Contents

Contents .........................................................................................................................................................2
INTRODUCTION ..................................................................................................................................................5
Choosing my Subjects ......................................................................................................................................7
Choosing the level of Course ..........................................................................................................................8
The Option Form .............................................................................................................................................9
Student Responsibilities ..................................................................................................................................10
Grants and Allowances ..................................................................................................................................11
Entry to Higher Education for Degree or HN Diploma .....................................................................................12
COURSE PROFILES .......................................................................................................................................13

<table>
<thead>
<tr>
<th>Course</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administration &amp; ICT National 5</td>
<td>14</td>
</tr>
<tr>
<td>Administration &amp; IT Higher</td>
<td>15</td>
</tr>
<tr>
<td>Art and Design National 4 and 5</td>
<td>16</td>
</tr>
<tr>
<td>Art &amp; Design - Higher</td>
<td>18</td>
</tr>
<tr>
<td>Biology: National 4 and 5</td>
<td>20</td>
</tr>
<tr>
<td>Business Management Higher</td>
<td>22</td>
</tr>
<tr>
<td>Chemistry: National 4</td>
<td>23</td>
</tr>
<tr>
<td>Chemistry: National 5</td>
<td>24</td>
</tr>
<tr>
<td>Chemistry - Higher</td>
<td>25</td>
</tr>
<tr>
<td>Computing Science National 4</td>
<td>27</td>
</tr>
<tr>
<td>Computing Science National 5</td>
<td>28</td>
</tr>
<tr>
<td>Computing Science Higher</td>
<td>29</td>
</tr>
<tr>
<td>Design and Manufacture National 4 and 5</td>
<td>30</td>
</tr>
<tr>
<td>Design and Manufacture Higher</td>
<td>31</td>
</tr>
<tr>
<td>English National 4</td>
<td>32</td>
</tr>
<tr>
<td>English National 5</td>
<td>33</td>
</tr>
<tr>
<td>English - Higher</td>
<td>34</td>
</tr>
<tr>
<td>Geography National 3, 4 and 5</td>
<td>36</td>
</tr>
<tr>
<td>Geography – Higher</td>
<td>37</td>
</tr>
<tr>
<td>Graphic Communication National 4 and 5</td>
<td>38</td>
</tr>
<tr>
<td>Graphic Communication - Higher</td>
<td>39</td>
</tr>
<tr>
<td>Health &amp; Food Technology National 5</td>
<td>41</td>
</tr>
<tr>
<td>Health &amp; Food Technology - Higher</td>
<td>42</td>
</tr>
<tr>
<td>History National 5</td>
<td>43</td>
</tr>
<tr>
<td>HISTORY – HIGHER</td>
<td>44</td>
</tr>
<tr>
<td>Hospitality National 5</td>
<td>45</td>
</tr>
<tr>
<td>Course</td>
<td>Page</td>
</tr>
<tr>
<td>--------------------------------------------</td>
<td>------</td>
</tr>
<tr>
<td>Hospitality - Practical Cake Craft National 5</td>
<td>46</td>
</tr>
<tr>
<td>Hospitality: Practical Cookery: National 4</td>
<td>47</td>
</tr>
<tr>
<td>Hospitality: Practical Cookery: National 5</td>
<td>48</td>
</tr>
<tr>
<td>Human Biology - Higher</td>
<td>49</td>
</tr>
<tr>
<td>Mathematics National 5</td>
<td>51</td>
</tr>
<tr>
<td>Mathematics – HIGHER</td>
<td>52</td>
</tr>
<tr>
<td>MEDIA: NATIONAL 5</td>
<td>54</td>
</tr>
<tr>
<td>Modern Languages - Your gateway to the world: french / german National 4</td>
<td>56</td>
</tr>
<tr>
<td>Modern Languages - Your gateway to the world: French/German National 5</td>
<td>58</td>
</tr>
<tr>
<td>Modern Languages - Your gateway to the world: French/German HIGHER</td>
<td>60</td>
</tr>
<tr>
<td>Modern Studies – Higher S6 Pupils Only</td>
<td>62</td>
</tr>
<tr>
<td>Music National 5</td>
<td>63</td>
</tr>
<tr>
<td>Music - Higher</td>
<td>64</td>
</tr>
<tr>
<td>Photography National Progression Award 4 and 5</td>
<td>65</td>
</tr>
<tr>
<td>Physical Education National 4</td>
<td>67</td>
</tr>
<tr>
<td>Physical Education National 5</td>
<td>68</td>
</tr>
<tr>
<td>Physical Education - Higher</td>
<td>69</td>
</tr>
<tr>
<td>Physics: National 4</td>
<td>70</td>
</tr>
<tr>
<td>Physics National 5</td>
<td>71</td>
</tr>
<tr>
<td>Physics – Higher</td>
<td>72</td>
</tr>
<tr>
<td>Politics – Higher (S6 Only)</td>
<td>74</td>
</tr>
<tr>
<td>Practical Metalworking National 4/5</td>
<td>75</td>
</tr>
<tr>
<td>Practical Woodworking National 4/5</td>
<td>76</td>
</tr>
<tr>
<td>Spanish – Higher (S6 only)</td>
<td>77</td>
</tr>
<tr>
<td>Sport - National progression award – Exercise and Fitness leadership</td>
<td>78</td>
</tr>
<tr>
<td>Travel and Tourism, Skills for work - National 4/5</td>
<td>79</td>
</tr>
<tr>
<td>additional units &amp; qualifications</td>
<td>80</td>
</tr>
<tr>
<td>Computing Science</td>
<td>81</td>
</tr>
<tr>
<td>Employability, ICT and Enterprise</td>
<td>82</td>
</tr>
<tr>
<td>Numeracy – National 5 Unit</td>
<td>83</td>
</tr>
<tr>
<td>REHIS – Food Hygiene Certificate</td>
<td>84</td>
</tr>
<tr>
<td>Personal Achievement – Enterprise</td>
<td>84</td>
</tr>
<tr>
<td>Personal Achievement – Community Project</td>
<td>84</td>
</tr>
<tr>
<td>Foundation Apprenticeship Courses</td>
<td>85</td>
</tr>
</tbody>
</table>
COURSES for SIXTH YEAR ONLY

Art & Design – Portfolio (S6 only) 86
Volunteering Awards 88
Biology - Advanced Higher 89
Chemistry - Advanced Higher 91
English - Advanced Higher 93
Geography - Advanced Higher 94
History – Advanced Higher 95
Mathematics – ADVANCED HIGHER 96
Modern Languages Advanced Higher 98
Music - Advanced Higher 100
Physics - Advanced Higher 101
OPEN LEARNING 103
Psychology - Higher 103
INTRODUCTION

Why you need this handbook
This handbook has been produced to help you make important decisions about your future education. It will help you achieve your full potential over two very important years.

If you are 16 on or before 30 September 2019 you have a number of options. You may decide to:-

(i) Continue your education at Biggar High School
(ii) Take up a full time course in a college or university
(iii) Look for employment
(iv) Enter youth training
(v)

If you decide to stay on at school, you must be clear about what you hope to achieve.

Challenging targets / choosing which levels
It is important that you set yourself challenging but achievable targets. If you choose courses which are too easy the result will be underachievement and a wasted year. If you choose courses which are too difficult, your results will be disappointing. When you make your choices you need to take into account the entry requirements for the courses you may wish to study at college or university.

Subject teachers will help you in making your choice by recommending the level of course at which you are most likely to achieve success.

Two-year programme
Choosing the correct subject as well as the correct level is obviously important. Research in the careers library and discussion with Pupil Support staff and the SDS Officer are essential.

While we are proud of the range of courses available at Biggar High School it is not possible to provide every combination of subject. It is therefore sensible that you look at fifth and sixth year as a two-year programme. You may have to decide to leave one or two subjects until sixth year.

Christmas Leavers
There is a Christmas Leavers course in partnership with New Lanarkshire College. This provides taster vocational courses such as construction trades and beauty therapy. We hope to continue to offer this opportunity next year. Students will be informed of this when arrangements are completed.

Leaders in your community
As a senior student you will be a leader in the school community. Younger pupils will look up to you and depend on you. You will be the role models for these pupils. We rely on you to be a good example for others to follow, and to take the initiative to help ensure that your school community is one to be proud of and in which truly enables every member to achieve her or his full potential.

Important Dates 2019
- Trial Options – 7th January 2019
- Trial Options Returned – 14th January 2019
- Final Options Forms issued – 17th January 2019
- S4 into S5 Coursing Interviews – Monday 18th February – Friday 22nd February
- S4 into S5 Forms returned Monday 25 February
- S5 into S6 Coursing Interviews – Monday 18 February – Wednesday 27th February
- S5 into S6 Forms returned – Monday 11 March
National Qualifications

National 5 qualifications are externally assessed by SQA. This assessment is usually an exam in May. Part of the final grade may, depending on the subject, consist of an assignment or folio. During the year, if a pupil is finding the level of study at National 5 too demanding they may be recommended to move to National 5 units only or to National 4.

National 4 qualifications in S4 are internally assessed by class teachers. There are no external assessments. Pupils will receive an SQA certificate with ‘Pass’ or ‘Fail’ indicated.

National 3 courses may be available to a small number of students in some subjects as an alternative to National 4 or 5. These courses are internally assessed i.e. there is no formal external exam at the end of S4. National 3 may be available where it is believed that the course would offer a greater opportunity for pupils to achieve success.

Each course develops one or more core skill components. This appears on your final certificate.

What Are Core Skills?

You are probably already familiar with the core skills which employers, colleges and universities value. National courses develop different core skills at different levels.

Core skills come in the same levels as National Qualification courses – Advanced Higher, Higher, National 5/4/3 and will appear on your Scottish Qualifications Certificate.

You do not have to sit additional assessments for Core Skills as they are built into each course and certificated automatically.

Each subject course profile details the core skill components and levels for the course.

Communication includes talking and listening, reading and writing. For example, using the telephone, taking part in discussions, writing letters and reports, understanding information from a leaflet.

Numeracy involves using tables, diagrams, graphs and symbols and working with money and measurements.

Problem Solving involves thinking through a situation, deciding what to do and how to do it, getting resources together and doing it. Future work can be improved by thinking about how successful the plan was and how well it was carried out.

Using Information Technology involves finding, processing, presenting and communicating information. For example, using the internet and e-mail, preparing documents and presentations.

Working with Others involves agreeing how members of a group will tackle a task and doing it. Group members consider how effective their own contribution was.
Choosing my Subjects

How should I select my subjects?
You should consider:-

Your chances of success
Look at your prelim results. With the help of your teachers, make a realistic assessment of what you are likely to achieve in your S4 or S5 exams.

Your interest in a subject
You will normally do better in subjects which you enjoy.

The qualification required for entry to Further Education Colleges or University.
It is important to remember that entry to many courses beyond school requires passes in specific subjects.
Check the prospectuses for different universities and colleges for more details.

The importance of a subject course as part of a future career or job
The Skills Development Scotland exists to provide up-to-date career information that supports the requirements of a changing economy. Skills Development Scotland (Careers) can be contacted through its website http://www.skillsdevelopmentscotland.co.uk and on 0141 285 6000 or 01555 666075 (Lanark office)

Improving your core skills profile
Check whether you need to take a core skill to a higher level.

Can I take a subject which I have not studied before?
Yes. Look at the ‘Preferred Entry Requirements’ for each course. Some courses have no entry requirements and others have ‘by negotiation’. This means that you might be able to do the course if you have demonstrated the ability in your other subjects to cope with this new course.

Where can I get advice and information?
Your Pupil Support teachers are responsible for coursing interviews and recording of option choices. The Pupil Support team are:-

Wallace House – Mr Pratt
Anderson House – Mrs Richardson
Burns House - Mrs MacKintosh

Coursing interviews commence 18th February if you are currently in fourth year or fifth year.
You can access the Plan IT at www.planitplus.net and www.myworldofwork.co.uk & www.ucas.com

College/University prospecti are available in the Careers Section of the School Library.
Your teachers, parents, former pupils and senior pupils at school are all worth talking to.
Choosing the level of Course
At all times, before deciding which level of course to take in S5 or S6, talk to your subject teachers and ask their advice. Some subjects may advise you against doing a Higher in S5 despite getting an overall National 5 – A – C award. This advice may be as a result of you doing less well in elements of National 5 work which relate more closely to Higher work. For example in:-

<table>
<thead>
<tr>
<th>Subject</th>
<th>Advice</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>Reading gives a better indication of success than Writing or Talking</td>
</tr>
<tr>
<td>Mathematics</td>
<td>Knowledge and Understanding gives a better indication of success than Reasoning and Applications and Investigating</td>
</tr>
<tr>
<td>Science Subjects</td>
<td>Knowledge and Understanding and Problem Solving give a better indication than Practical Abilities</td>
</tr>
<tr>
<td>Modern Languages</td>
<td>Speaking and Writing gives a better indication of success at Higher than Reading or Listening.</td>
</tr>
<tr>
<td>Physical Education</td>
<td>Knowledge and Understanding gives a better indication of success than other elements.</td>
</tr>
</tbody>
</table>

Due to the way that our options sheet is constructed, pupils sitting Higher who then struggle with the work, may be advised to study that Higher over 2 years.

Progression

- Pupils can progress to National 5 if they have achieved a pass at National 4.
- Pupils can progress to Higher if they have achieved an A/B pass at National 5 or by negotiation with teachers/detailed in subject pages.
- S4 teachers will complete pupil target setting sheets, part of which highlights appropriate progression. This information will also be given on S4/5 reports issued in February.

Points to Note
Some subjects appear in columns at National 5 but not at National 4. Examples of this are:

Health and Food Technology in Column D

This means that there is no fall back to National 4 if pupils find the work too difficult. We strongly recommend that pupils have already passed National 4 or are prepared to accept that the National 5 may need to be completed over 2 years or be presented for Units only if choosing these subjects in the columns described above.

Pupils must speak to their current class teacher before choosing the subjects above so that we can ensure that pupils are being appropriately coursed.

Commitment

Universities expect all applicants to fulfil their S6 commitments. Pupils who have unconditional offers and fail to fulfil their commitments may have their offer withdrawn. This is at the discretion of the institution.
The Option Form

Why do I have to complete the option form now?
It is necessary to start planning next session's timetable and making sure we have the correct teachers in school. To do this, we have to know which subjects you wish to study and at which level. Try to complete the option form as accurately as possible.

Am I allowed to review my course choices after I receive my SQA results?
You may find it necessary to change your plans later when you receive your SQA exam results. When you return to school in August, you will have the opportunity of an interview to review the subjects you wish to study.

When do I have to make my decision?
Subject choices should be made and option forms returned to your Pupil Support teacher no later than 26 February for students currently in fourth year and by 5 March for students currently in fifth year.

Do I have to take a full timetable?
All 5th year students must have a full timetable.
In 6th year, students will be allowed one column of designated Study Time unless completely no N6. This may also provide time to do paired reading, work experience or undertake other Senior School responsibilities.

Do I have to take English and Mathematics?
It is no longer compulsory to take either English or Mathematics. However, if it is your decision not to choose either of these subjects it is very important that you discuss this beforehand with your subject teacher and Pupil Support teacher because this can affect your chance of being able to study a wide range of course in further and higher education.

Do I have to take core Physical Education?
Core PE is timetabled for two periods per week for students in fifth year and sixth year. You can only opt out of Core PE if you have a good reason why you will be unable to actively participate in the class activities on a regular basis, it is possible for you to request to be moved from core PE. If you do choose this option you will attend a supervised study class on the occasion that PE appears on your year group timetable.

Do I get Personal and Social Education?
Yes. Each week S5/6 students will meet with their Pupil Support Teacher once per week in Tutor Time. There will be occasional conferences throughout the year which will focus on a range of issues e.g. interview techniques, study skills, healthy living, driving, careers, working with others.

Are there opportunities for work related activities in S5/S6?
Yes. Work Experience Placement: this could take the form of going out for a complete week or, alternatively, going out one day a week for a longer period of time or going out one afternoon a week.
What happens after the option forms are handed in?

When option forms are returned to the Pupil Support Team they:

Check returned forms against agreements reached at Coursing Interviews

Highlight any discrepancies to the Year Head

The Year Head then summarises numbers and identifies any classes where numbers are too small to justify running the course. A final decision is then taken by the Senior Management Team after considering all of the staffing issues for the coming session.

If a class is oversubscribed, we will re-interview students to establish whether they would be happy to change. Students who have returned option forms and target setting booklets on time will be given priority. Thereafter, we will review students’ expressed career intentions and approach those for whom the course is not essential. If we cannot identify students volunteering to change options, it may be necessary to select students by ballot but we will make every effort to avoid this. We will keep parents informed in the event of any difficulties with coursing. Pupils who are resitting a Higher are priority for first sittings.

Student Responsibilities

What are my responsibilities?

At Biggar High we take our responsibility for young adults seriously. Equally we expect that our students will honour the commitment which they make to the school. Each returning student must sign a “Standard of Conduct” agreement; this requires students to:-

Wear dress code to identify with the school and aid security.

Act in a responsible manner in classrooms, corridors and the vicinity of the school to set a good example to younger pupils.

Arrive at school on time and to attend all classes.

Ensure that all coursework, including homework is completed

Adhere strictly to all deadlines for coursework, unit assessment and homework. If deadlines are not met this may lead to failure in overall course awards.

Responsibilities

As Senior School students you will be given an opportunity to contribute to the life of the school and community. Such opportunities include:-

volunteering to be a paired reading tutor (S6)

standing for election for school captain, vice captains or house captains (S6)

helping to co-ordinate/organise activities for younger pupils

representing pupils’ views on pupil committees

doing community work - assisting in local Playgroup/Primary School

volunteering to do peer support (S6)

Standing for election for school prefect

What homework will I have to do in S5/S6?

The amount of homework will vary according to the courses you are following. There will also be variations from time to time during the school year. It is therefore difficult to prescribe a precise length of time for homework. You should certainly plan 10 to 15 hours per week for home study. It is important that you keep this time in mind should you be considering any form of part-time job.
Grants and Allowances
Can I obtain financial help if I stay on at school?
Possibly. You may be eligible for the Education Maintenance Allowance (EMA). Information about EMA will be given to pupils during PSE lessons.

What is an Education Maintenance Allowance?
These allowances were introduced by the Government to encourage young people from low income families to stay in education. For up to date information please check [www.emascotland.com](http://www.emascotland.com) to check if you would be entitled to EMA.

Payments will be authorised by the school on the basis of 100% attendance each week.

Payments will be made directly into the student’s bank account in fortnightly instalments.

How do I apply?
Further information on how to apply will be available before you finish 4th year from your school, Pupil Support, or new school or college. Application packs will be available in school from Summer 2017 and South Lanarkshire Council Q & A Offices. You can also apply online via the South Lanarkshire Council website. You must re-apply each year.

When can I leave School?
In Scotland the legal position is that a pupil can leave school at but not before:-

31st May 2019 - if the 16th birthday is before 30th September 2019

21st December 2019 - if the 16th birthday is between 1st October 2019 and 28th February 2020
### Entry to Higher Education for Degree or HN Diploma

**When do I apply?**
You apply in the autumn of the year prior to expected entry

**How do I apply?**
You fill in a U.C.A.S. form online starting in August.

**How do I choose a course?**
*Assistance and advice is available from Skills Development Scotland and Pupil Support Staff.

