lesson.

PROGRESSION ROUTES/POTENTIAL FUTURE USE

Advanced Higher RMPS

RMPS is an interesting qualification to have. It usually makes you stand out from the crowd when applying for jobs because it is a fairly new development. Colleges, universities and major employers accept it. It is especially welcomed in jobs directly concerned with people e.g. personnel management, teaching, police, prison officer, law, social work, counseling, medicine, community worker, journalism, local government, archaeologist.

OTHER INFORMATION

Core Skills

Core skills Critical Thinking and Planning and Organizing are embedded within the course.

CREATIVE

<p>Art and Design INTERMEDIATE 2 HIGHER ADVANCED HIGHER</p>	<p>Home Economics:</p> <p>Lifestyle and Consumer Technology INTERMEDIATE 1</p> <p>Health and Food Technology INTERMEDIATE 2 HIGHER</p>	<p>Hospitality:</p> <p>Practical Cookery INTERMEDIATE 2</p>	<p>Music Department Music with Performing INTERMEDIATE 1 INTERMEDIATE 2 HIGHER ADVANCED HIGHER</p> <p>Music with Technology INTERMEDIATE 1 INTERMEDIATE 2 HIGHER</p> <p>National Progression Award (NPA) Sound Production: Recording HIGHER</p> <p>National Progression Award (NPA) Music: Performance Production HIGHER</p>
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SUBJECT AREA:

ART & DESIGN – YEAR GROUP S5/6

COURSE LEVEL/TITLE:

INTERMEDIATE 2

ENTRY REQUIREMENTS:

A General award at Standard Grade or at the discretion of the department

CONTENT/APPROACH TO LEARNING AND TEACHING

The Intermediate 2 course is suitable for candidates progressing from General level at Standard Grade. Areas of Expressive, Design and related Studies are undertaken including the compulsory elements: the use of technology and the study of a contemporary area in Expressive Art or Design studies.

The course consists of three 40 hour units:

Art & Design: Expressive Activity (Intermediate 2)

Art & Design: Design Activity (Intermediate 2)

Art & Design: Art & Design Studies. (Intermediate 2)

ASSESSMENT ARRANGEMENTS

To achieve the course award the candidate must pass the three units as well as the course assessment. The candidate's grade is based on the course assessment.

The evidence required for the Course Assessment will be made up of two components:

Component 1: A **Practical Folio** made up of both Expressive and Design Activity work submitted to SQA for assessment.

There are a total of 160 marks available for the Practical Folio.

Component 2: A **Question Paper** made up of two sections, one relating to the Visual Arts and the other to Design. The question paper is set by SQA and completed under examination conditions. The paper lasts one hour and has total of 40 marks available.

HOMEWORK

Pupils will be given homework and short-term deadlines to complete areas of practical work. The Art & Design Studies area is partly formally taught, partly self – study. Revision and practice is both needed and expected in all areas of the course.

PROGRESSION ROUTES

With a good pass at Intermediate 2 Art & Design, pupils may go on to Higher in S6.

CORE SKILLS

Core Skills Component for the course:

Critical Thinking at Intermediate 2

SUBJECT AREA:

ART & DESIGN – YEAR GROUP S5/6

COURSE LEVEL/TITLE:

HIGHER

ENTRY REQUIREMENTS:

Credit award at Standard Grade
Intermediate 2, A or B Grade

CONTENT/APPROACH TO LEARNING AND TEACHING

The Higher course is suitable for candidates progressing from Credit level at Standard Grade or Intermediate 2. Areas of Expressive, Design and related Studies are undertaken including the compulsory elements: the use of technology and the study of a contemporary area in Expressive Art or Design Studies. At Higher level the candidates study these areas in more depth and with greater independence and responsibility for learning.

The course consists of three 40 hour units:

Art & Design: Expressive Activity (Higher)
Art & Design: Design Activity (Higher)
Art & Design: Art & Design Studies (Higher).

ASSESSMENT ARRANGEMENTS

To achieve the course award the candidate must pass the three units as well as the course assessment. The candidate's grade is based on the course assessment.

The evidence required for the Course Assessment will be made up of two components:

Component 1: A **Practical Folio** made up of both Expressive and Design Activity work submitted to SQA for assessment.

There are a total of 160 marks available for the Practical Folio.

Component 2: A **Question Paper** made up of two sections, one relating to the Visual Arts and the other to Design. The question paper is set by SQA and completed under examination conditions. The paper lasts 1½ hours and has total of 60 marks available.

HOMEWORK

Pupils will be given homework and short-term deadlines to complete areas of both the practical and the Art & Design studies section of the course. Revision and practice is both needed and expected in all areas of the course.

PROGRESSION ROUTES

With a good pass at Higher Art & Design, pupils may pursue Art related courses in Further and Higher education establishments – option to create portfolio in S6 on the Advanced Higher course with intention of Higher Education course.

SUBJECT AREA:

ART & DESIGN – YEAR GROUP S6

COURSE LEVEL:

ADVANCED HIGHER

ENTRY REQUIREMENTS:

Higher Art & Design

CONTENT/APPROACH TO LEARNING AND TEACHING

Pupils will undertake an appropriate, high level and intensive study through coherent development within a chosen area. This should be sufficiently rich in intellectual and aesthetic opportunities to encourage intensity and depth of study taking account of relevant artistic, contemporary, historical and cultural influences.

This course has a choice of **one** mandatory Unit between Exp & Des and the choice of **one** of two optional Units.

Mandatory Unit

Art and Design: Design Enquiry

2 credits (80 hours) & Art and Design: Expressive Enquiry 120 marks

Optional Units – one selected from

Art and Design: Expressive Activity (Advanced Higher) 1 credit (40 hours) 60 marks

20 marks Statement of Intent

Art and Design: Design Study (Advanced Higher) 1 credit (40 hours) 60 marks

There are a total of 200 marks available for the Course assessment

ASSESSMENT ARRANGEMENTS

The course should recognize pupils' personal interests and experiences and include content that reflects the following themes:

- The environment (human, manufactured, natural)
- Communication and the mass media
- Cultural, social and historical factors and influences

To promote breadth, depth and balance across the Course as a whole, pupils' experiences should include:

- Two and/or three dimensional media process(es)
- Technology, (mandatory requirement in at least one Unit) which may include the use of computers, cameras, sewing machines and so forth
- Contemporary issues

To achieve the Course award the pupil must pass the mandatory Unit and one optional Unit.

HOMEWORK

Pupils will be given a short-term deadlines that must be met. However by working on their own pupils will gain from independent learning which in turn will allow them to take responsibility for determining the content and overall direction of their work.

PROGRESSION ROUTES

- Further Education programmes
- Higher Education programmes

Training or Development

SUBJECT AREA:

HOME ECONOMICS – YEAR GROUP S5/6

COURSE LEVEL/TITLE:

INTERMEDIATE 1 HOME ECONOMICS: LIFESTYLE AND CONSUMER TECHNOLOGY

ENTRY REQUIREMENTS:

Course is suitable for those who have an interest in working with young children progressing to employment within childcare.

CONTENT/APPROACH TO LEARNING AND TEACHING

The course comprises three mandatory units and three optional units as follows:

Mandatory Units

Lifestyle and Consumer Technology: Organisation of Practical Skills (Int 1)	0.5 credit (20 hours)
Food Preparation for Healthy Eating (Int 1)	0.5 credit (20 hours)
The Pre-school Child: Food, Clothing and Play (Int 1)	1.0 credit (40 hours)

Optional Units – Choose one credit from:

Lifestyle and Consumer Technology: Design and Make – Home Economics (Int 1)	1.0 credit (40 hours)
Preparation for Parenthood (Int 1)	0.5 credit (20 hours)
Health and Safety for Babies and Young Children (Int 1)	0.5 credit (20 hours)

ASSESSMENT ARRANGEMENTS

To gain the award of the course the student must achieve all the outcomes of the component units that are internally assessed, as well as the external assessment consisting of a practical assignment set by SQA. The assignment will be undertaken by the student within 10 hours and will have an allocation of 45 marks.

HOMEWORK

Homework is issued depending on the individual needs of the student to provide an opportunity for re-enforcement of work done in class.

PROGRESSION ROUTES/POTENTIAL FUTURE USE.

- Intermediate 2 Home Economics – Lifestyle and Consumer Technology
- Early Education and Childcare courses at college.

OTHER INFORMATION

More details on the course can be obtained from Home Economics Staff.

SUBJECT AREA:

HOME ECONOMICS - YEAR GROUP S5/6

COURSE LEVEL/TITLE:

INTERMEDIATE 2 HOME ECONOMICS: HEALTH AND FOOD TECHNOLOGY

ENTRY REQUIREMENTS:

- 1 Entry to the course in S5 with a Grade 3 or 4 at Standard Grade.
- 2 The course is also suitable for 'new starts' who will be considered on merit.

CONTENT/APPROACH TO LEARNING AND TEACHING

The course aims to prepare young people in the important skills of living, whether as individuals or as members of a family in contemporary society with its many social, economic and technological changes:- Skills such as those of understanding the needs of others, analysis, evaluation and management. Opportunities are given, throughout the course, to use practical skills for creative and investigatory purposes through problem solving and technological activities.

The course comprises three mandatory units, of 40 hours each, which will be taught concurrently:

MANAGEMENT OF PRACTICAL ACTIVITIES
CONSUMER STUDIES
PRODUCT DEVELOPMENT

CORE SKILLS of Critical Thinking; Planning and Organising; and Reviewing and Evaluating within PROBLEM SOLVING will be awarded through the study of the subject.

ASSESSMENT ARRANGEMENTS

To gain the award of the course, the student must achieve all the outcomes of the component units of the course which are internally assessed, as well as the external assessment consisting of:

- a) a written paper of 1½ duration and
- b) an externally set Technological project to be completed in 25 hours.

HOMEWORK

Homework is an essential part of the course and is issued on a regular basis. Its aim is to provide:-

- a) an opportunity for reinforcement of work done in class
- b) a means of assessing pupils' understanding
- c) a means of highlighting weaknesses, thus allowing for prompt action.

PROGRESSION ROUTES/POTENTIAL FUTURE USE

- to Higher in Home Economics - Health and Food Technology
- to employment in Hotel, Catering and Hospitality, Food Technology
- to further education at NC level in Hotel, Catering and Hospitality Operations.

OTHER INFORMATION

This course will be taught within a bi-level arrangement with the Higher Course. More details of the course can be obtained from the Home Economics Staff.

SUBJECT AREA:

HOME ECONOMICS - YEAR GROUP S5/6

COURSE LEVEL/TITLE:

HIGHER HOME ECONOMICS: HEALTH AND FOOD TECHNOLOGY

ENTRY REQUIREMENTS:

- 1 Entry to the course in S5 with a Grade 1 or 2 at Standard Grade. This would be a one year course.
- 2 Entry to the course in S6 following on from S-Grade in S4.
- 3 The course is also suitable for new starts who will be considered on merit.

CONTENT/APPROACH TO LEARNING AND TEACHING

The course aims to develop student's personal effectiveness in using and managing resources. They will be required to integrate specialist knowledge and skills, through practical application, to solve technological problems. Emphasis is placed on the development of transferable skills using a student-centred approach to learning.

The course comprises two generic units of 80 hours and 40 hours respectively which will be taught concurrently.

RESOURCE MANAGEMENT

CONSUMER STUDIES

TEACHING/LEARNING METHODS - The course provides a gradual increase in pupils' responsibility for their own learning and natural progression by the use of class teaching, group work and individual learning.

CORE SKILLS of Critical Thinking; Planning and Organising; and Reviewing and Evaluating within PROBLEM SOLVING will be awarded through the study of the subject.

ASSESSMENT ARRANGEMENTS

To gain the award of the course, the student must achieve all the outcomes of the component units of the course which are internally assessed, as well as the external assessment consisting of:

- a) a written paper of two hours duration
- and
- b) an externally set Technological Project, which will also be externally assessed.

HOMEWORK

Homework is an essential part of the course and is issued on a regular basis. It's aim is to provide:

- a) an opportunity for re-inforcement of work done in class.
- b) a means of assessing pupils' understanding,
- c) a means of highlighting weaknesses, thus allowing for prompt action.

PROGRESSION ROUTES/POTENTIAL FUTURE USE

- to degree courses in areas such as **Human Nutrition and Life Sciences** e.g. Dietetics, Nutrition and Exercise Physiology, Public Health Nutrition; **Applied Consumer Studies**; **Food Science with Marketing** e.g. Food Product Development.
- to employment in Hotel, Catering and Hospitality Operation or the Food Industry.

OTHER INFORMATION

This course will be taught within a bi-level arrangement with the Intermediate 2 course. More details of the course can be obtained from the Home Economics Department staff.

SUBJECT AREA:

HOME ECONOMICS - YEAR GROUP S5/6

COURSE LEVEL/TITLE:

INTERMEDIATE 2: HOSPITALITY – PRACTICAL COOKERY

ENTRY REQUIREMENTS:

- Standard Grade Home Economics at General Level.
- Course is suitable for those who have an interest in acquiring practical skills with Food and progressing to employment within the Hospitality Industry.
- Intermediate 1: Hospitality – Practical Cookery
-

CONTENT/APPROACH TO LEARNING AND TEACHING

The course comprises three mandatory units:

FOOD PREPARATION FOR HEALTHY EATING

FOODS OF THE WORLD

PRACTICAL SKILLS FOR THE HOSPITALITY INDUSTRY

The units will be taught concurrently with the student learning primarily through practical demonstration and/or activities but with occasional whole class teaching and individualised learning of an investigatory practical nature.

CORE SKILLS

The key components of Critical Thinking, and Planning and Organisation within PROBLEM SOLVING will be awarded through the study of the subject.

ASSESSMENT ARRANGEMENTS

To gain the award of the course, the student must achieve all the outcomes of the component units, which are internally assessed, as well as the external assessment consisting of an externally set 2½ hour Practical exercise for 100 marks including the completion of a planning booklet for 15 marks.

HOMEWORK

Homework is issued depending on the individual needs of the student to provide an opportunity for re-enforcement of work done in class.

PROGRESSION ROUTES/POTENTIAL FUTURE USE.

- Higher in Hospitality at College
- to employment in Hotel, Catering and Hospitality Industry

OTHER INFORMATION

More details of the course can be obtained from Home Economics Staff.

SUBJECT AREA:

MUSIC – YEAR GROUP S5/6

COURSE LEVEL/TITLE

INTERMEDIATE 1 MUSIC WITH PERFORMING

ENTRY REQUIREMENTS

Access 3 music or at the discretion of the department.

CONTENT/APPROACH TO LEARNING AND TEACHING

Course Details – The course aims to provide the student with the opportunity to experience music as performer, composer and listener. Emphasis is placed on the study of music through practical activities, which include active participation in solo and group performing, listening to music from a wide range of genres, styles and cultures and creative expression through composing and improvising.