*Universities and Colleges have Open Days where you can receive advice. These usually take place in June/September/October.

**Where will I live?**
Most universities have Student Accommodation - in self-catering flats or Halls of Residence. Many students choose to live at home.

**What do I do if I don’t obtain the entry requirements for Higher Education?**
College applications are made direct to the institution during January of the year of application.

**What can I do to improve my UCAS personal statement?**
Your Pupil Support teacher will give you advice on how to lay out and develop this most important part of your application.

Your involvement in any of the following would enhance your personal statement:-

- paired reading scheme
- assisting in the running of school events
- member of Dance Committee
- representative on pupil committees
- work experience
- community involvement
- extra-curricular involvement
- personal achievements
- peer support.

**What are the key dates I need to know?**

- October 1 – deadline for CUKAS
- Beginning of October – deadline for early applications for Oxford, Cambridge, Veterinary Medicine, Medicine, Veterinary Bioscience and Dentistry.
- Beginning of November – all online applications sent to Pupil Support teacher.
- Beginning of January – deadline for all other courses except Art and Design Route B courses.
- January 1 – March – applications to be sent for Art and Design Route B courses.
ADMINISTRATION & ICT
NATIONAL 5

Contact Teacher: Mrs F Thomson

Course Information:
The Course aims to develop learners’ administrative and IT skills and to enable learners to:

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

Entry Requirements
- An interest in developing IT skills in a business environment
- National 4/Admin & IT and IT course is an advantage
- Comparative Maths level required

Assessment:
The course assessment has two components, a question paper which assess both practical ICT skills and theory knowledge and understanding and an assignment which will be completed in class and will provide an opportunity for the student to use the skills learned throughout the course.

- Class assessment
- SQA Assignment
- SQA question paper

Progression Pathways:
This Course or its components may provide progression to:

- Higher Administration and IT Course or relevant component Units
- Further study, employment or training

Resources:
- Administration and IT instruction booklets issued to each student for class work.
- Google classroom

Hints for Success:
- Completion of all work set in class and homework.
- Commitment to achieving your agreed target.
- Regular revision of course notes at home.
ADMINISTRATION & IT HIGHER

Contact Teacher: Mrs F Thomson

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

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

Entry Requirements
An interest in developing IT skills in a business environment
National 5 Administration & IT is an advantage
Comparative Maths level required
S6 students sitting this subject for the first time will sit an entry examination at the start of the course to ensure they have the necessary skills.

Assessment:
- Class assessment
- Formal SQA unit assessment
- Course assignment - practical (70% of final grade)
- Final examination –theory (30% of final grade)

Progression Pathways:
This Course or its components may provide progression to:
Further study, employment or training

Resources:
- Administration and IT instruction booklets issued to each student for class work.

Hints for Success:
- Maintaining your electronic record of progress.
- Completion of all work set in class and all homework.
- Commitment to achieving your agreed target.
- Regular revision of course notes at home.
ART AND DESIGN
NATIONAL 4 AND 5

Contact Teacher: Mrs L Leiper/Miss E Wilson

The Creative Industries are the fastest growing sector and are performing better than any other sector with an average of 10% per year.

The skills that you learn during your National Art and Design course will set you up to excel in many different professional roles. You'll learn how to think creatively and independently, exercise your problem-solving abilities and fine-tune skills such as hand-eye coordination and communication.

Aims

The National 4/5 Art and Design Courses are practical and experiential. They aim to develop knowledge of art and design practice and practical media handling skills in both expressive and design contexts. The Courses provide opportunities for learners to exercise imagination and creativity. They provide scope for personalisation and choice.

The Courses provide opportunities for learners to be inspired and challenged by exploring how they can visually represent their personal thoughts and ideas. Learners will develop their appreciation of art and design work and create original expressive and design ideas.

As learners develop their practical skills, they will investigate how artists and designers create and develop their ideas. Developing their appreciation of art and design practice helps learners to develop their critical thinking skills. Reflective skills are also developed through the study of art and design practice. This will help learners when developing and refining their creative ideas.

The aims of the Courses are to enable learners to:

- Communicate personal thoughts, feelings and ideas through the imaginative use of art and design materials, techniques and/or technology
- Develop knowledge and understanding of art and design practice
- Plan, develop, produce and present creative art and design work
- Develop understanding of the social and cultural influences on artists and designers and their work
- Develop problem solving, critical thinking and reflective practice skills

In S4, all students will follow a National 4 or 5 course. This will be divided into three areas.

- Design
- Expressive
- Critical (Looking at both design and expressive)

Progression into this Course

Entry to this Course is at the discretion of the Art and Design Department. However, learners would benefit from having some or all of the following skills and knowledge before starting this Course:

- A working knowledge of colour, colour mixing and the visual elements
- Observational drawing skills
- Prior experience of working with and using a variety of art and design materials and techniques

Assessment:

These courses will be assessed through a portfolio and a question paper (national 5 only).

Course work will be assessed at the end of each unit.

Regular feedback is given on class work and homework tasks.

National 4 & 5: All Units are internally assessed against SQA requirements.

They can be assessed on a Unit-by-Unit basis or by combined assessment.

They will be assessed on a pass/fail basis within centres. National 5 portfolios will then be externally assessed by SQA. SQA will provide rigorous external quality assurance, including external verification, to ensure assessment judgements are consistent and meet national standards.

Progression from this Course (National 4)

This Course or its components may provide progression to:

- National 5 Art and Design Course or relevant component Units.
- Further study, employment or training
Art and Design National 4 and 5 continued

Progression from this Course (National 5)

This Course or its components may provide progression to other SQA qualifications in the expressive arts, fashion, textiles, and technologies including:

- Skills for Work (SfW) Creative Industries Course (SCQF level 5)
- National Certificate (NC) in Art and Design (SCQF level 6) National Progression Awards (NPAs) in Art and Design: Digital Media (SCQF levels 5 and 6)
- Higher Art and Design and relevant component Units
- For some learners it may also include progression into employment and/or training.

Resources:

- Art and Design Studies notes and visual resources issued to each student.
- Video and reference book collection available to each student.
- Expressive media and design materials provided for each student.
- Art packs are available for purchase.
- Key dates summary sheets.

Hints for Success:

- Meet deadlines
- Working on practical work at home and in school
- Regular completion of homework (this will mainly be both critical & continuous practical class work)
- Commitment to achieving your agreed target (this will be demonstrated and will make your targets more achievable if you show commitment to work both in class and at home).
- Regular revision of critical notes.
ART & DESIGN - HIGHER

Contact Teacher – Mrs Leiper

The Creative Industries are the fastest growing sector and are performing better than any other sector with an average of 10% per year.

The skills that you learn during your National Art and Design course will set you up to excel in many different professional roles. You’ll learn how to think creatively and independently, exercise your problem-solving abilities and fine-tune skills such as hand-eye coordination and communication.

Information about typical learners who might do the Course

This Course is a broad-based qualification. It is suitable for learners with a general interest in art and design, and for those wanting to progress onto higher levels of study. This qualification will allow learners to consolidate and extend their creativity and art and design skills.

The Course is learner-centred and includes practical and experiential learning opportunities. The learning experiences in the Course are flexible and adaptable. There are opportunities for personalisation and choice in both expressive and design contexts. This makes it highly flexible, as it can be contextualised to suit a diverse range of learners’ needs and aspirations.

On completing the Course, learners will have developed skills in planning, producing and presenting creative art and design work. They will have used art and design materials, techniques and/or technology in creative and expressive ways when developing and refining their ideas and work. They will also have developed an understanding of artists and designers as creative practitioners, who produce their work by responding to stimuli and a variety of external factors.

Course structure

The Course has an integrated approach to learning, and includes a mix of practical learning and analysis of art and design practice.

In the Course learners will draw upon their detailed understanding of art and design work and practice as they experiment with using a range of selected art and design materials, techniques and/or technology to develop their own creative ideas. Learners will develop a range of problem-solving skills, and a critical understanding of the impact of social, cultural and other external factors on artists’ and designers’ work and practice. The Course consists of two mandatory Units, and the Course assessment.

Art and Design: Expressive Activity (Higher)

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

Art and Design: Design Activity (Higher)

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

Assessment

All Units are internally assessed.

They will be assessed on a pass/fail basis within centres. SQA will provide rigorous external quality assurance, including external verification, to ensure assessment judgments are consistent and meet national standards.

Course assessment

Will include the external marking of the Added Value Units for Expressive and Design. In the Higher Art and Design Course, added value will focus on:

- challenge
- application
- And a 2 hour written exam.

Recommended entry

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

- National 5 Art and Design Course, at grade A or B.
- This Course or its Units may provide progression to:
  - other qualifications in art and design or related areas
  - further study, employment and/or training

Resources: Art and Design Studies notes and visual resources issued to each student. Video and reference book collection available to each student. Expressive media and design materials provided for each student. Art packs are available for purchase.
Art & Design Higher continued

Hints for Success:

- Meet deadlines
- Working on practical work at home and in school
- Regular completion of homework (this will mainly be both critical & continuous practical class work)
- Commitment to achieving your agreed target (this will be demonstrated and will make your targets more achievable if you show commitment to work both in class and at home).
- Regular revision of critical notes.
BIOLOGY: NATIONAL 4 AND 5

Contact Teacher – Miss Owens, Mrs Annand, Mrs Robinson and Mr Stevenson

Why study Biology?
Biology affects everyone and aims to find solutions to many of the world’s problems. Biology — the study of living organisms — plays a crucial role in our everyday existence, and is an increasingly important subject in the modern world. Advances in technologies have made this varied subject more exciting and relevant than ever. Through enjoyable learning in biology, learners develop their interest in and understanding of the world. The Course will be of value to those wishing to develop skills, knowledge and understanding of biology.

What does the Course involve?
National 4 introduces the following topics giving a broad insight into the topic, while National 5 develops the skills and the deeper understanding in preparation for Higher studies.

The courses comprises of four units:

**Cell Biology**
Learners will study cell structure and processes within cells, such as transport, photosynthesis and respiration, as well as DNA, protein and biotechnology.

**Multicellular Organisms**
Learners will study plants and animals, through areas such as reproduction and inheritance, the need for transport within organisms, digestion and associated enzymes, control and communication, and health.

**Life on Earth**
Learners will study world ecosystems, evolution, natural selection and competition, behaviour, biodiversity, decay, recycling and micro-organisms and ethical issues.

National 5 Course Assessment

**Assessment**
- Component 1 — question paper 100 marks
- Component 2 — assignment 20 marks (scaled to 25 marks)

**Total marks 125 marks**
(80% question paper and 20% assignment)
The assignment is based on an area the student has chosen, to research, under the guidance of the teacher and then written up in line with SQA guidance and procedures. Both the question paper and the assignment are marked externally.

It is no longer required for the learner to pass all internal unit assessments in order to obtain a final course award however teachers will continue to provide regular and suitable unit assessment in order to assess progress and to offer each learner the best chance of achieving their potential.

Further information on this course can be found on the SQA web-site at
http://www.sqa.org.uk/sqa/45723.html
BUSINESS MANAGEMENT
NATIONAL 5

Contact Teacher: Mrs F Thomson

Course Information:
The Course aims to enhance learners’ understanding of the features and characteristics of large business organisations. It will further develop their skills, knowledge and understanding by carrying out activities relating to the operation of large business organisations including those that operate globally. The Unit will allow learners to explore in depth issues relating to the internal and external environment in which larger organisations operate and the effect this can have on decision making and profitability. Learners who complete this Unit will be able to:

- Give an account of the key objectives and activities of small and medium business organisations
- Apply knowledge and understanding of factors that impact on the activities of small and medium business organisations

Entry Requirements:
National 4 Business is an advantage
Comparative English level required

Assessment:
- Internal assessments
- Assignment (25% of final grade)
- Final examination (75% of final grade)

Progression Pathways:
This Course or its components may provide progression to:

- Higher Business Management
- Further study, employment or training

Resources:
- Course text
- Exercise booklets will be issued to all students
- School website
- Internet

Hints for Success:
- Maintaining your record of progress
- Regular completion of homework
- Commitment to a high standard of work
- Commitment to achieving your agreed target
- Regular revision of course notes
-
BUSINESS MANAGEMENT HIGHER

Contact Teacher: Mrs F Thomson

Course Information:
The Higher Business Management Course provides learners with the skills, knowledge and understanding needed to understand contemporary business.

The Course gives learners an understanding of the dynamic, changing, competitive and economic environment of industry and commerce. It develops skills in communicating and presenting business-related information, in a variety of formats, to the various stakeholders of an organisation.

The development of skills explicit to the Course will enable learners to succeed in life with determination and the ability to think logically. These skills will support learners in becoming more confident, particularly regarding their own future education and place in the world of work.

Understanding the economic and financial environment in which business operates will help learners to contribute responsibly to society.

By encouraging working with others the Course will help learners to participate effectively in the ever-changing global business environment.

Entry Requirements:
National 5 Business Management is an advantage.

Comparative English level required

Assessment:
- Internal assessment
- Formal SQA unit assessment
- Assignment (30% final grade)
- Final Examination (70% final grade)

Progression Pathways:
This Course or its Units may provide progression to:

- Other SQA qualifications in Business Management or related areas
- Further study, employment and/or training

Resources:
- Course text
- Exercise booklets will be issued to all students

Hints for Success:

- Regular completion of homework
- Commitment to a high standard of work
- Commitment to achieving your agreed target
- Regular revision of course notes
- Follow advice for success contained in your course induction booklet.
CHEMISTRY: NATIONAL 4

Contact Teacher – Mrs MacLean, Mrs McLelland, Ms Rooney

Why study Chemistry?

Chemistry is vital to everyday life and allows us to understand and shape the world in which we live. You will learn about the applications of chemistry in everyday contexts such as medicine, energy and industry, as well as its impact on the environment and sustainability. You will learn how to think creatively and independently, and analyse and solve problems.

What will I study?

You will learn about how we use the Earth’s resources, the chemistry of everyday products and environmental analysis. You will find out how chemistry affects our environment and our everyday lives. This will help you to make your own decisions on contemporary issues where scientific knowledge is constantly developing.

The course has three compulsory units, plus an added value unit that assesses your practical skills.

Chemical Changes and Structure
- develop scientific skills and knowledge of chemical reactions in our world
- investigate rates of reaction, energy changes of chemical reaction, and the reactions of acids and bases and their impact on the environment
- work towards the concept of chemical equations, focused on these chemical reactions
- research atomic structure and bonding related to properties of materials.

Nature’s Chemistry
- research the Earth’s rich supply of natural resources used by each and every one of us
- investigate how fossil fuels are extracted and processed for use, including the chemistry of using fuels and their effect on the environment
- explore plants as a source of fuels, carbohydrates and consumer products
- find out how chemists use plants in the development of everyday products.

Chemistry in Society
- investigate the chemical reactions, properties and applications of metal and alloys, including the chemistry of metals in chemical cells.
- compare and contrast the properties and applications of plastics and new materials.
- investigate the use of fertilisers, the formation of elements, and the presence of background radiation.
- research the use of chemical analysis for monitoring the environment.

Added Value Unit:

In this unit you will:
- carry out an investigation using the skills and knowledge you developed in the other three units
- investigate a topical issue in Chemistry from a selection
- produce a written summary of the research to present your findings.

How will I be assessed?

Your work will be assessed by your teacher on an ongoing basis throughout the course. Items of work might include:
- practical work - such as practical experiments
- written work - research assignments and reports
- projects
- class-based exams.

You must pass all the units including the practical unit to gain the course qualification.

Where can I find out more?

https://www.sqa.org.uk/sqa/47423.html
CHEMISTRY: NATIONAL 5

Contact Teacher – Mrs MacLean, Mrs McLelland, Ms Rooney

Why study Chemistry?
Chemistry is vital to everyday life and allows us to understand and shape the world in which we live. You will learn about the applications of chemistry in everyday contexts such as medicine, energy and industry, as well as its impact on the environment and sustainability. You will learn how to think creatively and independently, and analyse and solve problems.

What will I study?
You will learn about how we use the Earth’s resources, the chemistry of everyday products and environmental analysis. You will find out how chemistry affects our environment and our everyday lives. This will help you to make your own decisions on contemporary issues where scientific knowledge is constantly developing.

The course has three compulsory units. The units are similar to those for National 4 but you will be expected to achieve a higher standard of work.

Chemical Changes and Structure (6 SCQF credit points)
- develop scientific skills and knowledge of chemical reactions
- investigate rates of reaction, energy changes of chemical reaction, and the reactions of acids and bases and their impact on the environment
- research atomic structure and bonding related to properties of materials.

Nature’s Chemistry (6 SCQF credit points)
- investigate the physical and chemical properties of cycloalkanes, branched chain alkanes and alkenes, and straight chain alcohols and carboxylic acids
- explore their chemical reactions and their uses in everyday consumer products
- investigate the comparison of energy from different fuels.

Chemistry in Society (6 SCQF credit points)
- develop skills to carry out practical investigations related to the chemistry of materials
- focus on the chemistry of metals and their bonding, reactions and uses
- investigate the connection between bonding in plastics, their physical properties and their uses
- investigate the chemical reactions and processes used to manufacture fertilisers
- research the use and effect of different types of nuclear radiation
- investigate chemical analysis techniques used for monitoring the environment.

How will I be assessed?

Course Assessment (6 SCQF credit points)
Your work will be assessed on an ongoing basis throughout the course. Items of work might include: practical work - such as, experiments, written work - such as research assignments and reports, projects, question papers/tests.

The course assessment for this course consists of two component: question paper (100 marks) and assignment (20 marks scaled to 25 marks).

For the assignment component, you will be asked to investigate a relevant topic in Chemistry, focusing on its application and produce a report on your findings. The assignment component will be conducted under supervision, and will be set and externally marked by the Scottish Qualifications Authority (SQA). The question paper will be set and marked externally by SQA.

It is no longer required for the learner to pass all internal unit assessments in order to obtain a final course award however teachers will continue to provide regular and suitable unit assessment in order to assess progress and to offer each learner the best chance of achieving their potential.

Where can I find out more?
https://www.sqa.org.uk/sqa/47428.html
CHEMISTRY - HIGHER

Contact Teacher – Mrs S MacLean, Mrs McLelland, Miss Rooney

Why study Chemistry?

Chemistry is vital to everyday life and allows us to understand and shape the world in which we live. You will learn about the applications of chemistry in everyday contexts such as medicine, energy and industry, as well as its impact on the environment and sustainability. You will learn how to think creatively and independently, and analyse and solve problems.

What do I need to get in?

An A or B pass in National 5 Chemistry is required and an A-C pass in National 5 Maths is highly recommended.

What will I study?

This course develops scientific understanding of issues relating to chemistry, and uses the development of chemical theory to provide you with an extensive set of skills. Through application of a detailed knowledge and understanding of chemical concepts, in practical situations, you will develop an appreciation of the impact of chemistry on everyday life.

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

Chemical Changes and Structure  In this unit you will:

- gain knowledge and understanding of controlling reaction rates and periodic trends
- improve your ability to make reasoned evaluations by recognising underlying patterns and principles
- investigate collision theory and the use of catalysts in reactions
- explore the concept of electro-negativity and intra-molecular and intermolecular forces
- investigate the connection between bonding and a material’s physical properties.

Nature’s Chemistry - In this unit you will:

- learn about organic chemistry within the context of chemistry of food and the chemistry of everyday consumer products, soaps, detergents, fragrances and skincare
- explore the relationship between the structure of organic compounds, their physical and chemical properties and their uses
- cover key functional groups and types of organic reaction.

Chemistry in Society - In this unit you will:

- learn about the principles of physical chemistry which allow a chemical process to be taken from the researcher’s bench through to industrial production
- calculate quantities of reagents and products, percentage yield and the atom economy of processes
- develop skills to manipulate dynamic equilibria and predict enthalpy changes
- investigate the ability of substances to act as oxidising or reducing agents and their use in analytical chemistry through the context of volumetric titrations
- use analytical chemistry to determine the purity of reagents and products.

How will I be assessed?

Course Assessment

The course assessment has three components:

- Question paper 1 – multiple choice (25 marks)
- Question paper 2 - extended response (95 marks)
- an assignment (20 marks scaled to 30)
Chemistry Higher Continued

The question paper will assess your breadth of knowledge, understanding and skills accumulated across the course. The question paper will be set and marked by SQA. The assignment will assess the application of skills of scientific inquiry and related chemistry knowledge and understanding. Your work will be assessed by your teacher on an ongoing basis throughout the course. You must pass the course assessment to gain the course qualification. The course assessment is graded A-D. Your grade will depend on the total mark for all the units in your course.

Where to find out more  
https://www.sqa.org.uk/sqa/47913.html
COMPUTING SCIENCE
NATIONAL 4

Contact Teacher: Mrs F Thomson

Course Information:
The Course enables learners to develop a range of basic computing and computational thinking skills, including skills in analysis and problem-solving, design and modelling, developing, implementing and testing digital solutions across a range of contemporary contexts.

The Course also enables learners to develop knowledge and understanding of key computing concepts and processes, and the ability to apply this to a variety of problems; and an awareness of the impact of computing technologies on the environment or society.

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

- Software Design and Development
- Information System Design and Development

Entry Requirements
- S3 Computing Science is an advantage but not necessary

Assessment:
All Units are internally assessed against the requirements shown in the Unit Specification.

The Added Value Unit will address the key purposes and aims of the Course as defined in the Course Information.

Progression Pathways:
This Course or its components may provide progression to:

- N5/Higher Computing Science or relevant component Units
- Further study, employment or training

Resources:
- Computing instruction booklets issued to each student for class work.
- Electronic record of progress and timeline.
- School website.
- Internet.

Hints for Success:
- Maintaining your electronic record of progress.
- Completion of all work set in class and all homework.
- Commitment to achieving your agreed target.
- Regular revision of course notes at home.
COMPUTING SCIENCE
NATIONAL 5

Contact Teacher: Mrs F Thomson

Course Information:
Computing science is vital to everyday life — socially, technologically and economically; it shapes the world in which we live and its future. Computing is embedded in the world around us, from systems and devices in our homes and places of work, to how we access education, entertainment, transportation and communication. Understanding computational processes and thinking is also vital to many other fields including science, economics, business and industry. While many learners will want to become computing professionals, all will benefit from the development of these foundational skills and the underpinning knowledge necessary to meet the needs of society today and for the future.

The aims of the Course are to enable learners to:

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

Related to these aims, and underlying the study of computing science, are a number of unifying themes, including technological progress and trends, the relationship between software, hardware and system performance, and information representation and transfer as a core component of any computation. These are used to explore a variety of specialist areas through practical and investigative tasks.

Entry Requirements
• N4 Computing Science is an advantage but not a necessity

Assessment:
To gain the award of the Course, the learner must pass all of the Units as well as the Course assessment. Course assessment will provide the basis for grading attainment in the Course award. The Course assessment will consist of two Components: a question paper and an assignment.

Progression Pathways:
This Course or its components may provide progression to:

• Higher Computing Science or relevant component Units
• Further study, employment or training

Resources:
• Computing instruction booklets issued to each student for class work.
• Electronic record of progress and timeline.
• School website.
• Internet.

Hints for Success:
• Maintaining your electronic record of progress.
• Completion of all work set in class and all homework.
• Commitment to achieving your agreed target.
• Regular revision of course notes at home.
COMPUTING SCIENCE HIGHER

Contact Teacher: Mrs F Thomson

Course Information:
The Higher Computing Science Course introduces learners to an advanced range of computational processes and thinking, and develops a rigorous approach to the design and development process across a variety of contemporary contexts. Learners gain an awareness of the importance that computing professionals play in meeting the needs of society today and for the future, in fields which include science, education, business and industry.

Course content
The course has four areas of study:

- Software design and development
- Computer systems
- Database design and development
- Web design and development

Entry Requirements

- N5 Computing Science, preferably grade A or B.
- OR
- Candidates should have achieved National 5 awards in a range of subjects preferably Maths, English and the Sciences with an interest in technology and programming.

Assessment:

This course is assessed through an externally marked assignment and an exam.

Progression Pathways:

- Candidates can continue their study of Computing Science in higher education or enrol in professional apprenticeship schemes.
- Technology is currently a growth industry that experiences a shortage of skilled and qualified individuals. The skills and knowledge gained from the study of Computing Science offers candidates the opportunity to progress and play a crucial part in a dynamic and essential sector.
DESIGN AND MANUFACTURE NATIONAL 4 AND 5

Contact Teacher: Mr Barrowman/Mr Telfer
Course Information: The Course introduces learners to the multi faceted world of product design and manufacturing. Creativity is at the heart of this Course and its combination with technology makes it an exciting and dynamic course to study.

In the Course, learners are required to exercise imagination, creativity and logical thinking. The Course thus provides a broad scope for personalisation and choice. The course allows learners to broaden and deepen their skills base and to widen their horizons regarding a range of potential vocations and careers. Through exploring design challenges the pupils will acquire knowledge and understanding of designing and manufacturing processes in a wide variety of materials. 70% of the course is classroom based and 30% is workshop based. The course consists of two distinct topics, final assessment and SQA exam paper.

Design and Manufacture: Design
This unit covers the product design process from brief to resolved design proposals, including a specification. It helps learners develop skills in initiating, developing, articulating and communicating simple design proposals. It allows them to develop an appreciation of the design/make/test process and the importance of evaluating and resolving work on an ongoing basis. It allows them to develop an appreciation of design concepts and the various factors that influence the design of products.

Design and Manufacture: Materials and Manufacturing
This unit covers the product design process from design proposals to prototype or product. It allows learners to ‘close the design loop’ by manufacturing their design ideas. It allows learners to develop practical skills that are invaluable in the design/make/test process. It helps them gain an appreciation of the properties and uses of materials, as well as simple manufacturing processes and techniques. It allows learners to refine and resolve design issues and create manufacturing solutions. In both units, learners will gain knowledge of design and manufacturing technologies and how these impact on our environment and society.

Entry Requirements
Pupils who have demonstrated strong competencies in D & M throughout S1 – S3 would be suitable. Entry at discretion of Mr Barrowman/Telfer for students with weak or no D & M experience

N5 Assessment:
Pupils are given the option to achieve a number of assessment standards by completing 3 practical models throughout the year. Candidates could alternatively choose a final assessment project and to sit an exam paper. Question paper = 45% marks and final assignment = 55% marks.

Progression Pathway
Pupils who a strong pass at National 4 at the end of S4 can progress to National 5 in S5.

Pupils who achieve an A or B at National 5 at the end of S4 can progress to Higher in S5.

Career Pathway
The course is of broad general benefit to all learners. It also provides a solid foundation for those considering further study, or a career, in design, manufacturing, engineering, science, marketing, and related disciplines. The course provides a complementary practical experience for those studying subjects in the technologies and expressive arts.
DESIGN AND MANUFACTURE HIGHER

Contact Teacher: Mr Barrowman/Mr Telfer

Course Information

The Design and Manufacture course provides a broad and practical experience in product design and manufacture.

The Course stresses the integration of designing and making. It confirms that design is an interactive process. The Course highlights the close relationship between designing, making, testing, and refining design ideas.

The Course provides opportunities for learners to apply practical skills and an understanding of the properties and uses of materials and manufacturing processes. It does so in a way that allows learners to inform and refine their own design proposals. It offers them opportunities to explore design alternatives and to consider the manufacturing practicalities that these design alternatives bring to light.

The Course allows learners to consider the various factors that impact on a product’s design. It will consider the life cycle of a product from its inception through design, manufacture, and use, including its disposal and/or re-use — cradle-to-cradle.

The Course provides learners with opportunities to develop:

- research skills
- idea generation techniques
- the ability to read drawings and diagrams
- the ability to communicate design ideas and practical details
- the ability to evaluate and apply both tangible and subjective feedback
- the ability to devise, plan and develop practical solutions to design opportunities

The Course allows learners to engage with technologies. It allows them to evaluate both the impact that design and manufacturing technologies have on our environment and society and how technologies have impacted on the world of the designer and on the manufacturing industry.

Approximately 70% of the time is working in the classroom with 30% of time in workshops.

Course Units

The course consists of two mandatory units.

Design and Manufacture: Design (Higher)
In this Unit, evidence will be provided by the development, production, evaluation and justification of design proposals, including a specification, in response to a brief which covers a range of key design factors. Knowledge and understanding will also be assessed.

Design and Manufacture: Materials and Manufacturing (Higher)
In this Unit, evidence will be provided by the production and evaluation of a range of types of model or prototypes. This will be done in response to a brief which covers a range of key requirements. Knowledge and understanding will also be assessed.

These are assessed as a pass or fail.

Course Assignment

The Design and Manufacture Assignment adds value by adding challenge and application. Learners will draw on their range of skills and knowledge from the units in order to produce an effective overall response to the brief.

Assessment

To complete the course the learners must:

- Pass the two mandatory units.
- Complete a final course assignment.
- Sit a written examination paper.

The final grade will be derived from a combination of the grade for the course assignment combined with the grade for the examination paper.

Progression Pathways

Design and Manufacture provides a qualification and skills that will be useful for college or university courses and employment in the following disciplines:

- Mechanical engineering, electrical engineering, agricultural engineering, civil engineering, car and aeronautical engineering, manufacturing, architecture, product or fashion design, graphic design, interior design, landscape gardening.

Entry Qualifications

Candidates for entry would require to have passed National 5 level in Design and Manufacture at Level B or above.

Entry will also be considered from candidates who have successfully completed a course in Practical Craft Skills and achieved an A or B pass, Graphic Communication (Higher) or Art and Design (Higher).
ENGLISH NATIONAL 4

Contact Teacher:  Ms J Black

Course Information:
Our English courses will develop skills in the key English activities of Reading, Writing, Talking and Listening.

Our broad aims: to promote the development of skills in using language, particularly those that are used regularly by everyone in their everyday lives. These include the ability to apply knowledge about language. These reflect the need for young people to be able to communicate effectively both face-to-face and in writing through an increasing range of media, while also recognising the importance of listening and talking and of effective collaborative working in the development of thinking and in learning.

The course will consist of three units:
- Analysis and Evaluation
- Creation and Production
- Added Value Unit

Through the quality and range of language experiences in the department, we will develop the attributes and capabilities of our pupils as successful learners, confident individuals, effective contributors and responsible citizens.

Assessment
Performance in the key activities mentioned will be subject to ongoing assessment; and because the course is internally assessed, performance will be judged against departmental, authority and national standards. The skills of Reading and Listening will be assessed in the Analysis and Evaluation Unit. The skills of Writing and Talking will be assessed in the Creation and Production Unit. Successful progression in all these skills will additionally be measured in the Added Value Unit.

Progression Pathways
Successful completion of National 4 will lead to entry to the National 5 course

If pupils progress very well in National 4 they can attain National 5 literacy units as additional accreditation

Resources
A wide range of literary and non-literary texts (also including non-print texts)

Hints for Success:
- Take responsibility for your own learning.
- Ask advice from your teacher about your strengths and weaknesses and find out which simple steps will help you improve.
- Remember, you can use other sources outside the classroom to help with this process (for instance, materials on the school website, and the internet).
ENGLISH NATIONAL 5

Contact Teacher: Ms J Black

Course Information

Our English courses will develop skills in the key English activities of Reading, Writing, Talking and Listening.

Our broad aims: to promote the development of skills in using language, particularly those that are used regularly by everyone in their everyday lives. These include the ability to apply knowledge about language. These reflect the need for young people to be able to communicate effectively both face-to-face and in writing through an increasing range of media, while also recognising the importance of listening and talking and of effective collaborative working in the development of thinking and in learning.

The course will consist of:

- A speaking and listening unit
- A folio of writing (30% of the final mark).
- An external examination of two papers.

Through the quality and range of language experiences in the department, we will develop the attributes and capabilities of our pupils as successful learners, confident individuals, effective contributors and responsible citizens.

Assessment

Performance in key activities will be subject to external assessment consisting of two exam components - Paper I Reading for Understanding, Analysis and Evaluation and Paper II Critical Reading – and the externally assessed folio of writing.

Paper I Reading for Understanding Analysis and Evaluation examines pupils’ comprehension of a complex, unseen, non-fiction text.

Paper II Critical Reading examines pupils’ analysis of set Scottish texts and other literary text studied in class.

Folio of writing will account for 30% of final mark.

Progression Pathways

Successful completion of National 5 will lead to entry to the Higher course.

If a pupil finds the course challenging they can be entered for National 5 ‘units only’ and complete the course over two years.

Resources

A wide range of literary and non-literary texts (also including non-print texts)

Hints for Success

Take responsibility for your own learning.

- Ask advice from your teacher about your strengths and weaknesses and find out which simple steps will help you improve.
- Remember, you can use other sources outside the classroom to help with this process (for instance, materials on the school website, and the internet).
ENGLISH - HIGHER

Contact Teacher – Ms J Black

Course Information

Our English courses will develop skills in the key English activities of Reading, Writing, Talking and Listening.

Our broad aims: to promote the development of skills in using language, particularly those that are used regularly by everyone in their everyday lives. These include the ability to apply knowledge about language. These reflect the need for young people to be able to communicate effectively both face-to-face and in writing through an increasing range of media, while also recognising the importance of listening and talking and of effective collaborative working in the development of thinking and in learning. In addition, the greater demand posed by sophisticated literacy texts – both from Scotland and from world literature. Add to that the requirement to read, write and understand complex and detailed argument – then discuss in class time.

The course will consist of two units:

- Analysis and Evaluation
- Creation and Production

and an external examination. (also including a Folio of Writing)

Through the quality and range of language experiences in the department, we will develop the attributes and capabilities of our pupils as successful learners, confident individuals, effective contributors and responsible citizens.

Entry Requirements:

National 5 English – A/B at National 5

Course Outline:

Unit 1: Analysis & Evaluation (9 SCQF credit points)

Unit 2: Creation & Production (9 SCQF credit points)

Value added through the end of course assessment (6 SCQF credit points)

Assessment

Performance in the key activities mentioned will be subject to ongoing assessment; and because the course is internally assessed, performance will be judged against departmental, authority and national standards. The skills of Reading and Listening will be assessed in the Analysis and Evaluation Unit. The skills of Writing and Talking will be assessed in the Creation and Production Unit. In addition, the quality of students’ work will be graded in an external examination.

Progression Pathway:

Higher English is still rightly regarded as the keystone in any activity or course where effective communication is required. For those students with particular interest or ability, and a desire to continue English and / or related subjects at University, Higher may also lead to Advanced Higher in S6.

If pupils find the course very challenging they can complete ‘units only’ and achieve the whole course over two years. In this way individuals can focus on reinforcing and consolidating skills.

Resources:

Course notes detailing requirements of Internal Assessment Units.

Profile maintained by student to record progress and advice.

Calendar of important Assessment dates.

A wide range of literary texts comprising prose, drama and poetry. There will also be extended work on textbooks on key skills. Of independent study skills above can also be developed by using Leckie and Leckie “Collected Papers” as well as Criticism notes supplied on the internet (e.g. SparkNotes) or in commercial publications – either for individual texts, or the increasing range of materials covering all course areas (your teacher will help advise you about these). And of course the SQA website provides invaluable advice in number of “Candidate Advice” documents on the detail and overall style of the final exam.
ENGLISH HIGHER continued

Hints for Success:

Classroom discussion is a key part of understanding texts and language skills.

Regular practice of key skills (like comprehension and analysis in Close Reading) will definitely help with performance. Read regularly from high order non-fiction.

Regular completion of homework, and meeting class deadlines. Following advice from your class teacher will develop skills and understanding.

Learning how to work independently to improve skills will pay dividends.
GEOGRAPHY NATIONAL 3, 4 AND 5

Contact Teachers: Mr Morrison (Acting Head of Faculty), Miss H Gibney and Miss Webb.

Course Information:

The Nationals are separated into 3 key topic areas:

- Physical Environments
- Human Environments
- Global Issues

The Geography Course should be seen as a coherent study demonstrating the interaction of physical and human processes on geographical topics and issues. There will be opportunities throughout the course to reinforce and deepen learning by making links between aspects of knowledge and understanding across Units.

The Physical Environments topic at National level encompasses Rivers and Limestone landscapes including a study of land use and land use conflict. It also includes weather systems. The Human Environment topic will cover theme of developed and developing countries considering population issues, land use issues and land use change in rural and urban areas. The Global Issues unit has a choice of topic areas. At Biggar High School we will study Environmental Hazards and Health.

Skills will include mapping skills, including the use of Ordnance Survey maps, research skills, including the use of fieldwork and the use of numerical and graphical information.

Entry Requirements:

Progression into National’s is based on holistic view of how a pupil has progressed through the Broad General Education and will be discussed with the pupil during target setting and tracking plus in S3. We will provide a recommendation for future study at National level. Once pupils have opted for the National course there can be movement between the levels.

Assessment:

National 3/4

Pupils who achieve Level 2/3 in S3 will progress to either National 3 or 4. The National 3 and 4 course will be internally assessed using unit assessments which demonstrate knowledge and understanding as well as skills.

The Value Added unit will also be internally assessed at National 4 using SQA guidelines and is a project which demonstrates the application of knowledge and skills.

National 5

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

Component 1 — question paper

The purpose of this question paper is to demonstrate application of skills and breadth of knowledge and understanding across the three Units of the Course. The question paper will have 80 marks (80% of the total mark).

Component 2 — assignment

The purpose of this assignment is to demonstrate challenge and application by demonstrating skills, knowledge and understanding within the context of a geographical topic or issue. The assignment will have 20 marks (20% of the total mark) and is sat under controlled exam conditions. Pupils have 1 hour for their National 5 write-up.

The assignment Component of the Course assessment will have a greater emphasis on the assessment of skills than the question paper. The other marks will be awarded for the demonstration of knowledge and understanding.

Progression Pathways:

Pupils who achieve Level 4 in S3 or National 4 in S4/5 will progress to National 5. Pupils who achieve an A or a B pass at National 5 can progress to Higher.