The course consists of three 40 hour units:

Music: Composing – composing a piece with evidence of originality, creativity, planning and good use of compositional techniques.

Music: Listening – listening to music that is relevant related to practical activities and based on a conceptual approach.

Music: Performing – performing on two instruments at grade 2.

ASSESSMENT ARRANGEMENTS

To achieve the course award the candidate must pass the three units as well as the course assessment. The candidate's grade is based on the course assessment.

In the music: Composing Unit candidates will be assessed throughout the unit by assessor observation of the compositional process and towards the end of the unit by assessment of the product folio.

In the music: Listening Unit candidates will be assessed in the course of a single event towards the end of the unit by means of a test.

In the music: Performing Unit candidates will be assessed on a performance programme, on two instruments or voice lasting 4 minutes each.

Course assessment is made up of two components, a question paper, which is externally marked (40 marks), and a practical performance which is externally marked (60 marks).

PROGRESSION ROUTES/POTENTIAL FUTURE USE

Students who achieve Intermediate 1 Music may progress to a course at Intermediate two.

HOMEWORK – Daily practise. Homework is issued regularly for composing and listening.

SUBJECT AREA:

MUSIC – YEAR GROUP S5/6

COURSE LEVEL/TITLE

INTERMEDIATE 2 MUSIC WITH PERFORMING

ENTRY REQUIREMENTS

Intermediate 1 music (A OR B pass) or at the discretion of the department.

CONTENT/APPROACH TO LEARNING AND TEACHING

Course Details – The course aims to provide the student with the opportunity to experience music as performer, composer and listener. Emphasis is placed on the study of music through practical activities, which include active participation in solo and group performing, listening to music from a wide range of genres, styles and cultures and creative expression through composing and improvising.

The course consists of three 40 hour units:

Music: Composing – composing a folio of work which shows evidence of originality, creativity, planning and good use of compositional techniques.

Music: Listening – listening to music that is relevant, related to practical activities and based on a conceptual approach.

Music: Performing – performing on two instruments at grade 3.

ASSESSMENT ARRANGEMENTS

To achieve the course award the candidate must pass the three units as well as the course assessment. The candidate's grade is based on the course assessment.

In the music: Composing Unit candidates will be assessed throughout the unit by assessor observation of the compositional process and towards the end of the unit by assessment of the product folio which must last a minimum of 1 minute 30 seconds.

In the music: Listening Unit candidates will be assessed in the course of a single event towards the end of the unit by means of a test.

In the music: Performing Unit candidates will be assessed on a performance programme, on two instruments or voice lasting 4 minutes each.

Course assessment is made up of two components, a question paper, which is externally marked (40 marks), and a practical performance which is externally marked (60 marks).

PROGRESSION ROUTES/POTENTIAL FUTURE USE

Students who achieve Intermediate 2 Music may progress to a course at Higher.

HOMEWORK – Daily practise. Homework is issued regularly for composing and listening.

SUBJECT AREA:

MUSIC – YEAR GROUP S5/6

COURSE LEVEL/TITLE

HIGHER MUSIC WITH PERFORMING

ENTRY REQUIREMENTS

Intermediate 2 music (A or B pass) or at the discretion of the department.

CONTENT/APPROACH TO LEARNING AND TEACHING

Course Details – The course aims to provide the student with the opportunity to experience music as performer, composer and listener. Emphasis is placed on the study of music through practical activities, which include active participation in solo and group performing, listening to music from a wide range of genres, styles and cultures and creative expression through composing and improvising.

The course consists of three 40 hour units:

Music: Composing – composing a piece with evidence of originality, creativity, planning and good use of compositional techniques.

Music: listening – listening to music that is relevant related to practical activities and based on a conceptual approach.

Music: Performing – performing on two instruments at grade 4.

ASSESSMENT ARRANGEMENTS

To achieve the course award the candidate must pass the three units as well as the course assessment. The candidate's grade is based on the course assessment.

In the music: Composing Unit candidates will be assessed throughout the unit by assessor observation of the compositional process and towards the end of the unit by assessment of the product folio.

In the music: Listening Unit candidates will be assessed in the course of a single event towards the end of the unit by means of a test.

In the music: Performing Unit candidates will be assessed on a performance programme on one instrument or voice lasting 10 minutes and a performance programme on another instrument or voice lasting 5 minutes.

Course assessment is made up of two components, a question paper, which is externally marked (40 marks), and a practical performance which is externally marked (60 marks).

PROGRESSION ROUTES/POTENTIAL FUTURE USE

Students who achieve Higher Music may progress to a course at Advanced Higher or ,after further study, to HNC or a degree which uses Higher Music as an entry requirement.

HOMEWORK – Daily practise. Homework is issued regularly for composing and listening.

SUBJECT AREA:

MUSIC – YEAR GROUP S5/6

COURSE LEVEL/TITLE

ADVANCED HIGHER WITH PERFORMING

ENTRY REQUIREMENTS

Higher music (A or B pass) or at the discretion of the department.

CONTENT/APPROACH TO LEARNING AND TEACHING

Course Details – The course aims to provide the student with the opportunity to experience music as performer, composer and listener. Emphasis is placed on the study of music through practical activities, which include active participation in solo and group performing, listening to music from a wide range of genres, styles and cultures and creative expression through composing and improvising.

The course consists of three 40 hour units:

Music: Composing – composing a piece with evidence of originality, creativity, planning and good use of compositional techniques.

Music: listening – listening to music that is relevant related to practical activities and based on a conceptual approach.

Music: Performing – performing on two instruments at grade 5.

ASSESSMENT ARRANGEMENTS

To achieve the course award the candidate must pass the three units as well as the course assessment. The candidate's grade is based on the course assessment.

In the music: Composing Unit candidates will be assessed throughout the unit by assessor observation of the compositional process and towards the end of the unit by assessment of the product folio.

In the music: Listening Unit candidates will be assessed throughout the unit by an assessor observation checklist and summatively assessed towards the end of the unit on the production of a commentary on two musical works.

In the music: Performing Unit candidates will be assessed on a performance programme on one instrument or voice lasting 15 minutes and a performance programme on another instrument or voice lasting 10 minutes.

Course assessment is made up of two components, a question paper, which is externally marked (40 marks), and a practical performance which is externally marked (60 marks).

PROGRESSION ROUTES/POTENTIAL FUTURE USE

Students who achieve Advanced higher may progress to a degree which uses Advanced higher music as an entry requirement.

HOMEWORK – Daily practise. Homework is issued regularly for composing and listening.

SUBJECT AREA:

MUSIC – YEAR GROUP S5/6

COURSE LEVEL/TITLE

INTERMEDIATE 1 MUSIC WITH TECHNOLOGY

ENTRY REQUIREMENTS

At the discretion of the music department.

CONTENT/APPROACH TO LEARNING AND TEACHING

Course Details – the course aims to provide the student with the opportunity to experience music as performer, composer, listener and sound engineer. Emphasis is placed on the study of music through practical activities, which include active participation in solo and group performing, listening to a wide range of genres styles and cultures, creative expression through composing and improvising and experience in a sound recording environment.

The course consists of three 40 hour units:

Music: Composing – composing a piece with evidence of originality, planning and good use of compositional techniques.

Music: Listening – listening to music through a conceptual approach.

Music: Technology – performing on one instrument at grade 2. Rehearsing and recording using sound engineering equipment.

ASSESSMENT PROCEDURES

To achieve the course award the candidate must pass the three units as well as the course assessment. The candidate's grade is based on the course assessment. In the composing unit candidates will be assessed throughout the unit by assessor observation of the compositional process and towards the end of the unit by assessment of the product folio.

In the listening unit candidates will be assessed in the course of a single event towards the end of the unit by means of a test.

In the technology unit candidates will be assessed in three ways. On a performance programme on one instrument lasting 4 minutes. On assessment of a sound recording folio and by means of a test at the end of the unit.

Course assessment is made up of three components, a question paper(40 marks), which is externally marked, a recorded practical performance (30 marks)which is externally marked and a sound recording folio (30 marks)which is externally marked.

PROGRESSION ROUTES/ POTENTIAL FUTURE USE

Students who achieve Intermediate One Music with Technology may progress to a course at Intermediate Two.

SUBJECT AREA:

MUSIC – YEAR GROUP S5/6

COURSE LEVEL/TITLE

INTERMEDIATE 2 MUSIC WITH TECHNOLOGY

ENTRY REQUIREMENTS

At the discretion of the music department.

CONTENT/APPROACH TO LEARNING AND TEACHING

Course Details – the course aims to provide the student with the opportunity to experience music as performer, composer, listener and sound engineer. Emphasis is placed on the study of music through practical activities, which include active participation in solo and group performing, listening to a wide range of genres styles and cultures, creative expression through composing and improvising and experience in a sound recording environment.

The course consists of three 40 hour units:

Music: Composing – composing a piece with evidence of originality, planning and good use of compositional techniques.

Music: Listening – listening to music through a conceptual approach.

Music: Technology – performing on one instrument at grade 3. Rehearsing and recording using sound engineering equipment.

ASSESSMENT PROCEDURES

To achieve the course award the candidate must pass the three units as well as the course assessment. The candidate's grade is based on the course assessment. In the composing unit candidates will be assessed throughout the unit by assessor observation of the compositional process and towards the end of the unit by assessment of the product folio.

In the listening unit candidates will be assessed in the course of a single event towards the end of the unit by means of a test.

In the technology unit candidates will be assessed in three ways. On a performance programme on one instrument lasting 4 minutes. On assessment of a sound recording folio and by means of a test at the end of the unit.

Course assessment is made up of three components, a question paper(40 marks), which is externally marked, a recorded practical performance (30 marks)which is externally marked and a sound recording folio (30 marks)which is externally marked.

PROGRESSION ROUTES/ POTENTIAL FUTURE USE

Students who achieve Intermediate Two Music with Technology may progress to a course at Higher.

SUBJECT AREA:

MUSIC – YEAR GROUP S5/6

COURSE LEVEL/TITLE

HIGHER MUSIC WITH TECHNOLOGY

ENTRY REQUIREMENTS

At the discretion of the music department.

CONTENT/APPROACH TO LEARNING AND TEACHING

Course Details – the course aims to provide the student with the opportunity to experience music as performer, composer, listener and sound engineer. Emphasis is placed on the study of music through practical activities, which include active participation in solo and group performing, listening to a wide range of genres styles and cultures, creative expression through composing and improvising and experience in a sound recording environment.

The course consists of three 40 hour units:

Music: Composing – composing a piece with evidence of originality, planning and good use of compositional techniques.

Music: Listening – listening to music through a conceptual approach.

Music: Technology – performing on one instrument at grade 4. Rehearsing and recording using sound engineering equipment.

ASSESSMENT PROCEDURES

To achieve the course award the candidate must pass the three units as well as the course assessment. The candidate's grade is based on the course assessment. In the composing unit candidates will be assessed throughout the unit by assessor observation of the compositional process and towards the end of the unit by assessment of the product folio.

In the listening unit candidates will be assessed in the course of a single event towards the end of the unit by means of a test.

In the technology unit candidates will be assessed in three ways. On a performance programme on one instrument lasting 5 minutes. On assessment of a sound recording folio and by means of a test at the end of the unit.

Course assessment is made up of three components, a question paper(40 marks), which is externally marked, a recorded practical performance (30 marks)which is externally marked and a sound recording folio (30 marks)which is externally marked.

SUBJECT AREA

MUSIC – YEAR GROUP S5/6

COURSE/ LEVEL/ TITLE

NATIONAL PROGRESSION AWARD (NPA) MUSIC: PERFORMING

ENTRY REQUIREMENTS

Int 2 Music with Performance or Grade 3 music exam

CONTENT/APPROACH TO LEARNING AND TEACHING

The course comprises two mandatory units:

Music: Live performance

Performing Music on One Instrument or Voice (Higher level)

And one optional unit from the following:

Performing Music on One Instrument or Voice (Int two level)

Creative Project

Music: Technical Support

Music: Promotion in the Music Industry

The course aims to provide the student with knowledge and skills which are directly relevant to current and/or future practice in the area of music performance. As the student can tailor the course to their own interests, the focus is on independent learning and actively encourages candidates to take charge of their own learning and development.

CORE SKILLS

There are opportunities to gather evidence within the Units which can contribute to Core Skills. In addition to Core Skills development the NPA in Music Performing offers candidates the opportunity to develop key transferable skills such as Enterprise skills, Technology Skills, Employability Skills and Planning/ Evaluative skills.

ASSESSMENT ARRANGEMENTS

To achieve the course award the candidate must achieve all the outcomes of the component units, which are internally assessed. Individual Units can be assessed throughout the award and the majority of assessment is practical based.

PROGRESSION ROUTES/ POTENTIAL FUTURE USE

NC or HNC Music Performance at college.

Employment in music profession (band member or music promotion).

SUBJECT AREA: MUSIC – YEAR GROUP S5/6

COURSE/ LEVEL/ TITLE **NATIONAL PROGRESSION AWARD (NPA) SOUND PRODUCTION: RECORDING**

ENTRY REQUIREMENTS Int 2 Music with Technology or relevant practical skills

CONTENT/APPROACH TO LEARNING AND TEACHING

The course comprises two mandatory units:
Sound: Understanding the Signal Path
Sound Engineering and Production

And one optional unit from the following:
Sound: Music Remixing
Creative Project
Appreciation of Music

The course aims to provide the student with knowledge and skills which are directly relevant to current and/or future practice in the area of Sound Engineering and Production. As the student can tailor the course to their own interests, the focus is on independent learning and actively encourages candidates to take charge of their own learning and development.

CORE SKILLS

There are opportunities to gather evidence within the Units which can contribute to Core Skills. In addition to Core Skills development the NPA in Music Performing offers candidates the opportunity to develop key transferable skills such as Enterprise skills, Technology Skills, Employability Skills and Planning/ Evaluative skills.

ASSESSMENT ARRANGEMENTS

To achieve the course award the candidate must achieve all the outcomes of the component units, which are internally assessed. Individual Units can be assessed throughout the award and the majority of assessment is practical based.

PROGRESSION ROUTES/ POTENTIAL FUTURE USE

NC Sound Production at college.
A related HNC/HND course at college.

INFORMATION TECHNOLOGY

Accounting HIGHER	Administration INTERMEDIATE 2 HIGHER	Business Management INTERMEDIATE 2 HIGHER ADVANCED HIGHER
Computing INTERMEDIATE 2 HIGHER	Creative Digital Media Intermediate 1	
Graphic Communication HIGHER ADVANCED HIGHER	Practical Craft Skills (Woodwork) INTERMEDIATE 2	Product Design INTERMEDIATE 2 HIGHER

SUBJECT AREA**BUSINESS EDUCATION****COURSE LEVEL/TITLE:****ACCOUNTING - HIGHER****ENTRY REQUIREMENTS:**

Pupils wishing to do this as a 'crash' Higher in S6, then a pass in Higher Mathematics is essential.