Resources:

- Core textbooks – class based
- Booklets with learning intentions and success criteria
- Visual tools such as multimedia presentations and DVD’s

Hints for Success:

- Regular revision to sustain knowledge and understanding
- Completion of homework
- Target based learning
- Wider reading – geography is always in the news!
GEOGRAPHY – HIGHER

Contact Teacher – Mr Morrison (Acting Faculty Head), Miss Gibney and Miss Webb

Purpose and aims of the Course

Geography opens up for learners the physical and human environment around them and the ways in which people interact with the environment.

The purpose of this Course is to develop the learner’s understanding of our changing world and its human and physical processes. Opportunities for practical activities, including fieldwork, will be encouraged, so that learners can interact with their environment.

In the 21st century, with growing awareness of the impact of human activity upon the environment and scarce resources, the study of Geography fosters positive life-long attitudes of environmental stewardship, sustainability and global citizenship. This qualification will furnish learners with the skills, knowledge and understanding to enable them to contribute effectively to their local communities and wider society.

Course Outline:

Unit 1: Physical Environments
Unit 2: Human Environments
Unit 3: Global Issues

The physical topics include the study of the Lithosphere (Glaciated and Coastal Environments), Atmosphere, Hydrosphere and Biosphere. The human topics include Rural Land use Conflict and Degradation, Urban change and its Management and Population. Global Issues include Climate Change and River Basin Management.

Entry Requirements

Higher – National 5 A or B

Core skill components:

Critical Thinking (H)
Using Geographical Information (H)

Exam: Paper 1: Physical & Human Environments 100 marks (46%)

This question paper enables candidates to demonstrate the application of their skills, knowledge and understanding from the physical environments and human environments sections of the course.

Paper 2: Global Issues and Geographical Skills 60 marks (27%)

This question paper enables candidates to demonstrate the application of their skills, knowledge and understanding from across the global issues and geographical skills section of the course.

Coursework Assignment: 30 marks (27%)

The assignment will allow learners to apply gathering, processing, interpreting, evaluating and synthesising skills as they research a geographical issue. The assignment will be marked out of 30 marks and will have a greater emphasis on the assessment of skills than the question paper.

Learners have an open choice in the topic or issue chosen for study. Assessors will support learners to make an appropriate choice that will allow learners to demonstrate the required knowledge and understanding and application of skill.

Progression Pathway:

Higher History

A range of different courses at further/higher education.

Resources:

- Course textbook
- Various other texts, videos and internet resources

Hints for Success:

- Ensure class work and homework is up-to-date and detailed – especially after any missed lessons.
- Try out a range of revision strategies to find out which one suits you.
**GRAPHIC COMMUNICATION NATIONAL 4 AND 5**

Contact Teacher: Mr Barrowman/Mr Telfer

**Course Information:**

The Course allows learners to broaden and deepen their skills base and to widen their horizons regarding a range of vocations and careers. It provides opportunities to further acquire and develop the learners skills in 2D and 3D graphics, as well as pictorial graphics. They will be able to apply these skills in order to produce graphics that require visual impact graphics that transmit information.

**The course consists of 2 main areas, a final assessment and a written exam paper.**

**2D Graphic Communication**

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

**3D and Pictorial Graphic Communication**

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

**Graphic Communication N5 Assignment/N4 AVU**

The Graphic Communication Assignment adds value by introducing challenge and application. Learners will draw on their range of skills and knowledge from the Units in order to produce an effective overall response to the brief. The brief for the assignment will be sufficiently open and flexible to allow for personalisation and choice.

**N5 Assessment**

Pupils are given the option of achieving a number of assessment standards by completing various tasks throughout the course. Alternatively candidates can choose to sit a final assignment and final exam paper = 67% of final mark, final assignment = 33% of final mark.

**Progression Pathway:**

Pupils who complete National 4 at the end of S4 can progress to National 5 in S5/6.

Pupils who complete National 5 at the end of S4 can progress to Higher in S5/6.

**Resources:**

- All graphic resources required to complete the course will be provided.
- Revision notes will be supplied as and when required.
- Revision and homework question can be supplied in paper format.
- Students may wish to purchase course notes booklets.

**Career Pathway:**

- Civil, mechanical or electrical engineering.
- Product of fashion design.
- Practical experience for those studying any technology or design related subjects.
- Graphic artists.
- Journalism and publishing.
- Architecture/Interior Design
GRAPHIC COMMUNICATION - HIGHER

Contact Teacher – Mr Barrowman/Mr Telfer

Graphic Communications is the international language of designers, engineers, architects and many others. The purpose of the course is to allow students to be more aware of the wide use of graphics and to give practice in the techniques employed in their creation. The course includes both manual and computer graphics including desk top publishing. Many further education establishments in practical art and design colleges ask for a folio of work. Graphic Communication allows students the opportunity to compile a folio of work.

Entry Requirements:
- National 5 Graphic Communication Award – Grade A/B or by negotiation
- Entry at discretion of Mr Barrowman/Mr Telfer for students with no Graphics qualifications.

Higher Course structure

The Course is practical, exploratory and experiential in nature. On completing the Course, learners will have developed skills in 2D and 3D graphics, as well as pictorial graphics. They will be able to apply these skills with discernment in order to produce graphics with visual impact and graphics that require the effective transmission of information.

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

As well as the Course assessment, the Course includes two main areas. Both are designed to provide progression to the corresponding areas at Advanced Higher.

2D Graphic Communication (Higher)

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

3D and Pictorial Graphic Communication (Higher)

This area helps learners to develop their creativity and presentation skills within a 3D and pictorial graphic communication context. It will allow learners to initiate, plan, develop and communicate ideas graphically, using three-dimensional graphic techniques. Learners will develop a number of skills and attributes within a 3D graphic communication context, including spatial awareness, visual literacy, and the ability to interpret given drawings, diagrams and other graphics. Learners will evaluate the effectiveness of their own and given graphic communications to meet their purpose. Across both areas, learners will develop an understanding of how graphic communication as an activity, and graphic technologies by their use, impact on our environment and society.

These areas will be assessed on a pass/fail basis within centres. SQA will provide rigorous external quality assurance, including external verification, to ensure assessment judgments are consistent and meet national standards.

The learner will draw on, extend and apply the skills, knowledge and understanding they have developed during the Course. These will be assessed through a combination of an assignment and a question paper.

Course assessment structure

Component 1 - question paper 90 marks
Component 2 - assignment 50 marks Total marks 140 marks.

To gain the award of the Course, the learner must pass all of the required standards in both areas as well as the Course assessment. Course assessment will provide the basis for grading attainment in the Course award.

The question paper will require learners to demonstrate aspects of breadth and application in a graphic context, based on recognised graphic principles and those used in industry and commerce.

The assignment will require the learner to produce practical responses to a graphics situation. This will allow the learner to confirm their capabilities through challenge and application.
Graphic Communication – Higher continued

Progression Pathway:
Degree, HND, HNC programme in Engineering, Architecture or Graphic Design. Useful skills acquired for other College or University courses. Employment in Engineering, Architecture, Design or Publishing.

Resources:
- Course notes will be issued as and when required.
- Access to a PC at home is desirable but not essential.

Hints for Success:
- Maintaining a record of progress.
- Regular completion of homework.
- A commitment to completing work at home.
- Commitment to achieving your agreed target.
- Work through an organized study plan for the exams.
HEALTH & FOOD TECHNOLOGY NATIONAL 5

Contact Teacher: Mrs Rose

Course Information

The purpose of this Course is to allow learners to develop and apply practical and technological skills, knowledge and understanding to make informed food and consumer choices.

The Course has six broad and inter-related aims which allow learners to:

- develop knowledge and understanding of the relationships between health, food and nutrition
- develop knowledge and understanding of the functional properties of food
- make informed food and consumer choices
- develop the skills to apply their knowledge in practical contexts
- develop organisational and technological skills to make food products
- develop and apply safe and hygienic practices in practical food preparation

The Course uses an experiential, practical and problem solving approach to learning and to develop knowledge and understanding and practical skills. The Course uses real-life situations taking account of local, cultural and media influences and technological innovations.

There are three units in this Course.

Health and Food Technology: Food for Health (National 5)

The general aim of this Unit is to develop learners’ knowledge and understanding of the relationship between food, health and nutrition. Learners will also develop knowledge and understanding of dietary needs for individuals at various stages of life and explain current dietary advice. Through practical activities, the learner will produce and reflect on food products which meet individual needs.

Health and Food Technology: Food Product Development (National 5)

The general aim of this Unit is to allow learners to develop knowledge and understanding of the functional properties of ingredients in food and their use in developing new food products. Learners will develop an understanding of the stages involved in developing food products and, through a problem-solving approach, produce food products to meet specified needs. Learners will also develop and apply knowledge and understanding of safe and hygienic food practices.

Health and Food Technology: Contemporary Food Issues (National 5)

The general aim of this Unit is for learners to develop knowledge and understanding of consumer food choices. They will explore factors which may affect food choices and develop knowledge and understanding of contemporary food issues. They will consider technological developments in food and organisations which protect consumer interests. They will also develop knowledge and understanding of food labelling and how it helps consumers make informed food choices. Learners will apply knowledge and skills in practical contexts.

Assessment

The Course will be assessed by an assignment and question papers. The assignment will require application of knowledge, understanding and skills from across the Units in which learners will develop a food product or products to a given brief. The assignment will be sufficiently open and flexible to allow for personalisation and choice.

The question paper will require integration of knowledge and understanding from across the Units.

Progression Pathways: Some pupils who have passed National 5 in S4 will progress to Higher.

Resources: Workbooks, Information Packs, Recipe Books, ICT

Hints for Success: Come to school prepared for practical activities, regular attendance, completion of all homework tasks, meeting deadlines.
HEALTH & FOOD TECHNOLOGY - HIGHER

Contact teacher: Mrs Rose
The Higher Health and Food Technology Course addresses contemporary issues affecting food and nutrition, including ethical and moral considerations, sustainability of sources, food production and development, and their effects on consumer choices. Learners analyse the relationships between health, food and nutrition, and plan, make and evaluate food products to a range of dietary and lifestyle needs.

Mandatory Units
- Food for Health
- Food Product Development
- Contemporary Food Issues

Purpose and aims of the Course
The purpose of this Course is to allow learners to develop and apply the knowledge and skills of research, analysis and evaluation in order to make, informed food and dietary choices.

The Course addresses contemporary issues affecting food and nutrition, including ethical and moral considerations, sustainability of sources, food production and development, and their effects on consumer choices.

The Course has five broad and inter-related aims that enable learners to:

- analyse the relationships between health, nutrition and food
- develop and apply understanding and skills related to the functional properties of food
- investigate contemporary issues affecting food and consumer choice
- use research, management and technological skills to plan, make and evaluate food
- products to a range of dietary and lifestyle needs
- prepare food using safe and hygienic practices to meet specific needs

The Course uses an experiential, practical and problem-solving learning approach to develop knowledge, understanding and skills, and promotes independence in learning. The Course uses real-life situations, and where appropriate, takes account of local, cultural and media influences and technological innovations.

Recommended entry
Entry to this Course is at the discretion of the centre. However, learners would normally be expected to have attained the skills, knowledge and understanding required by one or more of the following or equivalent qualifications and/or experience:

- National 5 Health and Food Technology Course or relevant component Units
- English (National 5)
- Science subject (National 5) (preferred)

Progression
This Course or its Units may provide progression to Advanced Higher Health and Food Technology Course, National Progression Awards, Higher National Certificates or other further education provision and employment opportunities. Other progression pathways are also possible including progression to other qualifications, such as Hospitality, at the same or different levels.
HISTORY NATIONAL 5

Contact Teacher: Mr Doyle/ Ms McGhee/ Mr Morrison (Acting Head of Faculty)

Course Information:
The Nationals are separated into 3 key units with a distinct topic within each unit:

- Scottish - Scotland and the Era of the Great War, 1910 - 1928
- British – The Atlantic Slave Trade, 1770-1807

The History course is intended to equip pupils with a deep knowledge of important periods in History covering a range of themes. The course is designed to allow pupils to engage with significant social, political, economic, military and cultural developments over a number of centuries in different settings. Recurring themes enable pupils to connect their learning in a coherent manner, leading to deeper understanding.

The Scottish topic looks at the outbreak of the First World War and pays particular attention to the role of the Scots. This is not studied in isolation but as part of a broader study of the Great War. The European and World topic challenges pupils to consider the exercise of power in Russia in the early part of the 20th Century whilst analysing the outbreak and progress of Revolution. Powerful individuals such as Lenin, Trotsky, Tsar Nicholas II and Rasputin will all be studied in depth. The British section will look at the nature of the British Atlantic slave trade in the late eighteenth century, the changing attitudes towards it in Britain and the pressures that led to its abolition, illustrating the themes of rights, exploitation and culture.

Assessment
Class Assessments: Pupils at National 5 will complete assessments in class as the year progresses, in which they will be assessed on meeting outcomes outlined by the SQA. Pupils will be presented for these assessments when the teacher feels they are adequately prepared.

Assignment: Pupils at National 5 will also research a historical topic of their choosing and, with limited guidance, produce an extended piece of writing under exam conditions, which will be marked externally. This accounts for 20% of the final course mark.

External exam: Pupils at National 5 will sit an external examination in May which covers all three topics that are mentioned above. This will count for the other 80% of their grade. The final result will be graded A-D.

Progression Pathways
Pupils who achieve an A – C pass in National 5 History will be eligible to progress onto Higher History.

Resources
Department booklets and textbooks, jotter notes and DVD/Video resources.

Hints for success
Regular revision programme, taking an active interest in subject, taking advantage of independent learning and active participation in class work.
HISTORY – HIGHER

Contact Teacher: Mr Doyle, Ms McGhee Mr Morrison (Acting Head of Faculty)

Course Outline:

Scottish – Treaty of Union, 1689-1740

British – Britain and Ireland, 1900 - 1985

European and World – French Revolution to 1799

Higher History is a varied course, covering a number of themes. In particular, we focus on the themes of Authority, Rights and Revolution. We also explore constitutional issues, the growth of democracy and the role of government.

Following developments in devolution there is renewed discussion/debate on the whole question of British identity and the possibility of Scottish Independence. The 17th and early 18th centuries are crucially important in understanding these issues. The Scottish unit allows pupils to analyse sources to consider historical parallels or differences from the past to the present.

The British unit focusses on the constitutional entanglements of Britain and Ireland between 1900 and 1985. Pupils will start by analysing the movement for Home Rule in Ireland and how the province of Ulster became resolutely opposed to the Home Rule movement, leading to an entrenchment of Unionism in the North of the country. We will then look at how Ireland’s relationship with Britain deteriorated after the First World War to the extent that Republicanism became the favoured option of the majority in Ireland. We will then continue to consider the ongoing tensions between Britain and Ireland, culminating in the partition of Ireland in 1921. Following on from that we will use a range of sources to look at the development of the Irish Civil War. We will then carefully evaluate the obstacles to peace in Ireland, including the rise of Unionist paramilitary organisations and the development of the IRA. This topic challenges pupils to understand complex and sensitive issues and deal with them in a mature and academic way, which takes into account a wide range of evidence.

The European unit challenged pupils to engage with sophisticated concepts in considering the development of the French Revolution.

Pupils will be able to identify this period as immensely important in informing much of the way we live our lives today. The study of the collapse of the Ancien Régime in 1789 to Napoleon’s seizure of power in 1799 is a demanding series of issues to consider. This topic has been particularly popular in previous years due to its challenging but enjoyable nature.

Entry Requirements

National 5 History A - B pass or Higher Geography (S6 pupils).

Assessment

Unit Assessments: Pupils at Higher will be assessed on outcomes specified by the SQA over the course of the year. These will be largely based on skills.

Assignment: Pupils at Higher will research a historical question and write under exam conditions in class. This will be externally assessed. This will account for 27% of the course mark.

External exam: Pupils at Higher will sit an external exam. All three topics will be assessed here. This paper will account for 2/3 of the final mark. The course will be graded A-D.

Progression Pathways

Pupils who pass Higher History are eligible to proceed onto Advanced Higher History, Higher Geography and many courses within the Humanities/Social Subjects bracket in Further/Higher Education institutions.

Resources

Textbooks, department resources, class notes, DVD resources.

Hints for success

Regular revision programme, taking an active interest in subject, taking advantage of independent learning and active participation in class work. Making use of
HOSPITALITY NATIONAL 5

Contact Teacher: Mrs L MacLean
We now offer two courses at National 5 level to S5/6 pupils. Depending on numbers and the experience of pupils we intend to offer:

Hospitality – Practical Cookery Nat 5
Hospitality – Practical Cake Craft Nat 5

Hospitality: Practical Cookery qualifications develop a range of cookery skills and processes, as well as food preparation techniques. Planning and producing meals and presenting them appropriately, learners develop understanding of ingredients from a variety of different sources, as well as of their uses and responsible sourcing and sustainability. Learners develop understanding of the impact of the choice of ingredients on health and wellbeing, and embed food safety and hygiene skills.

Course outline
The course comprises the units listed below:

- Cookery Skills, Techniques and Processes
- Understanding and Using Ingredients
- Organisational Skills for Cooking

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

- National 4 Hospitality: Practical Cookery Course or relevant component Units
- National 4 Health and Food Technology Course or relevant component Units

In terms of prior learning and experience, relevant experiences and outcomes may also provide an appropriate basis for doing this Course.

Assessment
Course now has three components:

1. Question paper (new) 25% of the total course award.
2. Assignment
3. Practical activity

Assignment and practical activity contribute 75% of the total course award.

Progression
This Course or its Units may provide progression to:

- other qualifications in Hospitality or related areas
- further study, employment or training.
The Practical Cake Craft qualification develops skills in methods of cake baking and technical and creative skills in cake finishing. Learners acquire knowledge of food safety and hygiene as well as organisational and time management skills which can be applied anywhere. It is very suited to learners with good hand eye coordination and creative abilities.

Course Units:
- Cake baking
- Cake finishing

Course Assessment:
- Question Paper 25 marks
- Assignment 30 marks
- Practical Activity 70 marks

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

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

Good attendance is crucial as students are required to bake and finish a large range of baked items. Good level of English is required to complete the assignment and question paper. Also a creative and artistic ability would be an important quality for drawing and creating cake designs if to excel in this subject.

Purpose and aims of the course
The Scottish hospitality industry is a large, vibrant and growing proportion of the nation's workforce. It is one of the largest sectors in the world for employment and cake production is one of these.

The course can be seen as a good platform to the hospitality industry and aims to enable learners to:

- Develop technical skills in cake making.
- Develop creative and technical skills in cake finishing.
- Develop safe and hygienic working practices.

Progression
The course can provide progression to other qualifications in Hospitality or related employment.
HOSPITALITY: PRACTICAL COOKERY: NATIONAL 4

Contact Teacher: Mrs Prentice

Course information
This course is designed to develop learner’s life skills and help them to progress further in hospitality. The course enables learners to plan, prepare and cook a wide range of food. It also develops their awareness of the journey of food from farm to fork and helps them understand a wide range of contemporary food issues.

Skills developed by learners:
- Food preparation techniques and cookery methods
- Garnishing and decoration.
- Characteristics of ingredients and where they are sourced.
- Current dietary advice in relation to the use of ingredients.
- Safety and hygiene.

Nutrition is mainly taught in the alternative course offered in this department, namely Health and Food Technology, however there is a small element of nutrition as part of the Hospitality course where learners acquire the skills to use their knowledge of nutrients to adapt and change recipes to suit dietary needs.

Course units and course awards
To gain the course award it is essential that students have very good attendance as the expectation is for them to develop practical skills which can only be taught at school and not obtained at home through personal study. The assessments are ongoing in the form of a checklist.

The units they will achieve are as follows:
- Cookery skills, Techniques and Processes (National 4)
- Understanding and using ingredients (National 4)
- Organisational skills for cooking (National 4)
- Added Value unit- Production of a two course meal under exam conditions (National 4)

As yet all assessments are mainly practical based, with the exception of some short response naming and matching tests. To prepare learners for the progression to National 5 there may be future changes to the course structure which could involve a short formal written examination. This is a positive move forward for the course as it would help to consolidate the knowledge and understanding acquired in completing the course units.

Progression
This course and its units provide a platform for learners entering into the hospitality industry and its courses. Being one of the biggest job markets in the world, it provides students with the possibility for further study or employment.
HOSPITALITY: PRACTICAL COOKERY: NATIONAL 5

Contact Teacher: Mrs Prentice

Course information

This course is designed to develop learner’s life skills and help them to progress further in hospitality. The course enables learners to plan, prepare and cook a wide range of food. It also develops their awareness of the journey of food from farm to fork and helps them understand a wide range of contemporary food issues.

Skills developed by learners:

- Food preparation techniques and cookery methods
- Understanding and using ingredients
- Organisational skills for the hospitality industry

Nutrition is mainly taught in the alternative course offered in this department, namely Health and Food Technology, however there is a small element of nutrition as part of the Hospitality course where learners acquire the skills to use their knowledge of nutrients to adapt and change recipes to suit dietary needs.

Course units and course awards

To gain the course award it is essential that students have very good attendance as the expectation is for them to develop practical skills which can only be taught at school and not obtained at home through personal study. The assessments are ongoing in the form of a checklist.

Assessments

The course and its assessments are quite rigorous and a good step up from National 4 to prepare them for further study at the appropriate colleges. The school only has the facilities to provide up to National 5 as following on requires a professional kitchen, therefore the National 5 course is very generous in content and volume of work so that students are prepared for this step up to college.

Assessment structure:

- Each unit is assessed both practically and through a formal written assessment.
- Students will be required to sit a final formal written exam during the exam diet whereby all knowledge and understanding of the course is assessed. This exam is not exhaustive as it is a mainly practical based course.
- Students will undergo an assignment involving a real life hospitality experience. This will involve the planning and preparation of a three course meal for four individuals and will be assessed internally under exam conditions.

Progression

This course and its units provide a platform for learners entering into the hospitality industry and its courses. Being one of the biggest job markets in the world, it provides students with the possibility for further study or employment.
HUMAN BIOLOGY - HIGHER

Contact Teacher - Mr Stevenson
The Higher Human Biology course allows the learner to develop a deeper understanding of fundamental processes within the Human Body. This includes cellular processes, physiological mechanisms, human communication and the immune response.

The course also takes into consideration new advances in medical research and sets the learners engaging ways to develop skills and knowledge.

Course outline
The course comprises of three units:

Human cells
Through the study of human cells students gain an understanding of stem cells and their therapeutic value. This section also deals with the study of the central role of DNA in cell processes and control and regulation of metabolic pathways in cell function.

Physiology and health
Introduces students to human physiology through the study of reproduction and the cardiovascular system. The unit also looks at the significance of research in this area on the health of our nation.

Neurobiology and Immunology
Provides students with an understanding of the basic mechanisms by which the nervous system works while giving an insight into the biological basis of psychology. The section also looks at memory and the action of recreational drugs on the nervous system. The key components of the immune response, such as recognition of pathogens and its response to them is also covered, with an emphasis on applications of immunology to public health in controlling the spread of infectious disease.

Assessment:
To gain the award for the course, candidates must pass all the internal component units of the course as well as the external SQA examination.

External course assessment will provide the basis for grading attainment in the course award.

Internal assessment component
For each unit the candidate must pass an end of unit test covering all the performance criteria for the unit; i.e. knowledge and understanding and problem-solving tasks. The pass mark is 50%.

External component
At the end of the course candidates sit an externally marked, 3 hour examination (in two parts), set by the SQA.

Section A – 25 multiple choice questions, 40 minute exam – (25 marks)

Section B – structured questions, 2 hour 20 minute exam – 95 marks

Assignment – candidates must also submit a research based assignment for external marking by the SQA. The assignment out of 20 marks – scaled to 30.

Entry requirements
A strong pass at National 5 Biology, ideally grade A or B (students with a grade C pass will find the transition to Higher very demanding).

Plus;

National 5 Maths, C grade minimum.

S6 students with no previous Biology experience must have gained an A or B grade in Chemistry and/or Physics at Higher level and have passed Maths at National 5.

Future Progression Routes in Subject
This Course provides progression to Advanced Higher Biology in the Senior Phase.
APPLICATIONS OF MATHEMATICS – NATIONAL 4

Contact Teacher: Mr Deacon

Course Information:
Applications of Mathematics qualifications support numeracy and are designed to develop learners’ mathematical reasoning skills for learning, life and work. These Courses develop confidence and independence in handling information and mathematical tasks in both personal life and in the workplace. The Courses motivate and challenge learners by enabling them to think through real-life situations involving mathematics.

National 4: Applications of Mathematics: Manage Money and Data
The general aim of this Unit is to enable learners to apply their skills, knowledge and understanding of mathematics and numeracy to manage money and data in real-life contexts. Learners will build on their mathematical and numerical skills to determine factors affecting income and expenditure, budgeting and saving. Learners will also organise, present and interpret data based on real-life contexts.

National 4: Applications of Mathematics: Shape, Space and Measures
The general aims of this Unit is to enable learners to apply their skills, knowledge and understanding of shape, space and measures in real-life contexts. Learners will build on their mathematical and numerical skills by using measure and elementary geometry to tackle real-life situations.

National 4: Numeracy
The general aim of this Unit is to develop learners’ numerical and information handling skills to solve simple, real-life problems, they will use their knowledge of number processes, information handling and probability to make informed decisions.

Assessment
Three component units are assessed internally with a final internally assessed exam. There is only one opportunity of reassessment of each unit. The final internal exam consists of two papers:
Paper 1 – non calculator
Paper 2 – calculator

Resources
Pupils will be provided with a jotter and appropriate resources for their level. These can be found via our Maths Department Website page. A Scientific Calculator is essential at all levels and pupils must bring this with them to class. Use of a mobile phone for the calculator function is not acceptable in Maths classes.

Hints for Success:
- Commit to achieving your agreed target.
- Ensure all homework is complete and ask for help when needed.
- Regular revision of course notes and exam style questions must be undertaken.
- Use the Maths Department website for course materials/outline and support materials for all year groups and all levels. You will find suitable materials under National 4 Application of Mathematics to support and extend your child.
MATHEMATICS
NATIONAL 5

Contact Teacher: Mr Deacon

Course Information:
The course consists of three course units entitled Expressions and Formulae, Relationships and Applications.

Expressions and Formulae
This unit aims to develop skills linked to mathematical expressions and formulae. These include the manipulation of abstract terms, the simplification of expressions and the evaluation of formulae. The outcomes cover aspects of number, algebra, geometry and reasoning.

Relationships
This Unit aims to develop skills linked to mathematical relationships. These include solving and manipulating equations, working with graphs and carrying out calculations on lengths and angles within shapes. The Outcomes cover aspects of algebra, geometry, trigonometry and reasoning.

Applications
This unit aims to develop skills linked to applications of mathematics. These include using trigonometry, geometry, number processes and statistics within real-life contexts. The outcomes cover aspects of these skills and also skills in reasoning.

Entry Requirements
National 4 pass and A or B in prelim is required for entry into National 5 Mathematics

Assessment
The basis for grading is solely based on performance in the external exam.

The final SQA external exam consists of two papers

Paper 1 – Non Calculator (50 marks, 75 mins)

Paper 2 – Calculator (60 marks, 110 mins)

A prelim, which is of the same form as the SQA external exam, takes place under exam conditions.

Regular feedback will be given on class work and homework tasks. Pupils will also participate in peer marking, collaborative learning and active maths to enhance their learning within the subject.

Progression Pathways
On successful completion of the National 5 Mathematics course, and obtaining an A or B in the final exam the learner may progress into Higher Mathematics. On successful completion of the National 5 Mathematics course, and obtaining a C or less in the final exam the learner should not progress onto Higher Mathematics and may wish to upgrade their National 5 qualification. They may also wish to opt out of Mathematics in S5/6 or exit to further education.

Resources
Pupils will be provided with a jotter and appropriate resources for their level. These can be found via our Maths Department Website page. A Scientific Calculator is essential at all levels and pupils must bring this with them to class. These are available to purchase in department if required. Use of a mobile phone for the calculator function is not acceptable in Maths classes.

Hints for Success:
• Commit to achieving your agreed target.
• Ensure all homework is complete and ask for help when needed.
• Attend lunchtime and after school Supported Study sessions regularly to ensure increased success
• Regular revision of course notes and exam style questions must be undertaken.
• Use SQA website for past papers to ensure exam standard questions are being practised regularly.
• Use the Maths Department website for course materials/outline and support materials for all year groups and all levels. You will find suitable materials under National 5 Mathematics to support and extend your child.
MATHEMATICS – HIGHER

Contact Teacher: Mr Deacon

Course Information

Mathematics is rich and stimulating. It engages and fascinates learners of all ages, interests and abilities. Learning in mathematics develops logical reasoning, analysis, problem solving skills, creativity and the ability to think in abstract ways. It uses a universal language of numbers and symbols, which allows us to communicate ideas in a concise, unambiguous and rigorous way.

Mathematics equips us with many of the skills required for life, learning and work. Understanding the part that mathematics plays in almost all aspects of life is crucial. This reinforces the need for mathematics to play an integral part in lifelong learning and be appreciated for the richness it brings.

This course allows learners to acquire and develop the attributes and capabilities of the four capacities. For example: success in mathematical learning and activity leads to increased confidence as an individual; being able to think logically helps towards being a responsible citizen; and being able to understand, use and communicate mathematical ideas will assist in becoming an effective contributor.

Entry Requirements

An A or B at National 5 is required for entry to Higher Mathematics.

Course Outline

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

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

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

Assessment

The basis for grading is solely based on performance in the external exam.

The final SQA external exam consists of two papers.

Paper 1 – Non-calculator – (70 marks)

Paper 2 – Calculator (80 marks)

A prelim, which is of the same form as the SQA external exam, takes place under exam conditions.

Regular feedback will be given on class work and homework tasks. Pupils will also participate in peer marking, collaborative learning and active maths to enhance their learning within the subject.

Progression Pathways

On successful completion of the Higher Mathematics course, and obtaining an A or B in the final exam, the learner may progress onto Advanced Higher Mathematics. On successful completion of the Higher Mathematics course, and obtaining a C or less in the final exam, the learner should not progress onto Advanced Higher and may wish to upgrade their Higher Qualification. They may also wish to opt out of Mathematics in S5/6 or exit to further or higher education.
Maths Higher continued

Resources

Pupils will be provided with a jotter, Heinemann Higher textbook and other appropriate resources for their level. These can be found via our Maths Department Website page. A graphics calculator will be issued to pupils, to be returned upon completion of course, if they wish to use this. It is essential that either a graphics calculator or scientific calculator is brought with them to class. Scientific calculators are available to purchase in department if required. Use of a mobile phone for the calculator function is not acceptable for Maths classes.

Hints for Success:

- Commit to achieving your agreed target.
- Ensure all homework is complete and ask for help when needed.
- Attend lunchtime and after school Supported Study sessions regularly to ensure increased success.
- Regular revision of course notes and exam style questions must be undertaken.
- Use SQA website for past papers to ensure exam standard questions are being practised regularly.
- Use the Maths Department website for course materials/outline and support materials for all year groups and all levels. You will find suitable materials under National 6 to support and extend your child.
MEDIA: NATIONAL 5

Contact Teacher – Ms Ness

This course explores the industry of media which includes communication channels through which news, entertainment and promotional messages are disseminated. Media also includes advertising, newspapers, magazines, TV, radio, billboards, and internet.

Overview.

The Course enables learners to analyse and create media content. Learners think critically about the media and its role in everyday life and develop an appreciation of media content in a cultural context and in the context of the media industry.

The Course provides learners with the opportunity to develop knowledge of media contexts, roles and the key aspects of media literacy: categories, language, representation, narrative, audience and institution.

Learners encounter a wide range of different types of texts in different media.

In this Course and its component Units, there will be an emphasis on skills development and the application of those skills. This Course offers learners opportunities to develop and extend a wide range of skills, including communication, independent learning, critical literacy, personal, interpersonal and team working, and creative thinking. In particular, this Course aims to enable learners to develop:

- ♦ the ability to analyse and create media content, as appropriate to purpose, audience and context
- ♦ knowledge and understanding of the key aspects of media literacy
- ♦ knowledge and understanding of the role of media within society
- ♦ the ability to plan and research when creating media content, as appropriate to purpose, audience and context
- ♦ the ability to evaluate the learners’ practice

Assessment

• Examination: question paper 60 marks

The purpose of the question paper is to assess the candidate’s ability to apply knowledge and understanding by analysing media content. The question paper gives candidates an opportunity to demonstrate the following skills, knowledge and understanding:

- analysis of media content in context
- analysis of the role of media within society
- applying knowledge and understanding of the key aspects of media literacy to the analysis of a print text

The question paper has 60 marks (50% of the total mark).

• Assignment 60 marks

In the assignment, candidates plan and develop media content in response to a negotiated brief. The assignment gives candidates an opportunity to demonstrate the following skills, knowledge and understanding of production techniques:

- consideration of possibilities and problem-solving in planning and production processes
- application of knowledge and understanding of the relevant key aspects of media literacy
- evaluation of the strengths and/or weaknesses of the finished content

The assignment has two sections and 60 marks (50% of the total mark).
Media National 5 continued

Marks are awarded for the candidate’s ability to:

- research and generate ideas appropriate to a brief
- develop and justify media content choices
- create media content
- evaluate the strengths and/or weaknesses of the finished content.

The National 5 Media Studies Course is at SCQF level 5.

Progression

On successful completion of this course students may choose to progress in any of the following ways:

- Higher Media
- Further Media study, employment or training.
MODERN LANGUAGES - YOUR GATEWAY TO THE WORLD: FRENCH / GERMAN NATIONAL 4

The aim of the course is to encourage communicative competence in French in relation to developing personal relationships, leisure and the world of work. Communicating effectively and confidently on holiday or in the work-place – in the areas of business, tourism and hospitality – is best achieved by learning about and engaging with not only the language, but also its customs and culture.

Development of Core Skills: for learning, life and work

Learners will develop broad, generic skills through this course. The skills that learners will be expected to improve on and develop are based on SQA's Skills Framework: Skills for Learning, Skills for Life and Skills for Work and drawn from the main skills areas listed below.

- Employability, enterprise and citizenship
- Citizenship
- Thinking skills
- Applying

There are two units to be completed for the course:

- Understanding Language
- Using Language

In continuing their learning of French, pupils will develop the skills of Listening and Talking and Reading and Writing which will allow them to:

- understand written and spoken French within a range of familiar contexts within the broad themes of Society, Enterprise, Culture and Employability.
- apply and adapt familiar language in written and spoken French to make themselves readily understood.
- carry out an assignment, demonstrating their ability to investigate a chosen topic, making use of resources in French, and to present their findings in French by means of a written and oral presentation.

Assessment:

- This course will be formally assessed by teaching staff using resources provided by SQA in the skills of Listening and Talking, Reading and Writing.
- There is no externally assessed assessment of this course, and therefore no exams as part of the SQA diet.
- Regular formative assessment will continue to be based on work in class – often informally as part of paired work or group activities, or a piece of homework, and may include self, peer and group assessments.
- Listening and Talking may be assessed in the format of paired role plays, transactional tasks and group discussion. In addition, Talking will be assessed by individual presentations of a chosen topic.
- Reading and Listening can be assessed by pupils’ responses to written and spoken texts in French – including personal responses to a text read for enjoyment, or a film.
- Writing will be assessed regularly, with pupils preparing a selection of pieces, which might include basic discursive essays, reports and reviews, or informative texts such as posters, brochures, e-mails or contributions for a web-page.

Entry requirements:

- Pupils who are secure within Level 3 or developing at Level 4 by the end of S3 would be advised to continue to National 4.
- Pupils who are secure within level 4 – especially in the skills of Talking and Writing in French – should be able to progress to National 5.

Progression Pathway:

- Pupils who attain National 4 (internally assessed) in S4 should be able to advance to National 5.
Modern Languages N4 Continued

Resources:

- Pupils are provided with core vocabulary and notes in the form of online materials on the school's website / shared area, linked to a range of topics.
- Audio files to assist with the learning of vocabulary are also available.
- Links to useful web-sites and “apps” for mobile phones to help practise and revise language are up-dated regularly.
- Traditional dictionaries and grammar reference books are supplemented by on-line versions.

Hints for success:

- Regular learning, revising and applying of key points of vocabulary and grammar is essential to making progress in any language. Little, but often, rather than big chunks all at once.
- Individual preferences / styles of learning should be explored, using MP3 downloads and apps or recording preparation for speaking on mobile phones.
- Regular completion of homework of all kinds – and especially in preparing for speaking and writing tasks.
MODERN LANGUAGES - YOUR GATEWAY TO THE WORLD: FRENCH/GERMAN NATIONAL 5

Contact Teacher: Ms C Ross

Course information:
The aim of the course is to encourage communicative competence in French/German in relation to developing personal relationships, leisure and the world of work. Communicating effectively and confidently on holiday or in the work-place – in the areas of business, tourism and hospitality – is best achieved by learning about and engaging with not only the language, but also its customs and culture.

Development of Core Skills: for learning, life and work

Learners will develop broad, generic skills through this course. The skills that learners will be expected to improve on and develop are based on SQA's Skills Framework: Skills for Learning, Skills for Life and Skills for Work and drawn from the main skills areas listed below.

- Employability, enterprise and citizenship
- Citizenship
- Thinking skills
- Applying

Core Skill: Communication

Communication skills underpin almost all personal, social, learning, and working activity. They are essential in clarifying your thoughts, in interacting and conversing effectively with others, and in conveying information, feelings, and opinions.

In continuing their learning of French/German, pupils will develop the skills of Listening and Talking and Reading and Writing which will allow them to:

- understand written and spoken French/German within a range of familiar contexts within the broad themes of Society, Enterprise, Culture and Employability.
- apply and adapt familiar language in written and spoken French/German to make themselves readily understood
- demonstrate flexible use of written and spoken language.

Assessment:

- This course will be formally assessed by means of external examinations set by SQA in the skills of Listening and Talking, Reading and Writing.
- Listening will be assessed in the form of two audio items – one monologue, one dialogue – with comprehension questions in English.
- Reading will be assessed by pupils' responses to written texts in French/German to demonstrate understanding.
- Talking will be assessed by individual presentations of a chosen topic, followed by discussion of another topic. This component is marked internally, and audio recordings will be made and retained for sending to SQA, if requested for verification. This element will be completed by the end of March.