CONTENT:

There are 2 x 60 hour units (1.5 Credits for each unit)

FINANCIAL ACCOUNTING:

Financial accounting enables candidates to understand how entrepreneurial and non-profit making organisations are structured, financed, managed and controlled. It will enable candidates develop the ability and knowledge required to prepare financial statements and the skills necessary to analyse and evaluate business performance.

MANAGEMENT ACCOUNTING:

Accounting will enable candidates to understand the significance and need for classifying and controlling costs, to develop skills in budgeting and to prepare a range of cost statements for a variety of different production and service concerns. It will also develop the skills and techniques which permit candidates to analyse prospective projects, evaluate a range of options and make informed decisions using break-even analysis and marginal costing techniques.

OTHER INFORMATION

The study of accounting will enable candidates to develop financial life skills. The Course helps to prepare candidates to meet the present demands of the modern world, and to prepare them for the future, whether they are considering making financial investments or running their own business. The increasing demands for candidates to experience enterprise activities throughout education makes accounting an ideal subject for study and will help develop the key skills of recording, preparing, reporting, analysing, costing, controlling and decision-making necessary to assist in the development of enterprise activities.

APPROACH TO TEACHING AND LEARNING

The increasing use of information technology has had a major impact on the accounting procedures of organisations. The Course structure and teaching methodologies offers candidates an opportunity to develop their information technology skills and apply them within business contexts.

ASSESSMENT ARRANGEMENTS:

To achieve the course, the candidate must pass the Units as well as the Course assessment. The candidate's grade is based on the Course assessment. There will be 2 Unit assessments each lasting 1 hour and 30 minutes, Course assessment is a Question Paper lasting 2 hours and 30 minutes and has 200 marks available.

HOMEWORK

One formal homework exercise per week.

PROGRESSION ROUTES/POTENTIAL FUTURE USE:

Advanced Higher, degree courses at College/University eg BA. A range of employment or training opportunities, Accounting.

SUBJECT AREA:

BUSINESS EDUCATION

COURSE LEVEL/TITLE:

INTERMEDIATE 2 ADMINISTRATION

ENTRY REQUIREMENTS:

Standard Grade English at General Level or Intermediate 1

CONTENT:

There are 3 x 40 hour units (1 credit for each unit)

ADMINISTRATIVE SERVICES – INTERMEDIATE 2 – 5 LEARNING OUTCOMES

- Describe factors, which contribute to the effectiveness of an organisation.
- Describe factors affecting the administrative assistant in the work environment.
- Describe the roles of the functional departments within an organisation and the activities carried out within these departments.
- Describe the uses of the internet and office technologies.
- Explain the procedures for arranging and paying for business travel and accommodation.

INFORMATION TECHNOLOGY FOR ADMINISTRATORS – INTERMEDIATE 2 – 3 LEARNING OUTCOMES (some may be integrated)

- Use spreadsheets to solve a business problem.
- Use flat databases to solve a business problem.
- Use a word processing document to present a solution to a business problem.

ADMINISTRATION: PRESENTING AND COMMUNICATING INFORMATION – INTERMEDIATE 2 – 3 LEARNING OUTCOMES (all integrated)

- Use the Internet to search for and extract information.
- Use ICT to present and communicate information.
- Use presentation software to present and communicate information.

APPROACH TO LEARNING AND TEACHING

All units will involve pupils using a PC and appropriate software; whole class and individual teaching; group work and pupil centred learning. Wherever possible an integrated approach will be adopted so that pupils will be aware of the importance of using information and communications technology as a tool in the modern administrative environment. The Administration course is also designed to promote themes that are important to contemporary society, such as citizenship and enterprise.

ASSESSMENT ARRANGEMENTS

To achieve the Course, the candidate must pass the Units as well as the Course assessment. The candidate's grade is based on the Course assessment. Unit assessments range from 1 hour to 1.5 hours; Course assessment will consist of two question papers – Paper 1 will cover theory and last 1 hour; Paper 2 will be practical and last 1 hour 20 minutes.

HOMEWORK

An Integrated Assignment as and when appropriate; written homework on a weekly basis.

PROGRESSION ROUTES/POTENTIAL FUTURE USE

Higher Administration, HNC/D courses in Administration. A range of employment opportunities in Administration and Management, Computing and ICT, Hospitality, or Catering and Tourism.

SUBJECT AREA:

BUSINESS EDUCATION

COURSE LEVEL/TITLE:

HIGHER ADMINISTRATION

ENTRY REQUIREMENTS:

Intermediate 2 Administration **and** Standard Grade English at Credit Level or Intermediate 2
For those pupils wishing to do this as a “Crash” Higher in S6, then a pass in Higher English is essential.

CONTENT:

There are 2 units – 1 x 40 hours (1 credit) and 1 x 80 hours (2 credits)

ADMINISTRATIVE SERVICES – 5 LEARNING OUTCOMES (40 hours)

- Explain strategies, which can be employed to ensure effectiveness in the workplace.
- Describe the impact of changing working practices on the modern working environment.
- Describe the procedures and processes involved in recruiting, developing and supporting staff.
- Explain how formal meetings are planned, conducted and supported.
- Explain the importance of providing effective customer service.

INFORMATION TECHNOLOGY FOR MANAGEMENT - 3 LEARNING OUTCOMES (80 hours)

- Explain the role of information in decision making.
- Describe the impact of ICT on workflow, working practices and management and security of information.
- Use ICT to solve business problems, and communicate and present solutions.

APPROACH TO LEARNING AND TEACHING

All units will involve pupils using a PC and appropriate software; whole class and individual teaching; group work and pupil centred learning. Wherever possible an integrated approach will be adopted so that pupils will be aware of the importance of using information and communications technology as a tool in the modern administrative environment. The Administration course is also designed to promote themes that are important to contemporary society, such as citizenship and enterprise.

ASSESSMENT ARRANGEMENTS

To achieve the Course, the candidate must pass the Units as well as the Course assessment. The candidate’s grade is based on the Course assessment. Unit assessments range from 1 hour to 2 hours 15 minutes; Course assessment will consist of two question papers – Paper 1 will cover theory and last 1 hour and 20 minutes; Paper 2 will be practical and last 1 hour and 20 minutes.

HOMEWORK

An Integrated Assignment as and when appropriate; written homework on a weekly basis.

PROGRESSION ROUTES/POTENTIAL FUTURE USE

Advanced Higher Administration; HNC Office Administration; HND Office & Information Management; degree courses at College/University e.g. BSc Business Information Management. A range of employment opportunities within the business environment.

OTHER INFORMATION

This course will provide pupils with the opportunity to apply skills and knowledge to given situations requiring a high level of administrative services and to analyse the use of IT in an administrative and business context. The course places an emphasis on the development of problem solving and decision-making skills and is appropriate for those individuals seeking careers within a modern administrative environment.

SUBJECT AREA:

BUSINESS EDUCATION

COURSE LEVEL/TITLE:

INTERMEDIATE 2 IN BUSINESS MANAGEMENT

ENTRY REQUIREMENTS:

Standard Grade English at General Level or Intermediate 1

CONTENT:

There are 3 units x 40 hour units (1 credit for each unit)

BUSINESS ENTERPRISE (40 hours)

- Explain the role of business enterprises in contemporary society
- Explain the nature and importance of business information, and the use of ICT in business
- Explain decision making in business enterprises
- Explain the structure and factors affecting internal organisations

BUSINESS DECISION AREAS MARKETING AND OPERATIONS (40 hours)

- Explain the marketing function in an organisation eg the marketing concept, marketing mix and market research
- Explain the operations function eg role elements, types and quality of operations

BUSINESS DECISION AREAS: FINANCE AND HUMAN RESOURCE MANAGEMENT (40 hours)

- Explain the finance function eg budgets, final accounts, and use of financial information
- Explain the human resource function eg human resource management recruitment and selection

APPROACH TO TEACHING AND LEARNING:

All units will involve pupils using a PC and appropriate software; whole class and individual teaching; group work and pupil centred learning; wherever possible, an integrated approach will be adopted so that pupils will benefit by seeing the holistic nature of the subject rather than merely its component parts. The course includes the study of individual business organisations or entrepreneurs and refers to specific examples of business organisations.

ASSESSMENT ARRANGEMENTS

To achieve the Course the candidate must pass the Units as well as the Course assessment. The candidate's grade is based on the Course assessment. There will be 3 Unit assessments each lasting one hour; Course assessment is a Question Paper lasting 1 hour 45 minutes and has 75 marks available.

HOMEWORK

One formal homework exercise per week.

PROGRESSION ROUTES/POTENTIAL FUTURE USE

Higher Business Management; HNC/D courses in Management Studies. A range of employment or training opportunities, within the business environment.

OTHER INFORMATION

This course provides an introduction to the context of business activity and would be suitable for pupils following a wide range of general or specialised study patterns, for which a knowledge and understanding of the business world is relevant. It will enable pupils to understand the role and operation of business, to exercise problem solving skills and to employ these skills to communicate by means of written or spoken language.

SUBJECT AREA:

BUSINESS EDUCATION

COURSE LEVEL/TITLE:

HIGHER BUSINESS MANAGEMENT

ENTRY REQUIREMENTS:

Intermediate 2 Business Management AND either Standard Grade English at Credit Level or Intermediate 2.
For those pupils wishing to do this as a “crash” Higher in S6, then a pass in Higher English is essential.

CONTENT:

There are 3 x 40 hour units (1 Credit for each unit)

BUSINESS ENTERPRISE (40 hours)

- Analyse the development of business enterprise in contemporary society
- Assess the value of business information and the application of information technology to business enterprises
- Analyse the process of decision-making in business enterprises
- Report on the internal organisation of business enterprises

BUSINESS DECISION : MARKETING AND OPERATIONS

- Analyse the marketing decisions of business enterprises
- Analyse the operations decision of business enterprises

BUSINESS DECISION AREAS: FINANCE AND HUMAN RESOURCE MANAGEMENT

- Interpret and manipulate financial information used in business
- Analyse the human resources decision of business enterprises

APPROACH TO TEACHING AND LEARNING:

All units will involve pupils using a PC and appropriate software; whole class and individual teaching; group work and pupil centred learning; wherever possible, an integrated approach will be adopted so that pupils will benefit by seeing the holistic nature of the subject rather than merely its component parts. The Course is set in the context of contemporary UK society. It includes the decision making process in all types of business organisations.

ASSESSMENT ARRANGEMENTS:

To achieve the course, the candidate must pass the Units as well as the Course assessment. The candidate’s grade is based on the Course assessment. There will be 3 Unit assessments each lasting one hour; Course assessment is a Question Paper lasting 2 hours 30 minutes and has 100 marks available.

HOMEWORK:

One formal homework exercise per week.

PROGRESSION ROUTES/POTENTIAL FUTURE USE:

Advanced Higher Business Management; degree courses at College/University e.g. BA. A range of employment or training opportunities e.g. Management posts in human resources, marketing, or advertising studies.

OTHER INFORMATION:

The purpose of this course is to enable pupils to assess the activities of businesses, particularly with respect to the main functional areas which characterises the operation of all businesses. The course promotes the development of problem solving and decision making skills within a business framework. It would be appropriate as a starting point for those pupils who wish to pursue a Management Studies related career.

SUBJECT AREA:

BUSINESS EDUCATION

COURSE LEVEL/TITLE:

ADVANCED HIGHER BUSINESS MANAGEMENT

ENTRY REQUIREMENTS:

Higher Business Management Grade A and Higher Grade English.

CONTENT:

There are 3 x 40 hour units (1 Credit for each unit)

MANAGING ORGANISATIONS: THE EXTERNAL ENVIRONMENT (40 hours)

- Analyse the activities of transnational companies
- Assess the impact of the European Union (EU) on UK business
- Analyse a current issue affecting the operation of business enterprise

MANAGING ORGANISATIONS: THE INTERNAL ENVIRONMENT (40 hours)

- Analyse the management of organisations
- Advise on the management of change

RESEARCHING A BUSINESS (40 hours)

- Assess a business situation

APPROACH TO TEACHING AND LEARNING:

The course represents a bridge between the traditionally teacher-led courses of secondary education and the more independent learning expected at university. Students are expected to do independent research. All units will involve whole class and individual teaching; group work and pupil centred learning; wherever possible, an integrated approach will be adopted so that pupils will benefit by seeing the holistic nature of the subject rather than merely its component parts. Pupils will be expected to do much of the learning independently, especially the Researching a Business area of study. Staff input for this unit is in an advisory role.

ASSESSMENT ARRANGEMENTS:

To achieve the course, the candidate must pass the Units as well as the Course assessment. The candidate's grade is based on the Course assessment and Business Report. There will be 3 Unit assessments each lasting one hour; Course assessment is a Question Paper lasting 2 hours 45 minutes and has 100 marks available. The business report, based on the study of an external business, should be between 2500 and 3500 words, excluding any appendices.

HOMEWORK:

Pupils will be expected to devote a large amount of time to reading and preparation for the course. Although no formal homework is set, pupils will be required to work beyond the 6 period week.

PROGRESSION ROUTES/POTENTIAL FUTURE USE:

To Higher Education. Success in Advanced Higher Business Management is very highly regarded by Universities and is an excellent introduction to further Management studies.

OTHER INFORMATION:

Pupils will be allocated a teacher from the Business Education department, but it is anticipated that at least 3 periods of study each week will be self taught.

SUBJECT AREA:

COMPUTING – YEAR GROUP S5/6

COURSE LEVEL/TITLE:

INTERMEDIATE 2 COMPUTING

ENTRY REQUIREMENTS:

Students would normally be expected to have attained a General level pass in Standard Grade Computing Studies.

CONTENT/APPROACH TO LEARNING AND TEACHING

The purpose of this course is to introduce students to the principles and practice of computer systems together with the stages in developing a software product.

Course Construction

The course consists of two mandatory units and one optional unit as follows.

Mandatory units

Computer Systems (Int 2) 40 hours

This unit looks in detail at the structure and organisation of computer systems.

Software Development (Int 2) 40 hours

This unit studies software and the development of a software solution. The software development process is studied and students are given the opportunity to apply a structured design methodology by creating solutions using a particular package or language. The approach taken in this unit concentrates on the techniques required to design, test and evaluate software solutions.

Optional units

Artificial Intelligence (Int 2) 40 hours

Computer Networking (Int 2) 40 hours

Multimedia Technology (Int 2) 40 hours

CORE SKILLS

- Information Technology (Int 2)

ASSESSMENT ARRANGEMENTS

To complete the course students must pass each unit assessment. Unit assessment is internally marked and centrally moderated. In addition, there is a written exam worth 70% and a practical piece of coursework worth 30% of the final grade.