Core Skills component:

Oral Communication means being able to take part in discussions and make presentations, interacting with your audience as appropriate conveying basic information and opinions through short, informal communications on familiar topics.

Writing will be formally assessed by two pieces of writing in French/German: as part of the external exam in Paper 1 (Reading / Writing), in which candidates will write a letter in French/German applying for a job, and by a second piece of writing, the Assignment, which will be prepared and completed in school under controlled conditions, with the final draft being sent to SQA for external marking. The Assignment will be completed for submission to SQA before the end of March.

Core Skills Component:

Written Communication is the ability to write and respond to writing (reading). Attainment levels range from:

- dealing with brief communications expressing a few basic ideas or pieces of information about familiar topics
NB: If pupils are presented for Units only, rather than the course exam, the following units must be completed. These are assessed in school and will be retained for sending to SQA for verification on request.

- Understanding Language (Reading and Listening)
- Using Language (Talking and Writing)

Entry requirements:
- Pupils who are secure within Level 3 or developing at Level 4 by the end of S3 would be advised to continue to National 4
- Pupils who are secure within level 4 – especially in the skills of Talking and Writing in French – should be able to progress to National 5.

Progression Pathway:
- Pupils who attain National 4 (internally assessed) in S4 should be able to advance to National 5.
- Pupils gaining a National 5 award (external assessment) would be likely to proceed to Higher.

Resources:
- Pupils are provided with core vocabulary, notes and additional supporting materials on the school’s network or web-page.
- Audio files to assist with the learning of vocabulary are also available.
- Links to useful web-sites and “apps” for mobile phones to help practise and revise language are up-dated regularly.
- Traditional dictionaries and grammar reference books are supplemented by on-line versions.
- Direct access via Internet to a range of web-sites allows up-to-date topics to be studied for personal interest and enjoyment. (eg Current stories in the news / the latest films)

Hints for success:
- Regular learning of key points of vocabulary and grammar is essential to making progress in any language: little, but often, rather than in big chunks. Do this in your own way to include individual preferences / styles of learning, using MP3 downloads and apps or recording preparation for speaking on mobile phones.
- Change your phone settings to French/German to learn the ever-changing language of modern technology!
- Regular completion of homework of all kinds – and especially in preparing for speaking and writing tasks – will help in practising, adapting and applying language.
MODERN LANGUAGES -
YOUR GATEWAY TO
THE WORLD:
FRENCH/GERMAN
HIGHER

Contact Teacher: Ms C Ross

Course information:
The aim of the course is to build on communicative competence developed in the N5 Course in French/German in relation to personal relationships, leisure and the world of work. The contexts remain the same as for N5, though are extended and developed to include greater emphasis on discursive and more complex language.

In continuing their learning of French/German, pupils will develop the skills of **Listening and Talking** and **Reading and Writing** which will allow them to:

- **understand** written and spoken French/German within a range of familiar contexts within the broad themes of **Society, Enterprise, Culture** and **Employability**.

- **apply and adapt** familiar language in written and spoken French/German to make themselves readily understood

- **demonstrate** flexible use of written language by means of an externally assessed paper

Assessment:

- This course will be formally assessed by means of external examinations set by SQA in the skills of **Listening Reading and Writing**.

- One piece of Writing (the Assignment) will be completed in school under controlled conditions and submitted to SQA for external marking.

- In addition, Talking will be assessed by a discussion about two contexts, which candidates choose for themselves. As at N5, final assessment will be carried out in school, recorded and retained for possible verification by SQA.

Progression Pathway:

- Pupils gaining a Higher award (external assessment), preferably with A or B grades, would be likely to proceed to Advanced Higher.

Resources:

- Pupils are provided with core vocabulary and notes in the form of extracts from booklets linked to a range of topics. Most of these materials are now available on the school's website, along with additional supporting materials. Audio files to assist with the learning of vocabulary are also available.

- Links to useful web-sites and “apps” for mobile phones to help practise and revise language are up-dated regularly.

- Traditional dictionaries and grammar reference books are supplemented by on-line versions.

- Direct access via Internet to a range of web-sites allows up-to-date topics to be studied for personal interest and enjoyment. (eg Current stories in the news / the latest films)

Units only (no external course exam)

Regular formative assessment will be based on work in class, with one Assessment to pass in each of the four key skills. There are two units to be completed for the course:

- Understanding Language (Reading / Listening)

- Using Language (Talking / Writing)

Core Skills: Communication

Communication skills underpin almost all personal, social, learning, and working activity. They are essential in clarifying your thoughts, in interacting and conversing effectively with others, and in conveying information, feelings, and opinions.
In continuing their learning of French/German, pupils will develop the skills of Listening and Talking and Reading and Writing which will allow them to:

- understand written and spoken French/German within a range of familiar contexts within the broad themes of Society, Enterprise, Culture and Employability.
- apply and adapt familiar language in written and spoken French/German to make themselves readily understood
- demonstrate flexible use of written and spoken language.

**Core Skills component: Oral Communication**

Oral Communication means being able to take part in discussions and make presentations, interacting with your audience as appropriate

- conveying information and opinions through communications on familiar topics.

**Core Skills Component: Written Communication**

Written Communication is the ability to write and respond to writing (reading). Attainment levels range from:

- dealing with communications expressing ideas or pieces of information about familiar topics

**Hints for success:**

- Regular learning of key points of vocabulary and grammar is essential to making progress in any language: little, but often, rather than in big chunks. Do this in your own way to include individual preferences / styles of learning, using MP3 downloads and apps or recording preparation for speaking on mobile phones.
- Change your phone settings to French/German to learn the ever-changing language of modern technology!
- Regular completion of homework of all kinds – and especially in preparing for speaking and writing tasks – will help in practising, adapting and applying language.
MODERN STUDIES – HIGHER S6 PUPILS ONLY

Contact Teacher: Mr G Morrison/Miss H Gibney

Course Outline:

- Democracy in Scotland and the UK
- Crime and the Law
- International Issue – Terrorism and Global Security

Modern Studies is a subject which deals with modern world and the complex nature of human interactions. It is the study of power and where it is concentrated, of inequality and how it manifests itself, of the challenges facing society in the coming years and how to overcome these.

In this course pupils will look carefully at the Scottish and British political system and how it works. This includes the study of the constitutional debate within the UK, electoral systems, voting behaviour, the role of the executive, parliament and representatives as well as the role of pressure groups within the UK.

Pupils will then look at the social inequalities that exist in the UK, considering carefully the causes of inequality and the variables which affect it. They will also consider how the UK and Scottish governments have sought to reduce inequality through various pieces of legislation.

Pupils will then consider the issue of ‘Crime and The Law’, with a focus on recent initiatives within Scotland.

These topics will equip pupils with a strong understanding of the modern world and a sense of their place in it. It will also give them the skills necessary should they wish to move into further or higher education.

Entry Requirements
Higher History or Higher Geography.

Assignment:
Pupils at Higher will research an issue and produce a report where pupils have to make a recommendation based on quality of evidence. This will be external assessed. This will account for 27% of the course mark.

External exam: Pupils at Higher will sit an external exam. All three topics will be assessed here. This paper will account for 2/3 of the final mark. The course will be graded A-D.

Progression Pathways
Many courses within the Humanities/Social Subjects bracket in Further/Higher Education institutions.

Resources
Textbooks, department resources, class notes, DVD resources.

Hints for success
Regular revision programme, taking an active interest in subject, taking advantage of independent learning and active participation in class work. Making use of supported study sessions.
MUSIC NATIONAL 5

Contact Teacher: Mrs Keay, Ms Clarke or Mrs Shaw

Course Information:
This course is suitable for learners with a keen interest in all aspects of music. It provides opportunities for learners to perform a variety of challenging music in solo and/or group settings using their voice or their selected instrument(s). Through music, learners will extend their ability to express themselves and develop their personal creatively and self confidence when performing and creating music. Learners will also develop a breadth of knowledge and an understanding of music concepts and musical literacy as they perform, create, and listen to music.

The course has three Mandatory Units:
Performing Skills (performing on two instruments, or one instrument plus voice),
Composing Skills (creating your own original music in various different styles),
Understanding Music (demonstrating a depth of knowledge and understanding of music, concepts and literacy).

Assessment:
Ongoing formative assessment is central to this course; teachers and tutors aim to give pupils regular and detailed feedback, and opportunities to enhance their knowledge and skills.

Formal External Assessment:
To gain the award of the course, pupils must pass all of the units as well as the course assessment. Course assessment will provide the basis for grading attainment in the course award:

Component 1 - Performance (60 marks) 50%
- 8 minute recital on two instruments (or voice, plus one instrument).

Component 2 - Listening assessment (40 marks) 35%.

Component 3 – Composition (30marks) 15%.

Progression Pathways:
- Higher music
- Further study, employment or training

Resources:
- A full set of course notes
- Relevant and challenging musical repertoire
- Resources available from RM Portico – Shared area
- National Qualifications website
- Useful websites:
  www.ateae.co.uk
  www.soundjunction.org

Hints for Success:
- Study concepts regularly at home
- Practise regularly (music rooms are always available at lunchtime and interval)
- Become involved in extra curricular activities within the school
- Always complete homework
- Commit to a high standard of work and sustained effort
MUSIC - HIGHER

Contact Teacher – Mrs Keay, Ms Clarke or Mrs Shaw

Higher Music provides opportunities for learners to perform a variety of challenging music in solo and/or group settings, using their voice or their selected instrument(s). Through music, learners will extend their ability to express themselves and develop their personal creativity and self-confidence when performing and creating music. In the Course, learners will develop detailed knowledge and understanding of music concepts and musical literacy. They will recognise and distinguish between a wide range of music signs, symbols and music concepts as they perform, create and listen to music.

Performing and creating music allows learners to express themselves musically and to critically reflect on and make improvements to their learning. This encourages learners to think imaginatively and to express themselves when developing their own creative ideas and music, applying their understanding of music concepts to their own creative practice. Understanding music through listening enables learners to develop detailed knowledge and understanding of music, bringing depth and breadth to their learning and raising their social and cultural awareness of the influences on musicians and composers.

Entry Requirements:
National 5 Music A - C

Course Outline:
- Unit 1: Performing Skills
- Unit 2: Composing Skills
- Unit 3: Understanding Music

Assessment:
- Performing: Internal assessment will place throughout the course. External assessment takes the form of a recital to a visiting examiner February - March
- Composing: A composition with a score or performance plan. Here, pupils will be required to demonstrate an understanding of the creative process. This is an externally assessed assignment worth 15%.
- Listening: Internal assessments take place throughout the course. External assessment comprises an exam which lasts 1 hour (approx.) and tests knowledge and understanding of musical concepts and musical literacy.

Progression Pathway:
Advanced Higher Music.

Resources:
A full set of course notes will be issued to each student.

Revision websites:
NQ website
www.soundjunction.org and www.ataea.co.uk
resources available on RM portico

A set of revision notes will be issued to each student.

Hints for success:
- Study concepts regularly at home.
- To practise regularly at home and in school (Music department is open every lunch-time for extra practice time).
- Become involved in music-related extra-curricular activities within the school.
- Always complete homework.
- Commitment to a high standard of work.
- Commitment to achieving your agreed target.
PHOTOGRAPHY
NATIONAL PROGRESSION AWARD 4 AND 5

Contact Teacher: Miss E Wilson/Mrs L Leiper

Aims
The NPA 4/5 Photography course uses explanation, demonstration and practical exercises to build a foundational knowledge of photography. Learners will explore their creative ideas through a series of projects which aims to build confidence in handling the camera.

NPA Photography 4/5 focuses on a different skill set from Art & Design therefore pupils should not see this as a substitute for choosing Art & Design, pupils should also note they can choose BOTH Art & Design and Photography as long as they are in different columns, these subjects will complement each other. Pupils do not need to own a digital camera to access the course however they can use their own (in discussion with class teacher).

NPA Photography students will follow a focussed course which is divided into four units:

- Understanding Photography
- Photographing People
- Photographing Places
- Working with Photographs.

The NPA’s at level 4 and 5 will promote learner confidence in photography skills for everyday use. Each Unit is individually assessed, and learners will be expected to use functions of the camera to capture good images and to work with their peers to critique their work. Great emphasis will be placed on enhancing images to present and exhibit work.

The aims of the Courses are to enable learners to develop skills in the following areas:

- Camera operations, Camera care, Camera handling
- Simple concepts — lighting, composition and framing
- Reviewing the work of prominent photographers
- Capturing good images

- Making simple adjustments and enhancements to images
- Editing and presentation
- Storing photographs
- Outputs: print online, mobile applications
- Folio work
- Exhibition work

Assessment:
These courses will be assessed through a portfolio and series of mandatory units.

- Coursework will be assessed at the end of each unit.
- Regular feedback is given on class work and homework tasks.
- NPA 4 & 5: All units are internally assessed against SQA requirements.
- They can be assessed on a Unit-by-Unit basis or by combined assessment. They will be assessed on a pass/fail basis within centres.

Progression from this Course (National Progression Award 4)
This Course or its components may provide progression to:

- National Progression Award Photography Level 5 or relevant component units
- Further study, employment or training.

Progression from this Course (National Progression Award 5)
This Course or its components may provide progression to

- Other SQA qualifications in the expressive arts
- Higher Photography and relevant component units should this be offered in S5/6
- For some learners it may also include progression into employment and/or training.
Photography National Progression Award continued

Resources:

- Technical Photography notes and visual resources issued to each student
- Video and reference book collection available to each student
- Access to digital camera and computers and software
- Key dates summary sheet.

Hints for success:

- Meet deadlines
- Regular completion of photoshoots/homework
- Commitment to reaching your agreed target
- Regular revision of critical notes
PHYSICAL EDUCATION
NATIONAL 4

Contact Teacher: Mr C Robertson

Course Information:
The National 4 course in Physical Education offers students the opportunity to extend their knowledge and practical performance in a range of activities. This work will be undertaken in both practical and classroom lessons allowing the students a deeper understanding of their own performance and how this could be improved.

Students need to be aware that there is a much heavier workload than in either core PE or the S3 elective and that at least 25% of the course will be classroom based.

Assessment:
- Practical Performance units in: Hockey, Badminton, Rugby, Handball, Table Tennis, Volleyball and Basketball. Candidates must pass in at least 2 activities.
- Factors Impacting on Performance log-book
- A “One Off” performance in an activity of the student’s choice.

Progression Pathways:
- Progression to National Level 5

Resources:
- Course Booklet
- Exemplar Programmes of Work
- Google Classroom

Hints for Success:
Students are encouraged to take up the opportunities within and out with the School to develop their performance in each of the activities in the course.

Make full use of the resources in the School and public libraries and the internet to support your learning.

Development of skills for learning, skills for life and skills for work:
- 1 Literacy
- 1.3 Listening and talking
- 3 Health and wellbeing
- 3.2 Emotional wellbeing
- 3.3 Physical wellbeing
- 4 Employability, enterprise and citizenship
- 4.3 Working with others
- 5 Thinking skills
- 5.3 Applying

Skills, knowledge and understanding:
- demonstrating movement and performance skills safely in straightforward performance contexts
- demonstrating knowledge of factors that impact on performance
- developing knowledge of approaches to enhance personal performance
- monitoring, recording and reflecting on performance development
- decision-making and problem-solving in straightforward performance contexts
- organisational skills in preparing for, and during, physical activities
PHYSICAL EDUCATION
NATIONAL 5

Contact Teacher – Mr C Robertson

Course Information
The National 5 course in Physical Education offers students the opportunity to extend their knowledge and performance in a range of activities. The course work will be undertaken in both classroom and practical lessons allowing students to gain a deeper understanding of their own performance and how they can develop this further.

Students should be aware that there is a much greater workload than in either core PE or the N4 course and that performance rather than play is at the heart of the content.

Entry Requirements:
- An interest in improving your performance in a range of activities.
- Participation in competitive sport either in or out of School would be highly recommended.

Assessment
Two Performance assessment tasks in an activity of the student’s choice. Each is worth up to 25% of the final award.

A Portfolio of evidence demonstrating an understanding of: factors that impact on performance; planning, developing and implementing approaches to enhance personal performance and monitoring, recording and evaluating performance development. The portfolio is worth 50% of the overall grade and is marked out of 60.

Skills for Learning, Life and work

Literacy:
1.3 Listening and talking
Health and wellbeing:
3.2 Emotional wellbeing
3.3 Physical wellbeing
Employability, enterprise and citizenship
4.3 Working with others
Thinking skills:
5.3 Applying

5.4 Analysing and Evaluating

Skills, knowledge and understanding for the course:
- demonstrating a comprehensive range of movement and performance skills safely
- understanding factors that impact on performance
- planning, developing and implementing approaches to enhance personal performance
- monitoring, recording and evaluating performance development
- decision-making and problem-solving

Progression Pathways
Higher Physical Education with an A/B pass
Sports Leadership Course

Resources
Access to the Schools’ Fitness Suite
Access to Club Sport both in and out of School
Four Factors Table Notes
Google Classroom
Library
Leckie & Leckie Textbook

Hints for Success
- Students are encouraged to take up every opportunity to develop their performance in a range of activities.
- Full participation in all lessons is vital for success in this course.
PHYSICAL EDUCATION - HIGHER

Contact Teacher – Mr C Robertson or Mrs V Epton

The Higher Physical Education course provides the opportunity not only to gain additional valuable certification but also to advance practical skills and the theories underpinning these in a range of activities. Students must be aware that there is a much heavier workload than was experienced at National 5.

Course Outline:
The course centres on performance and is aimed not only at providing the opportunity for students to improve their own practical ability in a range of activities but also through these to understand how the following factors impact on performance:

- Mental
- Emotional
- Social
- Physical

Practical work, classroom sessions and independent work are all essential elements of the course

Entry Requirements:
National 5 PE – A/B
National 5 English – A/B
High level of practical ability
Regular participation in a competitive sport

Assessment:
Two Performance assessment tasks in an activity of the student’s choice. Each is worth up to 25% of the final award.

External Exam – 2hr 30mins (50% of overall grade)

Skills for Learning, Life and work

Literate:
1.3 Listening and talking
Health and well-being:
3.2 Emotional wellbeing
3.3 Physical wellbeing

Employability, enterprise and citizenship

Skills, knowledge and understanding

- demonstrating a comprehensive range of movement and performance skills safely
- understanding factors that impact on performance
- planning, developing and implementing approaches to enhance personal performance
- monitoring, recording and evaluating performance development
- decision-making and problem-solving

Progression Pathway:
A pass at Higher can contribute to entry qualifications to Higher/Further Education and Employment. This is especially so in Sporting vocations.

Advanced Higher PE – by invitation.

Resources:
- Course notes
- Observation schedules and Video Analysis when collecting information about performance
- A variety of online resources
- Past Paper practice
- SQA PE Four Factors Table
- Google Classroom

Hints for Success:

- Activity specific Steps to Success books
  - Available form School library
- Leckie and Leckie Course Notes - CfE Higher Physical Education Course Notes
- Leckie and Leckie - CfE Higher Physical Education Success Guide
- Pupils are also encouraged to take advantage of the Extra-Curricular activities offered within the school.
- Access to the Fitness Suite
PHYSICS: NATIONAL 4

Contact teacher – Mr Colquhoun or Mr Hamilton

Why study Physics?
This course is designed to increase your knowledge and understanding of the concepts of Physics and its many applications in modern society. It provides the opportunity to develop skills necessary to find solutions to scientific problems, such as experimenting, investigating and analysing, and gives a deeper insight into the structure of the subject. The course makes a valuable contribution to your general education and provides a sound basis for further study at N5 level.

The skills you learn on this course are valuable for careers in engineering, the armed forces, medicine, energy, space & cosmology, material development, telecommunications, the environment and sustainability.

What will I study?
From the sources of the energy we use, to the exploration of space, Physics covers a range of applications that affect our lives. Studying Physics allows you to gain an insight into the underlying nature of our world and its place in the universe. It will help you to develop your logical and critical thinking, solve problems and make decisions.

The course has three compulsory units:

Electricity and Energy
In this unit you will study:
- Generation and distribution of electricity
- Electrical power and electromagnetism
- Practical electrical and electronic circuits
- Gas laws and the kinetic model

Waves and Radiation
In this unit you will study:
- Wave characteristics
- Sound waves and applications
- The electromagnetic spectrum
- Nuclear radiation
- Application and uses of nuclear power
- Dynamics and Space
In this unit you will study:
- Speed and acceleration
- Relationships between forces, motion and energy
- Satellites
- Cosmology

How will I be assessed?
Course Assessment
Units will be assessed internally by your teacher or lecturer as ‘pass’ or ‘fail’. Your work will be assessed on an ongoing basis throughout the course.

Items of work might include:
- practical work - such as practical experiments
- written work - research assignments and reports
- projects
- question papers/tests.

There is no final exam at the end of the National 4 course. Instead of a final exam, you are required to pass four assessment tasks.

- Preparation of a scientific report on a physics experiment or practical investigation
- A short scientific report based on research of a physics topic
- A set of questions covering each unit
- An Added Value Unit (AVU)

For the AVU component, you will be asked to choose a topical issue in physics to investigate and produce a summary of your research and development ideas. The AVU component will be set and internally marked by Physics teachers within the school.

The Course assessment is graded pass/fail.
PHYSICS NATIONAL 5

Contact teacher Mr Colquhoun or Mr Hamilton

Why study Physics?

This course is designed to increase your knowledge and understanding of the concepts of Physics and its many applications in modern society. It provides the opportunity to develop skills necessary to find solutions to scientific problems, such as experimenting, investigating and analysing, and gives a deeper insight into the structure of the subject. The course makes a valuable contribution to your general education and provides a sound basis for further study.

The skills you learn on this course are valuable for careers in engineering, the armed forces, medicine, energy, space & cosmology, material development, telecommunications, the environment and sustainability.

What will I study?

From the sources of the energy we use, to the exploration of space, Physics covers a range of applications that affect our lives. Studying Physics allows you to gain an insight into the underlying nature of our world and its place in the universe. It will help you to develop your logical and critical thinking, solve problems and make decisions.

The course has three compulsory units:

Electricity and Energy (6 SCQF credit points)

In this unit you will:
- deepen your understanding of the applications of electricity and energy, and the implications of this for society and the environment
- learn about the key areas of energy transfer, heat and the gas laws.

Waves and Radiation (6 SCQF credit points)

In this unit you will:
- increase your knowledge of the applications of waves and radiation and the implications of this for society and the environment
- investigate the key areas of waves and nuclear radiation.

Dynamics and Space (6 SCQF credit points)

In this unit you will:
- learn more about the applications of dynamics and space and the implications of this for society and the environment
- investigate the key areas of kinematics, forces and space.

How will I be assessed?

Course Assessment

Units will be assessed internally by your teacher or lecturer as 'pass' or 'fail'. Your work will be assessed on an ongoing basis throughout the course.

Items of work might include:
- practical work - such as practical experiments
- written work - research assignments and reports
- projects
- question papers/tests.

Units do not contribute to your overall grade but to achieve the course qualification, you must pass all units plus a course assessment.

The course assessment for this course consists of two components:
- question paper - 135 marks (scaled to 100)
- assignment - 20 marks (scaled to 25).

The assignment is based on a practical experiment/activity. This is researched and carried out under the guidance of the teacher and then written up in line with SQA guidance and procedures. Both the question paper and the assignment are marked externally.

It is no longer required for the learner to pass all internal unit assessments in order to obtain a final course award however, teachers will continue to provide regular and suitable unit assessment in order to assess progress and to offer each learner the best chance of achieving their potential.

The Course assessment is graded A–D.

Where can I find out more?
https://www.sqa.org.uk/sqa/45731.html
PHYSICS – HIGHER

Contact teacher – Mr Colquhoun, Mr Hamilton

Why study Physics?

This course is designed to increase your knowledge and understanding of the concepts of Physics and its many applications in modern society. It provides the opportunity to develop skills necessary to find solutions to scientific problems, such as experimenting, investigating and analysing, and gives a deeper insight into the structure of the subject. The course makes an excellent contribution to your general education and provides a valuable qualification for entry in to related further education courses.

The skills you learn on this course are valuable for careers in the armed forces, engineering, medicine, energy, material development, astronomy & space, telecommunication, the environment and sustainability.

Entry Requirements

Nat 5 Physics (A or B) and N5 Maths (A-C) are recommended. Exceptions can be made however please speak to Mr Colquhoun or Mr Hamilton.

What will I study?

From the sources of the energy we use, to the exploration of space, Physics covers a range of applications that affect our lives. Studying Physics allows you to gain an insight into the underlying nature of our world and its place in the universe. It will help you to develop your logical and critical thinking, solve problems and make decisions.

The course has three compulsory units:

Our Dynamic Universe

In this unit you will study:

- Equations of motion
- Forces, energy and power
- Collisions and explosions
- Gravitation
- Special Relativity
- The expanding universe
- Big bang theory

Particles and Waves

In this unit you will study:

- The standard model
- Forces on charged particles
- Nuclear Reactions
- Wave particle duality
- Interference and diffraction
- Refraction of light
- Spectra

Electricity

In this unit you will study:

- Electrons at work in circuits
- Resistance and capacitance
- Semiconductor theory
- Conduction bands
- Uses of semiconductor junctions

How will I be assessed?

- See next page
Physics Higher - continued

Course Assessment

Units will be assessed internally by your teacher or lecturer as 'pass' or 'fail'. Your work will be assessed on an ongoing basis throughout the course.

Items of work might include:
- practical work - such as practical experiments
- written work - research assignments and reports
- projects
- question papers/tests.

Units do not contribute to your overall grade but to achieve the course qualification, you must pass all units plus a course assessment.

The course assessment for this course consists of two components:
- question paper (100 marks)
- assignment (20 marks).

For the assignment component, you will study a topical issue in physics to investigate and produce a written summary of your research and experimental work. The assignment component will be set and externally marked by the Scottish Qualifications Authority (SQA).

It is no longer required for the learner to pass all internal unit assessments in order to obtain a final course award however, teachers will continue to provide regular and suitable unit assessment in order to assess progress and to offer each learner the best chance of achieving their potential.

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

The Course assessment is graded A–D.

Where can I find out more?

SQA Higher Physics page

https://www.sqa.org.uk/sqa/47916.html
POLITICS – HIGHER (S6 Only)

Contact Teacher – Mr Morrison

Purpose and aims of the Course

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

This Course contributes to learners’ understanding of society by helping them to develop an understanding of political theory, political systems in the UK, international contexts and the factors affecting the electoral performance of political parties. This sense of political understanding will, in turn, assist them in participating as effective contributors to society and responsible citizens within that society, as well as giving them more individual confidence in their learning and working lives.

By studying this Course, learners are enabled to develop the four capacities. Politics will develop successful learners by extending their horizons and knowledge of political life and challenging them to look at the world in new ways. Learners become confident by developing a critical awareness of the nature of politics and the relationship between political theories, systems and parties.

Entry Requirements

A Higher in English, Geography or History (preferably two of the three).

Course Outline:

• Unit 1: Political Theory
• Unit 2: Political Systems
• Unit 3: Political Parties and Elections

Assessment of Higher Politics

Exam:

The question paper will be marked out of 90.

Coursework Assignment:

The assignment will offer the students the opportunity to work on an issue which invites discussion and debate. This will be marked out of 30 marks.

Progression Pathway:

A range of courses relating to the Social Sciences or Law in further or Higher Education.

Resources:

• Course materials
• Various other texts, videos and internet resources
• Academic reading.

Hints for Success:

• Ensure class work and homework is up-to-date and detailed – especially after any missed lessons.
• Extensive reading
PRACTICAL METALWORKING NATIONAL 4/5

Contact Teacher: Mr Barrowman/Mr Telfer

Course Information
The National 5 Practical Metalworking Course enables learners to gain skills in metalworking techniques and in measuring and marking out metal sections and sheet materials. Learners develop safe working practices in workshop environments, practical creativity and problem-solving skills, and an understanding of sustainability issues in a practical metalworking context.

Course Content
The areas of study are:

Practical Metalworking: Bench Skills (National N4/N5)
Learners develop a range of metalworking hand tool skills including bench-fitting work, routine sheet-metal work, and measuring and marking out. Tasks will involve some complex features. Learners will be able to read and interpret drawings and diagrams depicting both familiar and unfamiliar metalworking tasks.

Practical Metalworking: Machine Processes (National N4/N5)
Learners build their measuring and marking out skills and to develop skills in using common metalwork machines, equipment and related processes. Tasks will involve some complex features. Learners will work with an appropriate range of metals in both familiar and unfamiliar contexts.

Practical Metalworking: Fabrication and Thermal Joining (National N4/N5)
Learners develop skills in fabrication, forming and joining of metalwork components with some complex features. Learners will develop skills in thermal joining techniques. They will also build skills in measuring and marking out.

In each of the areas above, learners will develop an appreciation of safe working practices in a workshop environment. They will also gain an understanding of sustainability issues in a practical metalworking context.

Value Added Unit – N4/N5

The Practical Metalworking Assignment adds value by adding challenge and application. Learners will draw on their range of skills and knowledge from the units in order to produce an effective overall response to the brief.

N4 Assessment
To complete the course at N4 the learners must:

Pass the three mandatory units:
N4 Bench Skills
N4 Machine Processes
N4 Fabrication and Thermal Joining

Also complete the value added unit.

Demonstrate a level of understanding of metalworking processes, tools and safe working practices. These will be tested at suitable intervals throughout the course.

N5 Assessment
The course assessment has two components:

1. Question paper – contributes 30% of final marks for the course.
2. Practical activity – complete a final project independently – contributes 70% of final marks for the course.

Progression Pathways
Practical metalworking provides a qualification and a range of skills that will be useful for college or university courses and employment in the following disciplines:

Mechanical engineering, electrical engineering, agricultural engineering, civil engineering, car and aeronautical engineering, manufacturing, architecture, product design.

Entry Qualifications
Candidates should be able to demonstrate an interest in working with metals and have previously shown a good level of skills when working on practical tasks.
PRACTICAL WOODWORKING NATIONAL 4/5

Contact Teacher: Mr Barrowman/Mr Telfer

Course Information

The Course is largely workshop-based, providing a broad introduction to practical woodworking.
The Course helps learners to develop safe working practices and to become proactive in matters of health and safety. It allows them to learn how to use a range of tools, equipment and materials safely and correctly.
The Course is of broad educational benefit. It allows learners to develop skills in reading drawings and diagrams, measuring and marking out, as well as cutting, shaping and finishing materials. It allows them to learn how to work effectively alongside others in a shared workshop environment. The skills that learners acquire by successfully completing this Course will be valuable for learning, for life and for the world of work.

Content

The areas of study are:

Practical Woodworking: Flat-frame Construction (National 4/5)
Learners develop skills in the use of woodworking tools and in making woodworking joints and assemblies commonly used in flat-frame joinery. Tasks will involve some complex features. Learners will also be able to read and use drawings and diagrams depicting both familiar and unfamiliar woodwork tasks.

Practical Woodworking: Carcase Construction (National 4/5)
Learners develop skills in making woodworking joints and assemblies commonly used in carcase construction. Tasks will involve some complex features and may include working with manufactured board or with frames and panels. The unit includes the use of working drawings or diagrams, including unfamiliar contexts that require some interpretation on the part of the learner.

Practical Woodworking: Machining and Finishing (National 4/5)
Learners develop skills in using common machine and power tools. It also helps learners develop skills in a variety of woodworking surface preparations and finishing techniques.
In each of the units above, learners will develop an appreciation of safe working practices in a workshop environment. They will also gain an understanding of sustainability issues and good practice in recycling in a practical woodworking context.

Value Added Unit
The Practical Woodworking Assignment adds value by adding challenge and application. Learners will draw on their range of skills and knowledge from the units in order to produce an effective overall response to the brief.

N4 Assessment
To complete the course the learners must:
Pass the three mandatory areas.
Also complete the value added unit.
Demonstrate a level of understanding of woodworking processes, tools and safe working practices. These will be tested at suitable intervals throughout the course.

N5 Assessment
The course assessment has two components:
1. Question paper out of 60 marks – contributes 30% of final marks for the course.
2. Practical activity out of 70 marks – complete a final project independently – contributes 54% of final marks for the course.

Progression Pathways

Practical woodworking provides a qualification and a range of skills that will be useful for college or university courses and employment in the following disciplines:
Carpentry, cabinet and furniture making, construction, interior design and landscape gardening.

Entry Qualifications

Candidates should be able to demonstrate an interest in working with wood and have previously shown a good level of skills when working on practical skills.
SPANISH – HIGHER (S6 ONLY)

This course is offered in S6 to allow pupils the opportunity of developing skills in another language and gaining an additional Higher qualification.

Entry requirements:

It is recommended that pupils opting for this “crash” Higher have experience of completing a course in another Modern Language to at least N5 level to be successful in gaining an award in Spanish at Higher level. The course requires a high level of commitment to acquiring the range of language necessary over a short time. In addition to time tabled teaching, the course will involve periods of private study. Content of the course and format of assessment as for Higher French and German.
SPORT - NATIONAL PROGRESSION AWARD – EXERCISE AND FITNESS LEADERSHIP

Contact Teacher – Mr C Robertson

This course will develop pupil’s awareness and understanding of their own personal health and fitness. We will cover a range of units some of which are at Higher level. These will include both practical performance and classroom sessions. It is an excellent grounding for those who wish to help with voluntary groups in the community and many students have gone on to follow HNC/HND sports courses before gaining employment in sports centres and hotel fitness suites.

Entry Requirements:

- An enthusiasm for sport.
- Good verbal communication skills.
- Willingness to work in the community.
- Must be willing to work beyond class time with groups/classes.

Core Skill Components:

None

Course Outline:

Exercise and Fitness: Circuits – You are required to plan and prepare an eight station circuit for a group, ensuring each exercise is adapted for the group.

Exercise and Fitness: Exercise to Music - You are required to plan and prepare a session for a 10-minute exercise to music warm up.

Exercise and Fitness: Free weight – You are required to Demonstrate free weight training exercises and evaluate personal performance.

Leading a part in the Community. Working with Active schools and local primaries, students will lead activity sessions and sporting events throughout the year.

Practical Performance Modules - Students will undertake at least two practical performance modules at level two covering practical skills, basic tactics, rules and officiating. Students who choose to undertake this course must be willing and able to take a full and active part in all elements of the course –

Assessment:

Most units are assessed internally and moderated by the SQA. Each consists of both practical and theoretical assessments.

Progression Pathway:

Progression to Higher or National 5 PE can contribute to entry qualifications to Higher/Further Education and employment in the leisure industry.

Resources:

- Course notes
- Active Schools Co-ordinator
- NGB Development Officers

Hints for Success:

- flexible and adaptive attitude to working with young people.
- preparation and revision of sessions taught.
- willingness to work in the community.
- Practical work centres on working with Primary School pupils and peers from the class. Each student will lead at least 3 practical sessions.
TRAVEL AND TOURISM, SKILLS FOR WORK - NATIONAL 4/5

Contact Teacher- Miss Gibney and Miss Webb

Purpose and aims of the Course

The National 5 Skills for Work: Travel and Tourism Course is an introductory qualification in travel and tourism. This Course will build on the initial skills required for the travel and tourism industry. The Course will enable learners to experience, develop and reflect on general and specific practical skills, knowledge and understanding, together with employability skills and attitudes needed to work in the travel and tourism industry and beyond.

Learners will develop:

- skills to become effective job-seekers and employees
- skills to deal effectively with all aspects of customer care and customer service
- in travel and tourism
- the product knowledge and skills to deal effectively with customer enquiries in relation to travel and tourism in Scotland, the rest of the United Kingdom and worldwide

The general aims of this Course are to:

- Provide learners with a broad introduction to the travel and tourism industry
- Allow learners to experience a range of work related activities in relation to Travel and Tourism industry
- Encourage learners to develop skills for learning and life as well as work
- Encourage learners to develop a range of transferable skills with a focus on employability
- Build learners’ confidence
- Encourage learners to take greater responsibility for their own learning and development
- Prepare learners for progression to further education, training or employment
- Prepare learners for work in the travel and tourism industry
- Develop customer care skills
- Understanding the importance of personal presentation
- Develop skills to become effective job-seekers and employees in the Travel and Tourism Industry
- Develop a positive and responsible attitude to work and an understanding of the workplace
- Develop communication skills
- Develop detailed product knowledge and skills to deal effectively with customer enquiries
- Develop skills in reviewing and evaluating and planning for the future
- Prepare candidates for further learning, study and training opportunities in the Travel and Tourism industry

NOTE: This course is internally assessed at National 4/5 level and there is NO ASSESSMENT at the end. This course is a portfolio based subject which covers tourism in Scotland, UK and Worldwide, Customer Services and Employability. It is extremely important that pupils meet and stick to all deadlines to ensure success and to achieve their National 4 or 5 qualification.
ADDITIONAL UNITS & QUALIFICATIONS

Pupils studying National 3/4/5 courses are timetabled for 5 periods per week. Pupils studying Higher courses are timetabled for 6 periods per week. We call the sixth period a 'plus one period'.

To give flexibility and allow pupils to sit a combination of National and Higher courses we also offer additional units and qualifications. These vary each year depending on staffing and are timetabled one period per week.

- Pupils sitting 1 Higher and 4 Nationals will be timetabled for 4 additional units/qualifications.
- Pupils sitting 2 Highers and 3 Nationals will be timetabled for 3 additional units/qualifications.
- Pupils sitting 3 Highers and 2 Nationals will be timetabled for 2 additional units/qualifications.
- Pupils sitting 4 Highers and 1 National will be timetabled for 1 additional unit/qualification.
- Pupils sitting 5 Highers will not be timetabled for any additional units/qualifications.

Some pupils will not be studying any subjects at Higher level. They will be timetabled for 6 Nationals. Examples of the additional units and qualifications on offer are listed on the following pages.

In addition to courses outlined on the following pages we also offer:

- Modern Languages for Life and Work - Spanish
- Scottish Studies
- Travel and Tourism
- Music Technology
- Music Performing
- Safe Road User Award
COMPUTING SCIENCE

Contact Teacher: Mrs F Thomson

The purpose of the Course is to develop learners' knowledge of the technological world and to develop their skills in developing computer-based solutions to problems. Computing science is vital to everyday life; it shapes the world in which we live and its future.