HOMEWORK

Homework is issued regularly, normally each week. It includes written exercises, research and study.

PROGRESSION

Higher Computing

College HNC Courses

Access to a wide range of careers within the IT/Computing industry and generally to careers in which computer literacy is advantageous.

SUBJECT AREA:

COMPUTING – YEAR GROUP S5/6

COURSE LEVEL/TITLE:

HIGHER COMPUTING

ENTRY REQUIREMENTS:

Students would normally be expected to have attained a pass in Computing Studies or Information Systems courses at Intermediate 2 or a Credit level pass at Standard Grade.

CONTENT/APPROACH TO LEARNING AND TEACHING

The purpose of this course is to introduce students to the principles and practice of computer systems together with the stages in developing a software product.

Course Construction

The course consists of two mandatory units and one optional unit as follows.

Mandatory units

Computer Systems (H) 40 hours

This unit looks in detail at the structure and organisation of computer systems.

Software Development (H) 40 hours

This unit studies software and the development of a software solution. The software development process is studied and students are given the opportunity to apply a structured design methodology by creating solutions using a particular package or language. The approach taken in this unit concentrates on the techniques required to design, test and evaluate software solutions.

Optional units

Artificial Intelligence (H) 40 hours

Computer Networking (H) 40 hours

Multimedia Technology (H) 40 hours

CORE SKILLS

- Information Technology (Higher)

ASSESSMENT ARRANGEMENTS

To complete the course students must pass each unit assessment. Unit assessment is internally marked and centrally moderated. In addition, there is a written exam worth 70% and a practical piece of coursework worth 30% of the final grade.

HOMEWORK

Homework is issued regularly, normally each week. It includes written exercises, research and study.

PROGRESSION

- Advanced Higher Computing
- University Degree Courses and College HND Courses
- Access to a wide range of professional careers: from careers in IT/Computing such as Software Engineering, Network Administration, Web Page Authoring and Computer Graphics to careers in which a high degree of computer literacy is advantageous.

SUBJECT AREA:

COMPUTING – YEAR GROUP S5/6

COURSE LEVEL/TITLE:

INTERMEDIATE 1 CREATIVE DIGITAL MEDIA

ENTRY REQUIREMENTS:

None

CONTENT APPROACH TO LEARNING AND TEACHING

The Course provides an introduction to, and overview of, the digital media industry and has been designed to take candidates through an experiential learning process that highlights the key areas of aptitude and attitude for careers in the digital media sectors. A key feature of these Courses is the emphasis on *experiential learning*. This means learning through practical experience and learning by reflecting on experience.

Course Construction

This Course is at Intermediate 1 and consists of four 40 hour mandatory Units.

Mandatory Units

Creative Digital Media: Introduction to the Industry 1 credit (40 hours)

This Unit provides candidates with an introduction to the digital media industry across a range of sectors which include radio, television/DVD, digital/computer games and software, publishing and websites as well as other sectors which may increase in the light of emerging technology.

Creative Digital Media: The Creative Process 1 credit (40 hours)

In this Unit candidates will consider the basics of the creative process based on a given project brief, the job roles involved and the contribution of each role during the development and production process.

Creative Digital Media: Hardware and Software 1 credit (40 hours)

In this Unit candidates will learn about the identification, selection and use of appropriate hardware and software, the creation and capture of content, the editing and manipulation of created and captured content.

Creative Digital Media: Production Project 1 credit (40 hours)

This Unit provides candidates with opportunities to work individually and as part of a team in all aspects of the practical development and production of two digital media products. Starting with the development of a project brief, the team will identify two digital media products to satisfy the requirements of the brief and will then move on to the planning phase before undertaking the production of two digital media products.

CORE SKILLS

- Skills for work (Skills and knowledge in a broad vocational area, an understanding of the workplace, positive attitudes to learning, skills and attitude for employment)
- Communication, Numeracy, Information Technology, Problem Solving, Working with Others

ASSESSMENT ARRANGEMENTS

To complete the course students must pass each unit assessment. Unit assessment is internally marked and centrally moderated.

HOMEWORK

Homework will take the form of investigative tasks and practical tasks.

PROGRESSION

The course or its Units may provide progression to:

- National courses in Media Studies
- National Certificates or Units in Digital Media
- Relevant programmes in further education colleges
- Training/employment

SUBJECT AREA:**TECHNICAL EDUCATION****COURSE LEVEL/TITLE:****HIGHER GRAPHIC COMMUNICATION****ENTRY REQUIREMENTS:**

Standard Grade Graphic Communication at Grade 1/2 or possibly 3

CONTENT:**There are 3 x 40 hour units (1 credit for each unit)****PURPOSE**

Communication in all its forms is vital to society and the means of passing on information graphically is an important and relevant skill. Communication through graphics permeates all spheres of life including education, industry and commerce. The purpose of the course is to make students aware of the use of graphics and to give practice in the techniques employed in their creation. The structure of the course reflects the use of graphics in business and industry both in content and methodology while embracing the changes brought about by the continuing advances in technology.

TECHNICAL GRAPHICS 1 – 40 hours

- Apply manual techniques of pictorial representation to suit subject matter.
- Apply manual techniques of geometric constructions in the generation of orthographic drawings.
- Apply manual techniques of illustration and presentation to give emphasis and realism to graphic presentations.

TECHNICAL GRAPHICS 2 – 40 hours

- Apply manual techniques of orthographic projection to produce drawings of components, assemblies and locations in third angle projection.
- Apply the principles of dimensioning to orthographic drawings.
- Demonstrate knowledge of the use of graphic communication within a typical company structure.

COMPUTER GRAPHICS – 40 hours

- Produce orthographic and pictorial drawings using a computer-aided draughting system; produce computer-rendered drawings using an illustration/paint package.
- Demonstrate knowledge of desk top publishing by producing single and double page layouts; demonstrate the application of 3D drawing and modelling software.
- Demonstrate knowledge of the industrial and commercial applications of computer-aided graphics.

APPROACH TO LEARNING AND TEACHING

All units will involve pupils using a PC and appropriate software; whole class and individual teaching; group work and pupil centred learning. The course will be structured around a series of tasks, some of which may integrate content across units where appropriate.

ASSESSMENT ARRANGEMENTS

To gain the award of the course, the candidate must pass all the unit assessments as well as the external assessment. External assessment will provide the basis for grading attainment in the course award. The external assessment will consist of a paper lasting 3 hours. Each candidate will be required to produce a Thematic Presentation, incorporating manual and computer-aided graphics. This will be internally assessed.

HOMEWORK

This will be based mainly on individual units of the course and will require an input of approximately one hour per week.

PROGRESSION ROUTES/POTENTIAL FUTURE USE

Advanced Higher Graphic Communication. A National Certificate group programme at an appropriate level in areas such as engineering, construction or design.
A degree or HND or HNC programme in areas such as engineering, architecture or graphic design.
Employment in a wide range of occupations in fields such as engineering and construction

OTHER INFORMATION -

Successful completion of this course will confer automatic certification of Core Skill Information Technology (IT) at Intermediate 2.

SUBJECT AREA:

TECHNICAL EDUCATION

COURSE LEVEL/TITLE:

GRAPHIC COMMUNICATION ADVANCED HIGHER

ENTRY REQUIREMENTS:

Higher Graphic Communication At Level A Or B

PURPOSE

The Advanced Higher Graphic Communication Course aims to further develop candidates' manual and computer graphic skills, as well as their understanding of their applications, beyond that gained during Higher Graphic Communication. This will provide the candidate with an insight into the way in which information presented graphically is an integral part of communication throughout business and industry as well as in a consumer environment. Candidates will gain experience of evaluating the effectiveness of visual communication which will enable them to apply principles of composition to the production of a computer-produced presentation.

TECHNICAL GRAPHICS – 40 Hours

- Apply manual techniques of geometric constructions in the generation of orthographic drawings
- Apply manual techniques of 2 point perspective to subject matter containing circles and part circles.

COMPUTER AIDED GRAPHIC PRESENTATION-40 Hours

The Computer-Aided Graphic Presentation is a presentation of work, based on a central theme chosen by the candidate, directly addressing the following:

- **Analysis** - eg cognitive thought process and research
- **Planning and Development** - eg outline specification, visual layout detail and thumbnails
- **Implementation and Presentation** - eg electronic production, creative and effective use of design elements, effective use of design principles, production of a final hard copy/ presentation to client, printer specification, electronic copy, evaluation and modification

COMPUTER AIDED 3D MODELLING-40 Hours

The Presentation is a folio of work, based on a central theme chosen by the candidate, directly addressing the following:

- **3D Modelling** - eg range of techniques, application and process of model development
- **Presentation** - eg orthographic/ section, auxiliary and line pictorial drawings and diagrams (hidden line removed), hidden detail and multi-view/ scales and text/ dimensions generated from the 3D model
- **Visualisation** – eg effective and creative production of a rendered image showing the object placed in an environment

ASSESSMENT ARRANGEMENTS

To gain the award of the course, the candidate must pass all the unit assessments as well as the external assessment. External assessment will provide the basis for grading attainment in the course award. The external assessment will consist of a paper lasting 3 hours. Each candidate will be required to produce a Thematic Presentation, incorporating manual and computer-aided graphics. This will be internally assessed.

HOMEWORK

This will be based mainly on individual units of the course and will require an input of approximately one hour per week.

PROGRESSION ROUTES/POTENTIAL FUTURE USE

A National Certificate group programme at an appropriate level in areas such as engineering, construction or design.

A degree or HND or HNC programme in areas such as engineering, architecture or graphic design.

Employment in a wide range of occupations in fields such as engineering and construction

SUBJECT AREA:

TECHNICAL EDUCATION

COURSE LEVEL/TITLE:

INTERMEDIATE 2 PRACTICAL CRAFT SKILLS (WOODWORK)

ENTRY REQUIREMENTS:

An ability to work in a practical environment in a safe manner.
Technical Department staff will approve the candidates' suitability on Health and Safety Grounds.

CONTENT:

There are 3 x 40 hour units (1 credit for each unit)

COURSE AIMS:

- Foster practical skills in the creation of artefacts.
- Develop knowledge, understanding and skills of general aspects of practical woodworking activity.
- Encourage independence and the ability to make choices.
- Highlight the importance of safety and encourage responsible attitudes in the workshop environment.

BENCH SKILLS – FLAT FRAME CONSTRUCTION – INTERMEDIATE – 40 hours

- Use of tools and materials in a safe manner to construct a range of basic woodworking joints and a prescribed artefact from working drawings.

BENCH SKILLS 2 CARCASE CONSTRUCTION – INTERMEDIATE - 40 hours

- Use of tools and materials in a safe manner to construct a range of basic woodworking joints and a prescribed artefact from working drawings.

MACHINING AND FINISHING – WOOD – INTERMEDIATE - 40 hours

- Learn how to set up and use a range of common machines and power tools in accordance with safe working practice.

APPROACH TO LEARNING AND TEACHING

It is proposed that an induction programme is undertaken to familiarise the students with the layout and accessing of the tools and equipment to set the parameters within which the students will work. The induction programme will include matters of general safety and expectations of acceptable conduct and attitudes in a workshop environment.

ASSESSMENT ARRANGEMENTS

To gain the award of the course, the candidate must achieve all the component units as well as the external assessment. External assessment will provide the basis for grading attainment in the course award. External assessment will be based on the outcome of the project. An overall grade (A, B or C) will be determined by assessment of each student's performance in planning and producing a project. This assessment will be subject to external moderation. To gain the course award the student must pass all three unit assessments as well as the project assessment.

HOMEWORK

This will be given on a regular basis to increase the student's awareness of the knowledge and understanding element of the course and to improve the student's design skills.

PROGRESSION ROUTES/POTENTIAL FUTURE USE

There is no progression in this course beyond Intermediate 2.

Future use improves practical abilities and experience eg for assembly of self-assembly furniture.

SUBJECT AREA:

TECHNICAL EDUCATION

COURSE LEVEL/TITLE:

INTERMEDIATE 2 PRODUCT DESIGN

ENTRY REQUIREMENTS:

Standard Grade Craft and Design or Graphic Communication or Art and Design at Grade 3. Standard Grade English at Grade 3.

CONTENT:

There are 3 x 40 hour units (1 credit for each unit)

PURPOSE

To provide studies of the processes involved in designing and manufacturing products in a commercial context. The nature of the studies allows the course to make a positive contribution to any student's general personal development, in particular the fostering of technological capability.

DEVELOPING DESIGN PROPOSALS – INTERMEDIATE 2 – 40 hours

- Produce a design proposal.
- Communicate using graphics.
- Use modelling techniques.

MANUFACTURING PRODUCTS - INTERMEDIATE 2 – 40 hours

- Identifying materials used for the manufacture of commercial products.
- Identifying processes used for the manufacture of commercial products.
- Produce an orthographic drawing suitable for use in the manufacture of a product.

DESIGN ANALYSIS - INTERMEDIATE 2 – 40 hours

- Produce an evaluation of a commercial product.
- Establish a design specification from a brief.

APPROACH TO LEARNING AND TEACHING

The course has been designed so that it is flexible enough to allow schools to deliver it in a way which suits the needs, abilities and aspirations of their students. Practical activities may range from producing concept sketches on paper, quick modelling of ideas through to production of full-scale prototypes using more traditional craft skills.

ASSESSMENT ARRANGEMENTS

To gain the award of the course, the candidate must pass all the component units as well as the external assessment. External assessment will provide the basis for grading attainment in the course award. The external assessment will consist of a paper lasting 1.5 hours. Each candidate will be required to produce a Design Assignment Folio which will be internally assessed.

HOMEWORK - This will involve an input of one hour per week on the design knowledge and designing element of the course.

PROGRESSION ROUTES/POTENTIAL FUTURE USE

Higher Product Design or a Scottish Group Award at an appropriate level.

A degree or HND or HNC course in areas such as Product Design, Design Engineering, Engineering, Interior Design

Other universities or colleges of art.

OTHER INFORMATION

Successful completion of this course will confer automatic certification of Core Skill Critical Thinking at Intermediate 2.

SUBJECT AREA:

TECHNICAL EDUCATION

COURSE LEVEL/TITLE:

HIGHER PRODUCT DESIGN

ENTRY REQUIREMENTS:

Standard Grade Craft and Design or Graphic Communication or Art and Design at Credit Level;
Intermediate 2 Product Design, Standard Grade English at Credit level.

CONTENT:

There are 3 x 40 hour units (1 credit for each unit)

PURPOSE

To foster understanding of the process of designing and the factors which influence designs in a commercial context. It will enhance the student's knowledge of industrial manufacturing processes and materials while increasing awareness of economic considerations and the social implications of design and manufacture. It offers the opportunity for students to develop skills in designing related to industrial context. The course should provide experience, knowledge, understanding and skills which are transferable to a range of careers as well as contributing to general education, useful life skills and personal development. In particular the course serves to develop all four areas of technological capability.

DEVELOPING DESIGN PROPOSALS – HIGHER – 40 hours

- Produce a design proposal.
- Communicate using graphics.
- Use modelling techniques.

MANUFACTURING PRODUCTS - HIGHER – 40 hours

- Explain why particular materials are used for the manufacture of commercial products.
- Explain why particular processes are used for the manufacture of commercial products.
- Produce an orthographic drawing suitable for use in the manufacture of a product.

DESIGN ANALYSIS - INTERMEDIATE 2 – 40 hours

- Produce an evaluation of a commercial product.
- Establish a design specification from a brief.

APPROACH TO LEARNING AND TEACHING

The course has been designed so that it is flexible enough to allow schools to deliver it in a way which suits the needs, abilities and aspirations of their students. Practical activities may range from producing concept sketches on paper, quick modelling of ideas through to production of full-scale prototypes using more traditional craft skills.

ASSESSMENT ARRANGEMENTS

To gain the award of the course, the candidate must pass all the units as well as the external assessment. External assessment will provide the basis for grading attainment in the course award. External assessment will consist of a paper lasting 2 hours. Each candidate will be required to produce a Design Assignment Folio, which will be internally assessed.

HOMEWORK - This will involve an input of one hour per week on the design knowledge and designing element of the course.

PROGRESSION ROUTES/POTENTIAL FUTURE USE

Advanced Higher Product Design. A Scottish Group Award at an appropriate level.

A degree or HND or HNC course in areas such as Product Design, Design Engineering, Engineering, Interior Design

Other universities or colleges of art.

OTHER INFORMATION - Successful completion of this course will confer automatic certification of Core Skill Critical Thinking at Higher.

NUMERACY

Geography HIGHER ADVANCED HIGHER	Mathematics INTERMEDIATE 1 INTERMEDIATE 2 HIGHER ADVANCED HIGHER	Travel & Tourism INTERMEDIATE 1 INTERMEDIATE 2
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SUBJECT AREA:

GEOGRAPHY - YEAR GROUP S5/6

COURSE LEVEL/TITLE:

HIGHER GEOGRAPHY

ENTRY REQUIREMENTS:

Pupils who achieve a Credit 1 or 2 pass at Standard Grade are recommended for this course although many pupils who attain a General 3 and apply themselves fully are successful in the Higher Geography Course mainly due to its internal assessment programme.

CONTENT/APPROACH TO LEARNING AND TEACHING

Pupils taking Geography study the ever-evolving relationship between human activity and the environment in which we live. In doing so they will study, analyse and attempt solutions to a variety of environmental, social and regional problems, both at home and abroad. They will become more aware of the nature of human activities on the face of the earth, and of how the environment and the resources it produces are used. A pupil therefore who chooses to study Geography should have an enquiring mind and an enthusiastic, wide ranging interest in the inter-relationships between landscapes and people. This in turn, means that Geography as a subject of study combines well with a wide variety of other subjects in the school curriculum.

The teaching methods used in the delivery of the Higher course incorporate a wide variety of skills including map and photograph interpretation, I/T and the analysis of a wide range of data resources. It should be noted that Geography is one of the few subjects that can be taken on into further study as either a science OR as an arts/social science subject. It is often combined with other subjects at degree level in colleges and Universities. ALL Scottish Universities now accept Geography as a Science for entrance qualifications.

COURSE CONTENT:

The syllabus is divided into two main components.

- (a) Physical Geography - sub divided into studies of the Atmosphere, (climate) Hydrosphere, (rivers, including flood control and management) Lithosphere, (physical landscapes of the UK) and Biosphere (soils and vegetation). One topic - Rural Land Resources (in the UK) is studied in greater depth.
- (b) Human - sub divided into Population Studies, Rural Land Use, Industrial and Urban Geography. One Topic - World Development and Health is studied in greater depth .

ASSESSMENT ARRANGEMENTS

Assessment for the course will be on a regular 'end of topic' basis and SQA NABs. These internal assessments will allow pupils to build up a bank of credits and proof of successful attainment. The external exam consists of two papers: Physical and Human Environments (1 hr 30 mins) and Environmental Interactions (1 hour 15 mins)

PROGRESSION ROUTES/POTENTIAL FUTURE USE

Advanced Higher Geography. The list of careers using Geography either directly or indirectly is extensive as Geography is both a Science and a Social Science. It should be noted that all Scottish Universities now accept a Higher Geography pass as a Science. Careers can include recreation and tourism, cartography, town/country planning, transport, landscape architecture, civil service, ecology and environmental science. More information may be obtained from Department.

HOMEWORK

Homework is an integral part of the course and is geared mainly towards the end of unit assessments.

OTHER INFORMATION This has proved to be a highly popular and enjoyable course and is widely recognised by employers and Universities for providing a wide range of learning experiences and transferable skills.

SUBJECT AREA:

GEOGRAPHY S6

COURSE LEVEL:

ADVANCED HIGHER GEOGRAPHY

ENTRY REQUIREMENTS:

Geography Higher – a pass at either A or B

CONTENT/APPROACH TO LEARNING AND TEACHING

The Advanced Higher Course consists of 3 units:

- 1) Geographical Methods and Techniques including
 - The production and Interpretation of Maps, Diagrams and Photographs
 - Application of two fieldwork methods or techniques
 - Statistical awareness
- 2) The Geographical Study (worth 40% of the overall course award).
 - To plan, research, evaluate and present a geographical study on any physical or Human topic in the local area.
- 3) The study of a Geographical Issue – This is completed in the form of a critical essay (Worth 30% of the overall course award)
 - To identify different viewpoints of any geographical issue which was studied at Higher e.g. Urban Change, Development and Health, Rural Land Resources, Alternative sources of energy etc, and to
 - Critically analyse and evaluate resources.

The approach to learning and teaching is markedly different from that of Higher. Whilst whole class teaching has an important role, individual research projects and use of I.T together with 'team' activities such as fieldwork and data gathering are an integral part of the course.

ASSESSMENT ARRANGEMENTS

There are separate Internal Assessments on the 3 areas of study in Unit 1 and there is one question on each of the units (i.e.) Map Interpretation, Statistics and Geographical Methods and Techniques in the external examination.

Internal Assessment in Units 2 and 3 take the form of monitoring performance in the work carried out during the production of the final geographical study report and for the geographical essay as well as a NAB item for each. The final external exam (worth 30% of the course award) contains a choice of questions on map interpretation, statistical analysis and diagram work and geographical methods and techniques of fieldwork.

HOMEWORK

This is an integral part of the students' preparation of their planning, gathering, evaluation and presentation of their unit work.

PROGRESS ROUTES

The attainment of Advanced Higher Geography leads to the automatic award of H core in a variety of skills. It offers a very wide range of career opportunities and transferable skills as it is both an Arts and Science subject.

SUBJECT AREA:**MATHEMATICS – YEAR GROUP S5/6****COURSE LEVEL/TITLE****MATHEMATICS – INTERMEDIATE 1****ENTRY REQUIREMENTS:**

Recommended Grade 5 or better at Standard Grade

Historically, evidence confirms that pupils who do not study Mathematics in S5 and attempt to resume studies in S6 have very limited success. As such the department strongly advises against this. Pupils taking Mathematics in S6 must follow on from a suitable course in S5.

CONTENT/APPROACH TO LEARNING AND TEACHING

The course develops and extends the student's earlier mathematical experiences gained in Foundation and General mathematics at standard grade. It contains the study of Everyday Mathematics, Algebra, Geometry and introduces Trigonometry.

Exposition by the teacher and consolidation of skills are combined with an investigative approach to learning Mathematics. Students are encouraged to make appropriate use of technology, including computer software packages. Classwork is done both with and without calculators.

CORE SKILLS

Students gaining a Course Award at Mathematics: Intermediate 1 level will be awarded Core Skills in Numeracy at Intermediate 1 level and Critical Thinking at Intermediate 1 level.

ASSESSMENT ARRANGEMENTS

All Mathematics assessments are closed book assessments. The assessment for Higher Still Mathematics Course at Intermediate 1 level contains three SQA unit assessments, every candidate sitting units 1 and 2, then a choice made between unit 3 or unit 4 (Applications), a preliminary examination and the final external SQA Examination. Appropriate practice assessments will be issued prior to unit assessments/preliminary examination. In order to gain a Course Award, students will require to pass all three unit assessments in addition to passing the final external SQA Examination. Both calculator and non-calculator work is assessed formally in the preliminary examination and in the external SQA examination. NB – There is a separate SQA Examination for students sitting Units 1, 2 and 3 from those sitting Units 1, 2 and Applications.

HOMEWORK

Homework will be issued each period (6 times per week). When homework is not formally set students will be expected to select some consolidation work to meet their individual development needs.

PROGRESSION ROUTE/POTENTIAL FUTURE USE

Where a student demonstrates proficiency in the Intermediate 1 (Units 1, 2 and 3) course in S5 the student can study Mathematics: Intermediate 2 in S6.

Where a student studies units 1, 2 and Applications, this will still result in an Intermediate 1 Mathematics award but the student would not be recommended for progression to Intermediate 2 level.

NB: Unit 3 includes more challenging topics than the Applications unit, providing appropriate knowledge for further studies.

SUBJECT AREA**MATHEMATICS – YEAR GROUP S5/6****COURSE LEVEL/TITLE :****MATHEMATICS : INTERMEDIATE 2****ENTRY REQUIREMENTS :**

Recommended Grade 3 at Standard Grade: Mathematics or Intermediate 1 Grade A

Historically, evidence confirms that pupils who do not study Mathematics in S5 and attempt to resume studies in S6 have very limited success. As such the department strongly advises against this. Pupils taking Mathematics in S6 must follow on from a suitable course in S5.

CONTENT/ APPROACH TO LEARNING AND TEACHING

The course develops and extends the student's earlier mathematical experiences gained in General and Credit Mathematics at Standard Grade and Intermediate 1. It contains the study of Everyday Mathematics, Algebra, Geometry and Trigonometry.

Exposition by the teacher and consolidation of skills are combined with an investigative approach to learning Mathematics. Students are encouraged to make appropriate use of technology, including graphic calculators and computer software packages. Classwork is done both with and without calculators.

CORE SKILLS

Students gaining a Course Award at Mathematics : Intermediate 2 level will be awarded Core Skills in Numeracy at Intermediate 2 level and Critical Thinking at Intermediate 2 level.

ASSESSMENT ARRANGEMENTS.

All Mathematics assessments are closed book assessments. The assessment for Higher Still Mathematics Course at Intermediate 2 level contains three SQA unit assessments, every candidate sitting units 1 and 2, then a choice made between unit 3 or 4 (Applications), a preliminary examination and the final external SQA Examination. Appropriate practice assessments will be issued prior to unit assessments/preliminary examination. In order to gain a Course Award, students will require to pass all three unit assessments in addition to passing the final external SQA Examination. Both calculator and non-calculator work is assessed formally in the preliminary examination and in the external SQA examination. NB There is a separate SQA Examination for students sitting Units 1, 2 and 3 from those sitting Units 1, 2, Applications.

HOMEWORK

Homework will be issued each period (6 times per week). When homework is not formally set students will be expected to select some consolidation work to meet their individual development needs.

PROGRESSION ROUTE/POTENTIAL FUTURE USE

Where a student demonstrates proficiency in the Intermediate 2 course in S5 the student can study Mathematics : Higher in S6.

Where a student studies units 1, 2 and Applications, this will still result in an Intermediate 2 Mathematics award, but the student would not be recommended for progression to Higher Level level.

NB Unit 3 includes more challenging topics than the Applications unit, providing appropriate knowledge for further studies.

SUBJECT AREA:

MATHEMATICS – YEAR GROUP S5/6

COURSE LEVEL/TITLE

MATHEMATICS: HIGHER (UNITS 1,2&3)

ENTRY REQUIREMENTS:

Recommended for entry in S5 – Grades 1 or 2 at Standard Grade
Recommended for entry in S6 – Mathematics: Intermediate 2 Grade A

Historically, evidence confirms that pupils who do not study Mathematics in S5 and attempt to resume studies in S6 have very limited success. As such the department strongly advises against this. Pupils taking Mathematics in S6 must follow on from a suitable course in S5.

CONTENT/APPROACH TO LEARNING AND TEACHING

Mathematics: Higher is an interesting and challenging course which is recommended to students who have demonstrated their mathematical ability. The course develops and extends the student's earlier mathematical experience (Standard Grade Credit Level or Mathematics: Intermediate 2). It continues the study of areas such as algebra/geometry/trigonometry and introduces new topics such as calculus/vectors/recurrence relations. Exposition by the teacher and consolidation of skills are combined with an investigative approach to learning Mathematics. Students are encouraged to make appropriate use of technology including graphics calculators/software packages.

CORE SKILLS

Students gaining a Course Award at Mathematics: Higher level will be awarded the Core Skills in Numeracy at Higher level and Critical Thinking at Higher Level

ASSESSMENT ARRANGEMENTS

All Mathematics assessments are closed book assessments. The assessment for Higher Still Mathematics Course at Higher level contains three SQA unit assessments, a preliminary examination and the final external SQA Examination. Appropriate practice assessments will be issued prior to unit assessments/preliminary examination. In order to gain a Course Award, students will require to pass all three unit assessments in addition to passing the final external SQA Examination. Both calculator and non-calculator work is assessed formally in the preliminary examination and in the external SQA examination.

HOMEWORK

Homework will be issued each period (6 periods per week). This is considered to be the minimum homework requirement. Additionally, students are expected to undertake continuous revision.

PROGRESSION ROUTE/POTENTIAL FUTURE USE

Where a student demonstrates proficiency within the Mathematics: Higher Course in S5 progression via Advanced Higher Mathematics would be appropriate.

SUBJECT AREA

MATHEMATICS – YEAR GROUP S6

COURSE LEVEL/TITLE:

ADVANCED HIGHER UNITS 1, 2 AND 3

ENTRY REQUIREMENTS: Grade A or B at Higher Mathematics

CONTENT/APPROACH TO LEARNING AND TEACHING

Exposition by teacher, consolidation of skills and independent learning are combined with an investigative approach to learning Mathematics.

- Unit 1 contains further work on differentiation, integration and functions and introduces work on matrices and complex numbers.
- Unit 2 contains further work on sequences and series and introduces work on number theory.
- Unit 3 contains further work on vectors and introduces work on parametric equations and 3-dimensional geometry.

CORE SKILLS

Students gaining a Course Award at Mathematics: Advanced Higher will be awarded Core Skills in Numeracy at Higher Level and Critical Thinking at Higher Level.

ASSESSMENT ARRANGEMENTS

All Mathematics assessments are closed book assessments. The assessment for Higher Still Mathematics Course at Advanced Higher level contains three SQA unit assessments, a preliminary examination and the final external SQA Examination. Appropriate practice assessments will be issued prior to unit assessments/preliminary examination. In order to gain a Course Award, students will require to pass all three unit assessments in addition to passing the final external SQA Examination.

HOMEWORK

Students are required to undertake a minimum of 5 hours study per week outwith the class in addition to continuous revision.

PROGRESSION ROUTE/POTENTIAL FUTURE USE

This course offers students a broad background of Mathematics of interest to specialists and non-specialists alike and is of use to those pursuing a wide variety of post-school studies and careers including Pure Mathematics, Sciences, Computer Science and Engineering.

SUBJECT AREA:

GEOGRAPHY - YEAR GROUP S5

COURSE LEVEL/TITLE:

TRAVEL & TOURISM (INTERMEDIATE 1)

ENTRY REQUIREMENTS:

A Standard Grade pass in English at General Level 4 or above or pass at Intermediate 1 and a Standard Grade pass in any social subject at General Level 5 or above.

CONTENT/APPROACH TO LEARNING AND TEACHING

This is a relatively new subject in Scotland. Although being delivered by the Geography Department no previous qualification/experience in Geography is required. Pupils should however have an interest in destinations both at home and abroad and an interest in the use of I/T in the workplace. The course has been designed to cater for 3 groups of students:

- (i) Those interested in a career in travel and tourism especially in aspects of customer care skills.
- (ii) Those interested in studying particular travel destinations e.g. in conjunction with a foreign language.
- (iii) Those who have a general interest in the travel industry and its workings as consumers (i.e.) going on holiday!

There are 3 units in the course.

- Holiday Planning
- Holiday Issues – Interacting with customers
- Holiday Destinations

ASSESSMENT ARRANGEMENTS

The units are assessed internally and there is a final 1 hour 15 minute external exam.

HOMEWORK

Short exercises are set throughout the course to help prepare pupils for the end of unit assessments.

PROGRESSION ROUTES/POTENTIAL FUTURE USE

The course can lead to the study of Travel and Tourism Intermediate 2 in S6 but should also help pupils in the preparation and awareness required for a career/employment in the world's largest industry who wish to develop the knowledge and skills required for booking/participating in holidays in the future (i.e.) as consumers of Travel and Tourism

OTHER INFORMATION

See Geography Department. Both Int 1 and 2 Travel and Tourism offers students one of the best opportunities to obtain the essential core skills of "working with others" .

SUBJECT AREA:

GEOGRAPHY - YEAR GROUP S5/S6

COURSE LEVEL/TITLE:

TRAVEL & TOURISM (INTERMEDIATE 2)

ENTRY REQUIREMENTS:

- Pupils in S6 who have attained Highers should find this an interesting enjoyable course.
- A Standard Grade pass in English at General Level 3 or above and a Standard Grade pass in any social subject at General Level 3 or above or Intermediate 2 is advisable.

CONTENT/APPROACH TO LEARNING AND TEACHING

This is still a relatively new subject in Scotland. Although being delivered by the Geography Department no previous qualification/experience in Geography is required. Pupils should however have an interest in destinations both home and abroad and an interest in the use of I/T in the workplace. The course has been designed to cater for 3 groups of students:

- (i) Those interested in a career in travel and tourism especially in aspects of customer care skills. This area of employment now accounts for 12% of full time employment in Scotland and continues to be a major growth area.
- (ii) Those interested in studying destinations and leisure activities throughout the world or in conjunction with a foreign language.
- (iii) Those who have a general interest in the travel industry and its workings as consumers (i.e.) going on holiday!
The units cover
 - (a) An Introduction to Travel and Tourism
 - (b) Business Practices in Travel and Tourism
 - (c) Tourist Destinations throughout the world

ASSESSMENT ARRANGEMENTS

Each unit is assessed internally – one of which comprises of a significant folio based on local business practice. There is a final external exam lasting 1 hour 30 minutes.

HOMEWORK

Short exercises are set at intervals throughout the course to help prepare pupils for the end of unit assessments.

PROGRESSION ROUTES/POTENTIAL FUTURE USE

The course can lead to sitting Higher Travel and Tourism but should also help pupils in (i) the preparation and awareness required for a career/employment in the world's largest industry (ii) their own Knowledge and skills required for booking/participating in holidays in the future (i.e.) as consumers of Travel and Tourism (iii) gaining a general knowledge of destinations and peoples throughout the world.

OTHER INFORMATION

See Geography Department

PHYSICAL EDUCATION: SPORT & FITNESS

Performance Units ALL LEVELS	Physical Education INTERMEDIATE 2 HIGHER
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SUBJECT AREA:

PHYSICAL EDUCATION - YEAR GROUP S5/6

COURSE LEVEL/TITLE:

PERFORMANCE UNITS – INTERMEDIATE 1 to ADVANCED HIGHER

ENTRY REQUIREMENTS:

The course is designed for anyone that has a real interest in sport and improving personal performance.

CONTENT/APPROACH TO LEARNING AND TEACHING

A selection of free standing units in which students will develop their performance at a recreational level. Through practical experiential learning students will also be given the opportunity to apply the principal rules of the activity and to acquire an understanding of the value of the different fitness factors and techniques required for developing skill at a recreational level. The focus is performance improvement.

ASSESSMENT ARRANGEMENTS

Students will be assessed in line with the Higher/Int 2 course, but in performance only.

HOMEWORK

As appropriate to each unit.

PROGRESSION ROUTES/POTENTIAL FUTURE USE

The course is designed for pupils to improve their awareness, knowledge and personal performance in sport with a view to developing life long learning and participation in sport

SUBJECT AREA:

PHYSICAL EDUCATION - YEAR GROUP S5/6

COURSE LEVEL/TITLE:

PHYSICAL EDUCATION – INTERMEDIATE 2

ENTRY REQUIREMENTS:

A Grade 3 or better in both Standard Grade (K/U) Physical Education **and** English (Written). An Intermediate 1 Course Award in Physical Education. Other relevant prior experience in Physical Education, including experience gained outwith certificated courses.

CONTENT/APPROACH TO LEARNING AND TEACHING: The Intermediate 2 Physical Education course comprises 2 component units:

Performance 1.5 Credits
Analysis and Development of Performance 1.5 Credit

Performance is the prime focus of the Intermediate 2 course in Physical Education. Through practical experiential learning students will be given the opportunity to develop high standards of performance, therefore, and to acquire a thorough understanding of how this development takes place. The activities for the course are chosen to suit the needs of the group.

Core skills such as problem solving, are an integral part of the Intermediate 2 Course. Attainment of the course at C grade, therefore, would lead to the automatic award of:

Critical Thinking at Int. 2
Planning and Organising at Int. 2
Reviewing and Evaluating at Int. 2

ASSESSMENT ARRANGEMENTS

Performance is internally assessed with external moderation and carries a 50% weighting.

Analysis and Development of Performance is externally assessed by a 2 hour written examination and carries a 50% weighting.

HOMEWORK

As appropriate throughout the course.

PROGRESSION ROUTES/POTENTIAL FUTURE USE

Higher Physical Education. Accepted for admission to most courses in Further Education. Vocational destinations - particularly useful for the Leisure Industry.

SUBJECT AREA:

PHYSICAL EDUCATION - YEAR GROUP S5/6

COURSE LEVEL/TITLE:

PHYSICAL EDUCATION - HIGHER

ENTRY REQUIREMENTS:

A Credit Level Award in both Standard Grade Physical Education (k/u) **and** English (Written) . An Intermediate 2 Course any level Award in Physical Education. Other relevant prior experience in Physical Education, including experience gained outwith certificated courses.

CONTENT/APPROACH TO LEARNING AND TEACHING: The Higher Physical Education course comprises 2 component units:

Performance	1.5 Credits	40%
Analysis and Development of Performance	1.0 Credit	60%

Performance is the prime focus of the Higher course in Physical Education. Through practical experiential learning students will be given the opportunity to develop high standards of performance, therefore, and to acquire a thorough understanding of how this development takes place. The activities for the course are chosen to suit the needs of the group.

Core skills such as problem solving , are an integral part of the Higher Course. Attainment of the course at C grade, therefore, would lead to the automatic award of:

- Critical Thinking at Higher
- Planning and Organising at Higher
- Reviewing and Evaluating at Higher

ASSESSMENT ARRANGEMENTS

Performance is internally assessed with external moderation and carries a 40% weighting.

Analysis and Development of Performance is externally assessed by a 2.5 hour written examination and carries a 60% weighting.

To gain a course award, students must achieve all the component units as well as the external assessment.

HOMEWORK

As appropriate throughout the course – homework will be issued on a regular basis.

PROGRESSION ROUTES/POTENTIAL FUTURE USE

Advanced Higher. Accepted for admission to all courses in Higher/Further Education. Vocational destinations - particularly useful for the Leisure Industry.

SCIENCE

Biology INTERMEDIATE 1 INTERMEDIATE 2 HIGHER ADVANCED HIGHER Human Biology HIGHER	Chemistry INTERMEDIATE 1 INTERMEDIATE 2 HIGHER ADVANCED HIGHER	Physics INTERMEDIATE 1 INTERMEDIATE 2 HIGHER ADVANCED HIGHER
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SUBJECT AREA:

BIOLOGY – YEAR GROUP 5/6

COURSE LEVEL/TITLE :

INTERMEDIATE 1 BIOLOGY

ENTRY REQUIREMENTS :

CONTENT/APPROACH TO LEARNING AND TEACHING

The Intermediate 1 Biology course consists of three units of study:

- Health and Technology
- Biotechnological Industries
- Growing Plants

The course content is designed to help the student understand the importance of biological issues with respect to themselves and society in general. Emphasis is placed on practical activities which can be applied to the world of work.

ASSESSMENT

To gain the award of the course, the candidate must achieve all the components of the 3 internal unit assessments as well as the external assessment.

INTERNAL ASSESSMENT

Outcome 1 – End of Unit Test worth 15 marks. Time allowed 30 minutes. Cut off score = 10.

An opportunity for reassessment will be given when candidates fail to achieve the cut off score in the first test.

Outcome 2 – Practical techniques. Three different practical techniques completed correctly in each unit.

Outcome 3 – A report of a practical investigation from one of the three units studied.

EXTERNAL ASSESSMENT

An exam paper lasting 1 ½ hours made up of:

25 multiple choice questions covering knowledge and understanding and problem solving items.

50 short answer questions covering knowledge, understanding and problem solving items.

HOMEWORK

Homework is an integral part of the course and is issued on a regular basis. A variety of homework exercises are used for the purposes of:

- Reinforcing classwork
- Diagnosing areas of weakness in the pupil's learning
- Familiarising pupils with question types and techniques
- Stimulating interest in the subject.

CORE SKILLS

Students will have the opportunity to develop and practice the core skills of problem solving and numeracy (using graphical information) within the course curriculum.

PROGRESSION

Pupils achieving a pass at Intermediate 1 Physics/Chemistry should progress onto Intermediate 1 Biology in S5/6

SUBJECT AREA:

BIOLOGY – YEAR GROUP 5/6

COURSE LEVEL/TITLE :

INTERMEDIATE 2 BIOLOGY

ENTRY REQUIREMENTS :

Biology Standard Grade : 3 or 4 in both KU and PS . S-Grade Chemistry/Physics at grades 1-3. Intermediate 1 at grade A only.

CONTENT/APPROACH TO LEARNING AND TEACHING

This course involves a broad based study of a range of Biological topics required for a progression to Higher Biology or Higher Human Biology and is designed to further develop the Standard Grade elements of KU, PS and practical abilities. The course comprises three syllabus topics, each of which is linked to topics covered in Standard Grade Biology while including many additional and challenging aspects of the subject.

The three topics covered in the course are as follows :

- **Living Cells:** Structure and function of a variety of cells ; diffusion and osmosis in plant and animal cells; enzyme action; aerobic and anaerobic respiration; photosynthesis.
- **Environmental Biology and Genetics:** Ecosystems ; factors affecting variety in a species.
- **Animal Physiology:** Mammalian nutrition ; control of the internal environment ; circulation and gas exchange ; sensory mechanisms and processing of information.

Emphasis is placed on practical work both on an individual and group basis and provides the context in which to develop problem solving skills. There will be one internally assessed practical in each unit of study but there will be no compulsory practicals for the purpose of external assessment. Whole class teaching, research projects, use of information technology, fieldwork and data logging will be used where appropriate.

ASSESSMENT ARRANGEMENTS

To gain the course award, students must achieve all the units of the course as well as the external assessment. External assessment will provide the basis for grading attainment in the course award.

Unit assessments: These will consist of end of unit tests containing a mixture of KU and PS items relating to the course content. A pass mark of 65% will be set for all such tests. In addition, students will be required to prepare a report which will involve the collection and analysis of information relating to an aspect of the course content.

External Examination: This will involve assessment of KU, PS and practical abilities based on the course content described for the three units of study and will include more complex items than unit assessments. There will be one paper lasting 2 hours worth 100 marks, sub-divided as follows:

- Section A – 25 multiple choice questions
- Section B - Structured questions worth 65 marks including 15-20 problem solving/practical with the remainder KU.
- Section C – 4 extended response questions. Answer 2 out of 4 (5 marks each). Total = 10 marks.

The core skills of Problem Solving and Numeracy (using graphical information) will be credited on completion of the course.

HOMEWORK

- On a daily basis students are expected to study and review the work done in class.
- Regular homework exercises are given to reinforce the concepts and problem solving skills covered in class.

PROGRESSION ROUTES/POTENTIAL FUTURE USE

Students can progress to Higher Biology/Higher Human Biology in S6.

College courses in Biological sciences and related topics e.g. Nursery Nursing, Health Sector, Horticulture etc.

SUBJECT AREA:

BIOLOGY - YEAR GROUP S5/6

COURSE LEVEL/TITLE:

HIGHER BIOLOGY

ENTRY REQUIREMENTS

Biology Standard Grade : 1 or 2 in BOTH KU and PS is essential. S6 students will only be considered if they have a good Higher pass in one or more of the other sciences.

Course structure

Entry from Intermediate 2 will require an A pass and will be at the discretion of the Department.

The Course is a broad and up-to-date selection of concepts and ideas relevant to the central position of life science within our society. It builds on previous learning, such as the Biology (National 5) Course, and covers all of the major themes of biology (cells, evolution, genetics, energy, homeostasis and ecosystems).

The Course allows learners to develop deeper understanding of the underlying themes of biology: evolution and adaptation; structure and function; genotype and niche. Within each of the three Units, the scale of topics ranges from molecular through to whole organism and beyond. In addition, to increase the relevance of the Course, within each Unit the most relevant applications of biological understanding are highlighted. The Course allows flexibility and personalisation by offering choice in the contexts studied.

The Higher Biology Course aims to enable learners to:

- develop scientific and analytical thinking skills in a biological context
- develop understanding of biological issues
- acquire and apply knowledge and understanding of biological concepts
- develop understanding of relevant applications of biology in society
- develop a deeper understanding of the underlying themes of biology, including evolution and adaptation; structure and function; genotype and niche
- develop applied problem solving skills in a biological context
-

Progression

On successful completion of this Course, the learner could progress to:

Advanced Higher Biology : Higher in another science subject : National Certificate Group Awards : HNC, HND or degree in a biology-based course or a related area : employment

COURSE OUTLINE

Mandatory Units

Biology: DNA and the Genome (Higher) (6 SCQF credit points)

Biology: Metabolism and Survival (Higher) (6 SCQF credit points)

Biology: Sustainability and Interdependence (Higher) (6 SCQF credit points)

Biology: DNA and the Genome (Higher)

In this Unit, learners will develop knowledge through study of DNA and the genome. This Unit explores the molecular basis of evolution and biodiversity, while the unity of life is emphasised in the study of gene expression. This approach enables the development of both analytical thinking and problem solving skills in context. An understanding of gene expression, at the cellular level, leads to the study of differentiation in organisms. In addition, it covers the evolution and structure of the genome and genomics, including personal genomics.

HIGHER BIOLOGY (Continued....)

Biology: Metabolism and Survival (Higher)

In this Unit, learners will develop knowledge by investigating the central metabolic pathways of ATP synthesis by respiration and how control of the pathways is essential to cell survival. Analytical thinking and problem solving skills will be developed in context, through investigation of how cellular respiration is fundamental to metabolism and by examining the stages of respiration. In whole organisms, it considers adaptations for the maintenance of metabolism for survival. In addition, it examines the importance of the manipulation of metabolism in micro-organisms, both in the laboratory and in industry, including ethical considerations.

Biology: Sustainability and Interdependence (Higher)

In this Unit, learners will develop knowledge by investigating how humans depend on sufficient and sustainable food production from a narrow range of crop and livestock species, focusing on photosynthesis in plants. Analytical thinking and problem solving skills will be developed contextually within these topics. The importance of plant productivity and the manipulation of genetic diversity to maintain food security are emphasised. The Unit also covers interrelationships and dependence through symbiosis and social behaviour. By studying biodiversity, the Unit attempts to measure, catalogue, understand and address the human impact, including mass extinction.

Assessment Arrangements

All Units are internally assessed against the requirements shown in Unit specifications.

They will be assessed pass/fail within centres.

Courses from National 4 to Advanced Higher include assessment of added value¹. At National 5, Higher and Advanced Higher, the added value will be assessed in the Course assessment. The added value for the Course must address the key purposes and aims of the Courses as defined in the Course Rationale. It will do this by addressing one or more breadth, challenge or application.

Learners will draw on and extend the skills they have learned during the Course. This will be assessed within a question paper² and a case study³, requiring demonstration of the breadth of knowledge and skills acquired from across the Units in unfamiliar contexts and/or integrated ways.

External Examination

- Section A – 30 multiple choice questions (10 problem solving/practical with the remainder KU)
- Section B – Structured questions with 80 marks including 25-30 problem solving with the remainder KU
- Section C – 4 Extended response questions. Answer 2 out of 4 (10 marks each – Total 20 marks)

HOMEWORK

- On a regular basis students are expected to study and review work done in class
- Regular Home work exercises are given to reinforce the concepts and problem solving skills covered in class.

SUBJECT AREA:

BIOLOGY – YEAR GROUP 5/6

COURSE LEVEL/TITLE :

ADVANCED HIGHER BIOLOGY

ENTRY REQUIREMENTS :

Higher pass and grade B and A only

CONTENT/APPROACH TO LEARNING AND TEACHING

The course provides a broad based study of a wide range of biological topics built on the concepts developed in Higher Biology and Higher Human Biology and consists of two mandatory 40 hour units, a 20 hour investigation and one optional 20 hour unit from a choice of three. The content of the two mandatory units reflects the importance of cell and molecular and environmental biology as fundamental areas of science and is designed to develop an understanding of the way in which biological principals can be applied to the issues facing the individual in modern society. The topics emphasise the socially and economically relevant applications of biology such as DNA technology and the impact of the human species on the environment. The optional unit provides the opportunity to select an area of study of intrinsic interest and relevance to the student while the investigation is designed to further develop the student's problem solving and practical abilities in an extended piece of scientific work.

The mandatory units are as follows:

- **Cell and Molecular Biology (1 credit):** Structure, function and growth of prokaryotic and eukaryotic cells; Structure and function of cell components; Molecular interactions in cell events ; Applications of DNA technology .
- **Environmental Biology (1 credit) :** Circulation in ecosystems ; Interactions in ecosystems ; Human impact on the environment.
- **Biological Investigation (0.5 credit) :** This unit is designed to provide opportunities to further develop investigative skills through the planning of an investigation and the collection and analysis of the information obtained from the investigation.

The optional units are as follows:

- Biotechnology
- Animal Behaviour
- Physiology and Exercise

ASSESSMENT ARRANGEMENTS

To gain the course award, students must achieve all the units of the course as well as the external assessment. External assessment will provide the basis for grading attainment in the course award.

Unit Assessments: These will consist of end of unit tests containing a mixture of KU and PS items relating to the course content. A pass mark of 65% will be set for all such tests. In addition, students will be required to prepare a report which will involve the collection and analysis of information gained through experiment and relating to an aspect of the course content.

Biological Investigation: The investigation may relate to the planning, collection and analysis of information through experimental, observational or survey work. Both components of the investigation must be the individual work of the student and will be internally assessed.

External Examination: This will involve assessment of KU, PS and practical abilities based on the course content described for the three units of study and will include more complex items than unit assessments.

The core skills of Problem Solving and numeracy (using graphical information) will be credited on successful completion of the course.

HOMEWORK

- On a daily basis students are expected to study and review the work done in class
- Regular homework exercises are given to reinforce the concepts and problem solving skills covered in class.

PROGRESSION ROUTES/POTENTIAL FUTURE USE

University and College course involving Biology, such as Medicine, Veterinary Medicine, Physiotherapy , Psychology, Pharmacology, Dentistry etc.

SUBJECT AREA:

BIOLOGY – YEAR GROUP 5/6

COURSE LEVEL/TITLE :

HIGHER HUMAN BIOLOGY

ENTRY REQUIREMENTS

Biology Standard Grade : 1 or 2 in BOTH KU and PS is essential. S6 students will only be considered if they have a good Higher pass in one or more of the other sciences.

Course structure

Entry from Intermediate 2 will require an A pass and will be at the discretion of the Department.

This Course has four mandatory Units. The mandatory Units are:

FH2K 12 Human Cells (Higher) 6 SCQF credits

FH2L 12 Physiology and Health (Higher) 6 SCQF credits

FH2M 12 Neurobiology and Communication (Higher) 3 SCQF credits

FH2N 12 Immunology and Public Health (Higher) 3 SCQF credits

The Course provides the opportunity for candidates to acquire a deeper understanding of cellular processes, physiological mechanisms, communication between organisms and the biology of populations as they apply to the human species. By setting these in human contexts relevant to candidates, opportunities arise naturally to develop capabilities associated with becoming successful candidates, confident individuals, responsible citizens and effective contributors.

The Higher Human Biology Course aims to enable learners to:

- develop scientific and analytical thinking skills in a human biology context
- develop an understanding of human biology issues
- acquire and apply knowledge and understanding of human biology concepts
- develop understanding of relevant applications of human biology in society
- develop a deeper understanding of cellular processes, physiological mechanisms, communication between organisms, and the biology of populations as they apply to the human species
- develop applied problem solving skills in a human biology context

Progression

On successful completion of this Course, the learner could progress to:

Advanced Higher Biology : Higher in another science subject : National Certificate Group Awards : HNC, HND or degree in a biology-based course or a related area : employment

COURSE OUTLINE

Mandatory Units

Biology: Human Cells (Higher)

In this Unit, learners will develop knowledge through studying stem cells, differentiation in somatic and germline cells, and the research and therapeutic value of stem cells and cancer cells. Analytical thinking and problem solving skills will be developed in context, through investigation of DNA, the expression of the genotype and protein production, which allows study of mutations and genetic disorders. DNA technology is covered, including sequencing and medical and forensic applications. The Unit also covers metabolic pathways and their control, through enzymes, with emphasis on cellular respiration and the role of ATP.

Biology: Physiology and Health (Higher)

In this Unit, learners will develop knowledge by focusing on reproduction and the cardiovascular system. By studying these systems, learners will be able to develop their problem solving and analytical thinking skills. Reproduction covers hormonal control and the biology of controlling fertility, including fertile periods, treatments for infertility, contraception, ante-natal care and post-natal screening. The Unit also covers relevant tissues and circulation and the pathology of cardiovascular disease, including their impact on society and on personal lifestyle

HIGHER HUMAN BIOLOGY (continued....)

Biology: Neurobiology and Communication (Higher)

In this Unit, learners will develop knowledge by investigating the nervous system and the biological basis of psychology. The approach to the nervous system is more on function than structure and covers neural communication and the links between neurotransmitters and behaviour, while considering personal and social citizenship. This approach enables the development of both analytical thinking and problem solving skills in context. Human communication is linked to social behaviour and includes looking at the effects of infant attachment, group behaviour, social influence and learning.

Biology: Immunology and Public Health (Higher)

In this Unit, learners will develop knowledge through study of disease transmission, public health measures and immunisation programmes. Analytical thinking and problem solving skills will be developed contextually within these topics. This Unit details the immune system's role through allergic and defence responses and looks at the varied defences the body employs. Emphasis is placed on the control of infectious diseases, the principles of active immunisation and vaccination and vaccine clinical trials. Herd immunity and public health policy are considered through population biology.

Assessment Arrangements

Assessment Arrangements

All Units are internally assessed against the requirements shown in Unit specifications.

They will be assessed pass/fail within centres.

Courses from National 4 to Advanced Higher include assessment of added value¹. At National 5, Higher and Advanced Higher, the added value will be assessed in the Course assessment. The added value for the Course must address the key purposes and aims of the Courses as defined in the Course Rationale. It will do this by addressing one or more breadth, challenge or application.

Learners will draw on and extend the skills they have learned during the Course. This will be assessed within a question paper² and a case study³, requiring demonstration of the breadth of knowledge and skills acquired from across the Units in unfamiliar contexts and/or integrated ways.

External Examination

- Section A – 30 multiple choice questions (10 problem solving/practical with the remainder KU)
- Section B – Structured questions with 80 marks including 25-30 problem solving with the remainder KU
- Section C – 4 Extended response questions. Answer 2 out of 4 (10 marks each – Total 20 marks)

HOMEWORK

- On a regular basis students are expected to study and review work done in class
- Regular Home work exercises are given to reinforce the concepts and problem solving skills covered in class.

SUBJECT AREA**CHEMISTRY – YEAR GROUP S5/6****COURSE LEVEL/TITLE****INTERMEDIATE 1****ENTRY REQUIREMENTS****CONTENT/APPROACH TO LEARNING AND TEACHING**

The study of Chemistry at Intermediate 1/Access 3 aims to make pupils aware of the world around them: the food we eat, the clothes we wear and the environment we live in are all examples of chemistry in action.

The course should make an important contribution to a pupil's general education by emphasising the relevance of chemistry to everyday living. It should also raise awareness of the links between the subject and world of work in general and the chemical industry in particular.

The course also continues the development of the problem solving and practical skills associated with scientific enquiry.

LEARNING AND TEACHING METHODS

A variety of teaching/learning methods are used comprising resource based, individual/small group work and whole class teaching: increasingly pupils are given more responsibility for their own learning as the course progresses. Practical laboratory work has an essential place in the course and acts as a stimulus to interest and enjoyment. Pupils are able to reinforce and research ideas using I.T.

HOMEWORK

Homework is given on a regular basis to help reinforce work done in class and diagnose difficulties individual pupils may be having.

ASSESSMENT

Work is assessed on performance in 3 areas – knowledge and understanding, problem solving and practical work. All these areas are assessed through written exams with a large emphasis on knowledge and understanding and problem solving.

At Intermediate 1 the written exams comprise end of unit tests and a final course exam: at Access 3 there is no final course exam.

PROGRESSION

Inter 1 Chemistry can provide a basis for further study training or work. Inter 2 Chemistry might be appropriate for some pupils but Inter 1 in Biology or Physics would also develop further a pupil's scientific knowledge and skills and is a more likely progression route.

SUBJECT AREA:**CHEMISTRY – YEAR GROUP S5/6****COURSE LEVEL/TITLE****INTERMEDIATE 2 CHEMISTRY****ENTRY REQUIREMENTS:**

- Standard grade chemistry at 3 or 4 in K/U and PS
OR the 'S' grade biology or physics course at grades 1, 2 or 3 in K/U and PS
OR The Intermediate 2 biology or physics course or its component units.
OR Intermediate 1 Chemistry at the discretion of the department.

CONTENT/APPROACH TO LEARNING AND TEACHING

The study of chemistry at Intermediate 2 gives students a greater understanding of the physical and natural world and continues the development of the problem solving and practical skills associated with scientific enquiry.

The units in the Intermediate 2 course are

- | | | |
|-------------------------------|---|--|
| Building Blocks (40 hrs) | - | Substances (atomic structure, bonding, properties), Reaction Rates, the Mole. |
| Carbon Compounds (40 hrs) | - | Fuels, hydrocarbons, reactions of carbon compounds, plastics, carbohydrates, proteins, fats. |
| Acids, bases, metals (40 Hrs) | - | pH, neutralisation, reactions of metals, corrosion. |

The course provides a coherent extension to general 'S' grade chemistry. It highlights ways in which the quality of everyday life is influenced by chemical processes and products and pupils are encouraged to form and express opinions and attitudes on this important aspect. Both the positive and negative effect of the activities of chemical and related industries are considered: in this way pupils become aware of the benefits that the chemical industry confers on our lives, of some of the environmental problems resulting from people's use of materials, and of the contribution which chemistry can make to the solution of environmental problems.

A variety of teaching and learning approaches are used to cater for the different needs and speeds of learning. Introductory, summary and explanatory lessons are used to help understanding. Practical work is built in to reinforce theory.

ASSESSMENT ARRANGEMENTS

There is one external exam covering K/U and PS. There are tests at the end of each of the 3 units and passes in these are recorded on the results certificate.

HOMEWORK

Homework is as would be expected in a course in S5/6 i.e. much of it is left to the pupils own good sense in terms of consolidation of work done in school, with guidance from the teacher on occasions as to the most appropriate way of doing this. A formal written exercise would be given every 3/4 weeks.

PROGRESSION ROUTES/POTENTIAL FUTURE USE

to Higher chemistry; to completion of an appropriate group award; as a qualification in its own right to give access to a wide range of courses in further and higher education as well as work based training with a scientific bias.

Indeed the personal qualities developed while studying Intermediate 2 chemistry (e.g. creativity, adaptability, numeracy and problem solving skills) are essential to many workplaces, scientific and non-scientific. Intermediate 2 chemistry not only helps you understand the world: it opens it up for you.

SUBJECT AREA:

CHEMISTRY - YEAR GROUP S5/6

COURSE LEVEL/TITLE:

HIGHER CHEMISTRY

ENTRY REQUIREMENTS:

Standard Grade Chemistry at Grades 1 or 2 in K/U and PS
Entry at Intermediate 2 will be at the discretion of the dept.

CONTENT/APPROACH TO LEARNING AND TEACHING

The study of chemistry at Higher makes an important contribution to the student's knowledge and understanding of the physical and natural world and continues the development of the problem solving and practical skills associated with scientific enquiry.

The units in the 'H' Chemistry course are

Energy Matters (H) 40 hours

Reaction rates; enthalpy; patterns in the Periodic Table; bonding, structure and properties; and the mole.

The World of Carbon (H) 40 hours

Feedstocks and fuels; nomenclature and structural formulae; reactions and uses of carbon compounds; polymers, and natural products.

Chemical Reactions (H) 40 hours

The chemical industry; Hess's Law; equilibrium; acids and bases; redox reactions; and nuclear chemistry.

The course provides a coherent extension to 'S' chemistry. It highlights ways in which the quality of everyday life is influenced by chemical processes and products and pupils are encouraged to form and express opinions and attitudes on this important aspect. Both the positive and negative effect of the activities of chemical and related industries are considered: in this way pupils become aware of the benefits the chemical industry confers on our lives, of some of the environmental problems resulting from people's use of materials and of the contribution which chemistry can make to the solution of environmental problems.

A variety of teaching/learning approaches are used to cater for the different needs and speeds of learning. Introductory summary and explanatory lessons are used to help understanding. Practical work is built in to reinforce theory.

ASSESSMENT ARRANGEMENTS

There is 1 external exam covering both K/U and PS. There are tests at the end of each of the 3 units and passes in these are recorded on your results certificate.

HOMEWORK

Homework is as would be expected in a 'H' course i.e. much of it is left to the pupil's own good sense in terms of consolidation of work done in school, with guidance from the teacher, on occasions, as to the most appropriate way of doing this, while every 3/4 weeks a formal written exercise is given.

PROGRESSION ROUTES/POTENTIAL FUTURE USE

- to completion of an appropriate Group Award: to Advanced Higher Chemistry: to another Science subject at Higher: To Higher education: degree and HND courses in chemistry and chemistry-related subjects such as environmental science, pharmacy, medicine and chemical engineering : to employment including work-based training for SVQ Laboratory Operations.

Indeed the personal qualities developed while studying 'H' Chemistry (e.g. creativity, adaptability, numeracy and problem solving skills) are essential to many work places, scientific and non scientific. 'H' Chemistry not only helps you understand the world: it opens it up for you.

SUBJECT AREA**CHEMISTRY – YEAR GROUP S5/6****COURSE LEVEL/TITLE****ADVANCED HIGHER CHEMISTRY****ENTRY REQUIREMENTS**

Higher chemistry course or its component units.

CONTENT/APPROACH TO LEARNING AND TEACHING

The study of chemistry at Advanced Higher builds on the Higher level course developing further the underlying theories of chemistry and the practical skills used in the chemical laboratory. The course also develops the skills of independent study and thought that are essential in a wide range of occupations and in higher education courses.

The units in the Advanced Higher course are

- | | | |
|--|---|---|
| Electronic Structure and the Periodic Table (20 hrs) | - | Electromagnetic spectrum, spectroscopy, covalent bonding, ionic lattices, superconductors, semi-conductors, oxides, chlorides, hydrides, transition metal complexes |
| Principles of Chemical Reactions (40 hrs) | - | Equilibrium, Hess's Law, Enthalpy, Entropy, Free Energy. |
| Organic Chemistry (40 hrs) | - | Reactions and properties of hydrocarbons, halogenoalkanes, alcohols, ethers, aldehydes, ketones, carboxylic acids, amines, aromatic compounds. Structural analysis using mass spectra, I.R., NMR, X-ray. |
| Chemical Investigation (20 hrs) | - | The investigation is something new to the pupil but need not be a piece of original research. For example, it may arise from the course practical work or perhaps from a pupil's particular interest in a topic in the 'S' or 'H' Grade Courses. The project is designed to encourage the development of many of the skills of independent study mentioned above; it forms a very rewarding part of the course. |

A variety of teaching approaches are used ranging from teacher exposition to highly structured resource based individualised learning: the latter encourages students to develop the skills of independent study which will be necessary in higher education. Practical work plays an important part throughout the course and practicals involving analysis and synthesis can illustrate the real life applications of chemistry. The learning experiences, then, make an important contribution to the student's general education by creating a positive image of chemistry, providing examples of the relevance of chemistry to everyday living, and emphasising the skills of independent study and research.

ASSESSMENT ARRANGEMENTS

External exam covering K/U and PS	80%
Chemical investigation report	20%

There are tests at the end of each of the 3 theory units and passes in these are recorded on the results certificate.

HOMEWORK

Homework is as would be expected in an advanced 'H' course i.e. much of it is left to the pupil's own good sense in terms of consolidation of work done in school, with guidance from the teacher, on occasions, as to the most appropriate way of doing this, while every 3/4 weeks a formal written exercise is given.

PROGRESSION ROUTES/POTENTIAL FUTURE USE

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

SUBJECT AREA:

PHYSICS - YEAR GROUP S5/6

COURSE LEVEL/TITLE:

INTERMEDIATE 1 PHYSICS

Course Content – Learning and Teaching Methods

Intermediate 1 Physics offers many improvements over Standard Grade Physics. The courses are very coherent, focused and offers greater depth to students of all abilities. However, retaining the best aspects of Standard Grade, the courses are also very practical and emphasise the useful applications of Physics in our modern society. This is particularly true with Intermediate 1 Units, which have been designed for those who are less mathematically minded. Those parents concerned that “Physics is too hard and boring” should arrange to see what is on offer in a well-equipped modern Physics Department.

Intermediate 1 Course
<i>Telecommunications (½ Unit)</i>
<i>Practical Electricity (½ Unit)</i>
<i>Radiations (½ Unit)</i>
<i>Sound and Music (½ Unit)</i>
<i>Movement (½ Unit)</i>
<i>Electronics (½ Unit)</i>

Homework

The Physics Dept considers the completion of homework to be the highest priority for every pupil.

Due to the amount of practical work and new theory introduced during class-time, there is usually little time left for written problems. For this reason, written homework will be issued on a daily basis, usually for the next day. This homework is essential to provide:

an opportunity for reinforcement of work done in class

a means of assessing understanding of new concepts

a means of highlighting weakness, allowing the teacher to take prompt action.

Assessment

Internal: Each Unit (or ½ Unit) is assessed internally by NAB Tests, produced by the SQA. When passed, this Unit Award is shown on the pupil’s SQA Certificate. This means that the pupil gains an award for every Unit Test they pass.

External: At the end of the course, pupils will be assessed in a final Course Exam at Intermediate 1 leading to an award at Grade A, B or C. This Award is shown on the pupil’s SQA Certificate.

Core Skills

Of the five required across all subjects, two Core Skills (Problem Solving and Numeracy) are embedded within the Course Units. These Core Skills will also be shown on the pupils SQA Certificate.

Progression

Progression to Int 2 in S6 would require the candidate to attain a grade A at Int 1 this session.

SUBJECT AREA:

PHYSICS - YEAR GROUP S5/6

COURSE LEVEL/TITLE:

INTERMEDIATE 2 PHYSICS

ENTRY REQUIREMENTS:

Physics Standard Grade: 3 or 4 (in both KU and PS) or Intermediate 1 Physics A Grade
or Biology/Chemistry Standard Grade: 1, 2 or 3 in KU and PS
and Mathematics Standard Grade: 3 or 4 or Intermediate 1 Mathematics

CONTENT/APPROACH TO LEARNING AND TEACHING

Recently developed, Intermediate 2 Physics offers many improvements over Standard Grade Physics. It is very coherent, focused and offers greater depth to students of all abilities. However, it retains the best aspects of Standard Grade. It is a very practical course which emphasises the useful applications of Physics in our modern society, it is varied, interesting and up to date, and it builds on good practice from previous years while providing a stronger base from which students can progress on to Higher Physics.

The course comprises four Units

- *Mechanics and Heat (1)*
- *Electricity and Electronics (1)*
- *Waves and Optics (1/2)*
- *Radioactivity (1/2)*

ASSESSMENT ARRANGEMENTS

Internal - End of Section Tests
- End of Unit Tests for each Unit (Outcomes 1 & 2)
- Experimental Report (Outcome 3)
- Prelim. Examination in February.

External - Course Examination in May/June

CORE SKILLS

Of the five Core Skills required across all subjects, two components (Problem Solving and Numeracy) are embedded within each and every Unit. Passing any single Intermediate 2 Physics Unit therefore automatically achieves these Core Skills.

HOMEWORK

- There are formal home exercises
- There is also daily homework, given out to reinforce new concepts and formulae.

PROGRESSION ROUTES/POTENTIAL FUTURE USE

Intermediate 2 Physics provides a very strong grounding for those who wish success at Higher Grade. It offers students the chance to obtain essential Core Skills more easily than any other subject, and offers the further possibility of Group Awards (SGA's) in conjunction with other subjects.

SUBJECT AREA:

PHYSICS – YEAR GROUP S6

COURSE LEVEL/TITLE:

HIGHER PHYSICS

ENTRY REQUIREMENTS:

Intermediate 2 Physics Grade A, B or C
Physics Standard Grade: 1 or 2 in both KU and PS
Maths Standard Grade: 1 or 2 in both KU and PS recommended

CONTENT/APPROACH TO LEARNING AND TEACHING

The principle aims are to extend the Knowledge and Understanding of fundamental concepts in Physics, and to greatly develop Problem Solving skills. Emphasis is on providing explanations for phenomena and situations which affect us all in everyday life, and so practical work is an integral part of the course. The result therefore is a strong foundation for pupils continuing further with Physics, and an interesting and meaningful background of knowledge and skills for those who do not. Learning is accomplished by a balance of teacher led and student centred approaches.

The course comprises three Units (divided into nine Sections):

Mechanics and the Properties of Matter is an extension of the work done in Transport, Energy Matters and Space Physics. Some topics are new, such as pressure and the gas laws.

Electricity and Electronics extends the student's understanding of the principles of electricity, to provide a more complete picture from Using Electricity. In addition the Electronics section looks at the properties and uses of operational amplifiers. This complements knowledge of Electronics gained at Standard Grade.

Radiation and Matter introduces basic properties of light through its behaviour as a wave. It then goes on to show behaviour of light as a particle. This wave-particle "quantum" duality is explained and forms the basis for all modern technology, including "super computers". Radiation looks at Nuclear fission and fusion, biological health risks and Einstein's relativistic equation $E=mc^2$.

ASSESSMENT ARRANGEMENTS

Internal

- End of Section Tests
- End of Unit Tests for each Unit (Outcomes 1 & 2)
- Experimental Report for each Unit (Outcome 3)
- Prelim Examination in February

External - Course Examination in May/June
(A single 2.5 hour Paper worth 90 marks)

CORE SKILLS

All components of Problem Solving and Numeracy are embedded within each and every Unit. Passing a Higher Physics Unit therefore automatically achieves these Core Skills at Higher level. *Physics is the only Science in which this can be achieved.

HOMEWORK

- There are nine formal home exercises (one at the end of each section).
- There is also daily homework, given out to reinforce new concepts and formulae.

PROGRESSION ROUTES/POTENTIAL FUTURE USE

Higher Physics is a very important and useful subject for entry to any University course, and indeed is a prerequisite for entry to many non-Physics related University courses. It is a highly attractive qualification in the post-school job market, especially within ICT and Technological based companies, which represent the largest growth industry in Scotland. It is also hoped that many students will wish to expand their knowledge further through Advanced Higher Physics, which provides a solid foundation for University Physics, offering these students an even brighter future.

SUBJECT AREA:

PHYSICS - YEAR GROUP S5/6

COURSE LEVEL/TITLE:

ADVANCED HIGHER PHYSICS

ENTRY REQUIREMENTS:

Physics Higher Grade: A or B
Maths Higher Grade: A OR B recommended
AH Maths is not required.

CONTENT/APPROACH TO LEARNING AND TEACHING

The aim of the course is to complete the underlying foundations of Classical Physics with a view to further study at University. However, many references are made to rapidly developing areas of Quantum Physics, including Atomic and Nuclear Physics, Quantum ElectroDynamics, Wave-Particle Duality and Einstein's Relativistic Mechanics. Students are given an insight into the implications of Cosmology and the Grand Unified Theory and the background to University courses. Learning is accomplished by a balance of teacher led and student centred approaches.

The course comprises four core Units

- *Mechanics*
- *Electrical Phenomena*
- *Wave Phenomena*
- *Physics Investigation*

The Physics Investigation Unit includes an experimental project to be undertaken. This project allows candidates to pursue their own interests, providing a valuable exercise in self-motivation, organisation and experimental design. It often involves contact with outside agencies, e.g. universities and industry, providing an opportunity to develop personal and social skills.

ASSESSMENT ARRANGEMENTS

Internal

- End of Section Tests
- End of Unit Tests for each Unit (Outcome 1 & 2)
- Experimental Report (Outcome 3)
- Prelim. Examination in February

External

- Course Examinations in May/June
- Physics Investigation

Both the Prelim and External Examination share the same format of a single theory paper (2.5 hours, which counts towards 80% of the final grade. This theory paper is biased towards Problem Solving and is worth 100 marks. The project is externally assessed and is worth 25 marks. This counts towards the remaining 20% of the final grade.

HOMEWORK

- There are formal home exercises
- There is also daily homework, given out to reinforce new concepts and formulae

PROGRESSION ROUTES/POTENTIAL FUTURE USE

AH Physics is very similar to CSYS Physics on which it is based. Past experience has shown that it forms the ideal basis on which to progress to University Physics or Engineering, and students intending to study such courses are strongly advised to choose AH Physics. There is information emerging that suggests that pass in AH Physics may be considered very highly by certain Universities both as an entry qualification, and as grounds for exemption from some First Year courses in Science and Engineering. Of course there is no doubt that all successful AH Physics students will be highly desirable in the post-school job market.