Computing professionals play key roles in meeting the needs of society today and for the future, in fields which include science, communications, entertainment, education, business and industry.

Building Digital Solutions

In this Unit, learners will become familiar with the features of development software to build digital solutions such as computer games, animation and other applications.

Information Solutions

In this Unit, learners will become familiar with a range of applications, such as databases and web page creation software, or a range of web-based tools, such as blogs, wikis and online documents, to create, share and locate information.

Assessment:

Coursework will be assessed at the end of each unit.

Regular feedback is given on class work, homework and general progress through regular discussions with teacher and review of Records of Progress.

Progression Pathways:

Pupils who are developing within level 3, at the end of S3 will progress to Access 3 in S4.

Pupils who are consolidating or secure at level 3, or developing within level 4 by the end of S3 will progress to National 4 in S4.

Pupils who are consolidating or secure at level 4 in S3 will progress to National 5 in S4.

Resources:

- Computing instruction booklets issued to each student for class work.
- Electronic record timeline.
- Member of Glow Group.
- School website.

Hints for Success:

Maintaining your electronic record of progress.

Completion of all work set in class.

Regular completion of homework.

Commitment to achieving your agreed target.

Regular revision of course notes at home.
EMPLOYABILITY, ICT AND ENTERPRISE

Contact Teacher:: Mrs F Thomson

Course Information:
This Unit helps to prepare young people to move into employment. Employers look at what qualities people have when deciding whether to offer jobs to them. If you can show employers what you have done and what you can do you will be in a better position to get a job.

The knowledge and skills involved in this Unit will make you more confident as you start thinking about the world of work, the skills you have at the moment and the extra skills that you might need.

In this Unit you will think about and discuss your previous and current experience. This will help you to identify the qualities which you have developed so far and will help you think about what you wish to do in the future. This will help you to prepare for the move into employment.

Students will also have the opportunity to develop their core ICT Skills. These are skills and abilities that everyone uses in their family and personal life, at work, in public, in the community, and in education and training.

The Core Skills are
- Communication
- Numeracy
- Information and Communication Technology
- Problem Solving
- Working with Others

They are important because they help you to be effective in almost everything you do. That’s also why employers value them. Improving your Core Skills helps you cope with today’s quickly changing world. It will make you more confident, help you to learn more easily, and improve your career prospects.

Entry Requirements
An interest in developing employability, ICT and entrepreneurial skills.

Assessment:

Assessment for the Unit
Gathering evidence: Learners should be able to meet the tasks of the Unit as they work through. Evidence can be presented in any form appropriate to the learner and the activity undertaken. Evidence may be paper based, recorded, oral or visual (e.g. photographs or video footage. Learners may be able to present evidence for all three tasks together in a folio of work.

Progression Pathways:
This Course or its components may provide progression to: Further study, employment or training.
NUMERACY – NATIONAL 5 UNIT

The general aim of this Unit is to develop learners’ numerical and information handling skills to solve real-life problems involving number, money, time and measurement. At this level, real-life problems will have some complex features and be set in contexts which are likely to be unfamiliar to the learner. As learners tackle real-life problems, they will decide what numeracy and information handling skills to use, and how to apply those skills to an appropriate level of accuracy. Learners will also interpret graphical data and use their knowledge and understanding of probability to identify solutions to solve real-life problems involving money, time and measurement. Learners will use their solutions to make and justify decisions.

Learners who complete this Unit will be able to:

1. Use numerical skills to solve real-life problems involving money/time/measurement

2. Interpret graphical data and situations involving probability to solve real-life problems involving money, time and measurement

In addition, learners will have the opportunity to develop generic and transferable skills for learning, skills for life and skills for work. These include numeracy and thinking skills.

This would be available to pupils who are no longer taking Maths after gaining National 4 or are starting Maths at National 5 level.
REHIS – FOOD HYGIENE CERTIFICATE

The elementary Food Hygiene Certificate of the Royal Environmental Health Institute of Scotland (REHIS) is a level 2 qualification in food hygiene which is nationally recognised in all sectors of the food industry.

The course has been designed to provide practical information and advice which will help employers and employees ensure that food handling activities are carried out safely. A certificate is awarded to participants who have successfully completed the Elementary Food Hygiene Course and subsequent assessment.

PERSONAL ACHIEVEMENT – ENTERPRISE

Pupils will work through one or more enterprise projects. They will take leading roles in all organisation from initial ideas, to marketing, production, sales and book keeping.

Or

PERSONAL ACHIEVEMENT – COMMUNITY PROJECT

Pupils will work through a Community Art Project. They will take leading roles in all organisation and implementation from initial concepts to creation and display.
FOUNDATION APPRENTICESHIP COURSES

Contact Teacher, Mrs MacKintosh, Mr Pratt, Mrs Richardson

You can take foundation apprenticeships alongside Highers and National 5s, usually starting in 5th year at school (S5).

A Foundation Apprenticeship will take an S5 pupil two years to complete, and is the same level of learning as a Higher (SCQF level 6). As pupils are working towards their qualification they will spend time out of school at college and with a local employer. This will involve spending 2 half days at college.

There are also options available for S6 pupils which can be completed in one year. If completing in one year it will involve 2 full days at college.

Foundation apprenticeships are available in the following subject areas:

- business skills
- civil engineering
- creative and digital media
- engineering
- financial services
- food and drink technologies
- hardware and system support
- mechanical engineering
- scientific technologies
- social services – children and young people
- social services and healthcare
- software development

Please speak to your pupil support teacher if you are interested in finding out more.
COURSES FOR SIXTH YEAR ONLY

If you decide to return for a sixth year you have, in addition to selecting courses detailed in the previous section of the handbook, the opportunity of doing:

Volunteering Awards
These encourage the development of the 'soft skills' which are very much in demand by both employers and higher institutions. These skills, which include planning, interpersonal and organizational skills, are developed while providing a beneficial service in school or in the wider community.

Open Learning Higher Courses
Over a number of years the school has offered a selection of Highers run in partnership with various Further Education Colleges. Information will be shared with pupils when it is available.

Mrs Rose co-ordinates these courses. Please speak to Mrs Rose if you intend to choose Higher Psychology.

In previous years these courses have been paid for by the College.

Entry requirements for Open Learning Highers
S6 students

5 Highers (including English – minimum B Pass) gained in S5, or

4 Higher passes in S5 (including English – minimum B pass) with an average Unified Points Score of 60 or above eg BBBC, or

3 Higher passes in S5 (including English – minimum B pass) with an average Unified Points Score of 65 eg ABB

Advanced Higher Courses
These are open only to students who have achieved good results at Higher in S5.

Work Experience
Students who are considering applying to do medicine, veterinary medicine or teaching are strongly encouraged to consider work experience as part of their sixth year programme. This can be done during non-contact periods or, in some cases, outwith the normal school day.

General considerations:

In making your choices you may wish to keep in mind the credit points allocated to each level of course and quality of pass.

YASS – Young Applicants in Schools and Colleges Scheme
The Open University's Young Applicants in Schools and Colleges Scheme (or YASS for short) enables S6 students to study a wide range of undergraduate modules at first year level alongside their Highers and Advanced Highers. The scheme gives students the opportunity to study at university level. Encourages independent learning, builds confidence and has the added bonus of differentiating them from other students when it comes to applying to traditional universities. Only students who have entry requirements for university should consider YASS as it does not contribute to any conditional offers. See Mr Pratt for further details of courses available.

With the YASS scheme the Open University is giving High School students an early taste of what higher education entails.

The suggested entry requirement is at least 3 Highers at A.

s5 & s6 senior options handbook 2019 040118  page 86 of 103
ART & DESIGN – PORTFOLIO (S6 ONLY)

Contact Teacher – Mrs Leiper

The creative industries are the fastest growing sector in the economy and are performing better than any other sector with an average increase of 10% per year.

When you apply to a course in a subject like fine art, graphic design, fashion design, and other hands-on art and design disciplines, a portfolio is a very important part of your application.

To do well in this course pupils must be self-motivated, proactive and passionate about furthering their career in art and /or design. Pupils will be encouraged to take responsibility for their own progress and manage their time, to know what courses they wish to apply for and to check the Apply section of their chosen course’s web page for detailed entry requirements as different courses may have different portfolio requirements.

What is a portfolio?

A portfolio is a collection of your work, or a ‘visual diary’, showing how your skills and ideas have developed over time.

It demonstrates your creativity, personality, abilities and commitment, and helps colleges and universities to evaluate your potential.

Why do I need a portfolio?

Your portfolio helps colleges and universities to assess your suitability for your chosen course. It shows your ability to work with different materials and themes and to select your most successful pieces.

It demonstrates your technical and visualisation skills, including drawing and photography. It shows evidence of your practice, for example, essays, journals and blogs, and how you use research, theory and process to develop your ideas.

What should my portfolio include?

Below is a list of what we’d recommend you include in your portfolio:

- Examples of your research, development of your ideas and finished pieces (in a variety of scales)
- Your most recent work, even if it’s not finished
- Your own independent work, for example, work completed at summer school or on your holidays, photography and your own experimentation, not just your Higher and National work from school
- Your sketchbooks – they’re a really good way to show colleges and universities your research and development of ideas. They should include primary and secondary research, rough ideas and notes, descriptions and annotations. They should demonstrate a variety of media and experimentation
- Life Drawing: Try to enrol on a life drawing class
- Your portfolio could include the following areas of work:
  - 3D and product design
  - Drawing and painting
  - Fashion and textile design
  - Film, video and animation
  - Graphic design and illustration
  - Interior and spatial design
  - Printmaking and digital prints
  - Photography
  - Printmaking and digital prints
  - Sculpture and installations
  - Written work including essays, journals, blogs and magazines.

Assessment

- Feedback and advice will be given on a regular basis.
- There will be no formal assessment.

Recommended Entry

Pupils who have a Higher pass in Art and Design and are self-motivated, proactive, good time managers/planners and are passionate about a future career in Art and/or Design.

- There’s an endless number of disciplines and areas to study within art and design.
VOLUNTEERING AWARDS

School Based

Contact Teacher – Mrs Reid
Volunteering provides an opportunity for S6 students to contribute to the school community. In previous years students have completed their community involvement by organizing school events such as Rock Night, running lunchtime clubs, working in primary schools, supporting local community organizations (Biggar Youth Project and Biggar Care Home) and providing support for other pupils in the school.
BIOLOGY - ADVANCED HIGHER

Contact Teacher – Miss Owens, Mrs Annand

The Advanced Higher Biology Course covers key aspects of life science at the molecular scale and extends to aspects of the biology of whole organisms that are among the major driving forces of evolution. Learners develop a sound theoretical understanding and practical experience of experimental investigative work in biological science.

Mandatory Units:

- Cells and Proteins
- Organisms and Evolution
- Investigative Biology

Recommended entry:

Recommended entry to this Course is grade A or B in Higher Human Biology or Higher Biology.

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

Cells and Proteins:

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

Organisms and Evolution:

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

Investigative Biology:

This Unit builds on understanding of the scientific method from Higher Biology and Higher Human Biology. Learners will develop knowledge and understanding of the principles and practice of investigative biology and its communication. The Unit covers scientific principles and processes, experimentation, including writing an experimental investigation and critical evaluation of biological research.

Assessment:

Outcome 1:

Pupils are required to apply skills of scientific inquiry and draw on knowledge and understanding of the key areas of a chosen Unit to carry out an experiment/practical investigation.

Internally assessed: pass/fail.

Unit assessment:

All Units are internally assessed on a pass/fail basis.

To gain the award of the Course, the learner must pass all of the Units as well as the Course assessment. Course assessment provides the basis for grading attainment in the final Course award.
Course assessment structure:

Component 1 — question paper 90 marks.

The question paper will have 90 marks (75% of the total mark). 2 hours and 30 minutes.

The question paper will have two Sections.

Section 1 will contain objective questions and will have 25 marks. Section 2 will contain restricted and extended response questions and will have 65 marks.

Component 2

Component 2 – project 30 marks

The purpose of the project is to allow the learner to carry out an in-depth study of a biology topic. The topic is chosen by the learner, who will individually investigate/research the underlying biology. This includes making independent and rational decisions based on evidence and interpretation of scientific information, and the analysis and evaluation of their results. This will further develop and enhance their scientific literacy. The project will assess the application of skills of scientific inquiry and related biology knowledge and understanding. The project is worth 30 marks (25% of the total marks).
CHEMISTRY - ADVANCED HIGHER

Contact Teacher – Mrs MacLean, Mrs McLelland, Ms Rooney

Why study Chemistry?
Chemistry is vital to everyday life and allows us to understand and shape the world in which we live. You will learn about the applications of chemistry in everyday contexts such as medicine, energy and industry, as well as its impact on the environment and sustainability. You will learn how to think creatively and independently, and analyse and solve problems.

What do I need to get in?
An A or B Higher Chemistry is required and an A-C pass in Higher Maths is highly recommended.

What will I study?
The course comprises three compulsory units and an assessment.

Inorganic and Physical Chemistry In this unit you will:
- discover how electromagnetic radiation is used in atomic spectroscopy to identify elements
- extend an understanding of the concept of atomic structure by considering atomic orbitals and electronic configuration related to the periodic table
- using electron pair theory, predict the shape of molecules
- gain an understanding of the physical and chemical properties of transition metals and their compounds
- investigate the quantitative component of chemical equilibria
- develop their understanding of the factors which influence the feasibility of chemical reactions
- progress your understanding of reaction kinetics by exploring the order and mechanisms of chemical reaction.

Organic Chemistry and Instrumental Analysis
In this unit you will:
- research the structure of organic compounds, including aromatics and amines
- draw on this research to explain the physical and chemical properties of the compounds
- consider the key organic reaction types and mechanisms, and link these to the synthesis of organic chemicals
- discover the origin of colour in organic compounds and how elemental analysis and spectroscopic techniques are used to verify chemical structure
- study the use of medicines in conjunction with the interactions of the drugs.

Researching Chemistry This unit will equip you with the scientific background and skills necessary to analyse scientific articles and use them in order to make informed choices and decisions. In this unit you will:
- develop the key skills associated with a variety of different practical techniques, including the related calculations
- identify, research, plan and safely carry out a chemistry practical investigation of your choice, based on your knowledge of chemistry apparatus, techniques and an understanding of concepts.
Chemistry Advanced Higher Continued

Course assessment

The course assessment consists of two components with a total of 130 marks:

Component 1 - Question paper (100 marks)

Component 2 - Project (30 marks)

For Component 2, you will carry out an in-depth investigation of a chemistry topic and produce a project-report.

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

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

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

Where can I find out more?
https://www.planitplus.net/Nationals/View/83 & www.sqa.org.uk
ENGLISH - ADVANCED HIGHER

Contact teacher  Ms J Black

While the course is very demanding – both in its workload, and in the degree of organisation and commitment required to be a successful student – it is an ideal preparation for any communication or Literature based course at University. It builds on the broad English aims described in the requirements for other levels, but through the degree of choice and breadth of activities involved, it allows students to develop independent study habits to a very high level.

Entry Requirements
A/B at Higher English

Course Outline
- Unit 1: Analysis and Evaluation (16 SCQF credit points)
- Unit 2: Creation and Production (8 SCQF credit points)
- Value added through the end of Course assessment (8 SCQF credit points)

Assessment
Both Units are internally assessed.

In addition, the end of course will have two components:

Component 1 — portfolio (n.b. this will include a dissertation and two writing pieces) 60 marks.

Component 2 — question paper (n.b. this will include an extended written response on a literary text, and textual analysis of an unseen text) 40 marks.

Progression Pathways
This Course or its Units may provide progression to: degrees in higher education, further academic study in English or related areas employment or training

Resources
All those already detailed for Higher English, plus:

- Outside agencies, such as theatrical visits, or work with Creative Writers, and links to University-based activities have been employed in the past

- Independent study will be of key importance

Hints for Success

- Lively classroom discussion is key part of understanding texts and language skill: frequent use will be made of seminar techniques

- Regular practice of key skills (like literary analysis) will definitely help with performance

- Regular completion of homework, and meeting class deadlines

- Following advice from your class teacher will develop skills and understanding

- However, as mentioned previously, a key element will be your ability to work independently; please remember that this requires both time and commitment
GEOGRAPHY - ADVANCED HIGHER

Contact Teacher – Mr Morrison (Acting Faculty Head), Miss Gibney and Miss Webb

Purpose and aims of the Course

The Advanced Higher Geography Course further develops learners understanding of our changing world and its human and physical processes in local, national, international and global study contexts. Opportunities for practical activities including fieldwork are essential parts of this Course, so that learners can interact with their environment.

Entry Requirements

Advanced Higher – Higher A or B

Core skill components:

Critical Thinking (H)
Using Geographical Information (H)

Course Outline:

- Unit 1: Geographical Skills
- Unit 2: Geographical Issues

Assessment of Advanced Higher Geography

Exam: Question Paper - 50 marks

The question paper will give learners an opportunity to demonstrate skills and knowledge and understanding. The exam will test three key areas:

- Map Interpretation, Gathering and Processing Techniques and Geographical Data Handling

Project-Folio

This demonstrates challenge and application by applying skills, knowledge and understanding through independent research through a geographical study and current geographical issue. Students will be expected to engage in independent research and fieldwork, apply geographical methods and techniques and critically evaluate current geographical issues.

The project-folio will consist of two parts, a geographical study and a geographical issue. These will both contribute to the overall grade for the course.

Progression Pathway:

A range of different courses at further/higher education.

Resources:

- Course textbooks
- Various other texts, videos and internet resources

Hints for Success:

- Ensure class work and homework is up-to-date and detailed – especially after any missed lessons.
- Try out a range of revision strategies to find out which one suits you best!
- Students should try to broaden their geographical understanding by participating in wider activities related to geography. This could include joining associations such as the Royal Geographical Society and participating in wider reading to gain a broader knowledge of the subject.
HISTORY – ADVANCED HIGHER

Contact teacher: Mr. Doyle/Ms McGhee/Mr Morrison/ (Acting Head of Faculty)

Course information:

At Advanced Higher level pupils will study one field of study in depth. At Biggar High School this field of study is: Field of study 10 – The Spanish Civil War: Causes, Conflict and Consequences, 1923-45.

The Advanced Higher History Course allows learners to acquire depth in their knowledge and understanding of historical themes, and to further develop the skills of analysing complex historical issues, evaluating sources and drawing conclusions.

The courses encompasses 10 units that cover the period of Spain between 1923 and 1945. It will begin with an investigation into the Long-term political, economic and social problems in Spain: The Catholic Church, Army, Regions and the Agrarian System in Spanish society and politics. The course then examines the dictatorship of Primo de Rivera (The Dictadura) by evaluating the reasons for Primo de Rivera’s seizure of power and his attempts to create stability in Spain via his dictatorship and the effect that this had on Spanish society and politics. The course then focusses on the resignation of Primo before looking at the fall of the Monarchy and the reasons for the Departure of Alfonso XIII.

The focus of the course then shifts to the establishment of the Second Spanish Republic and its constitution, supporters and opponents, before examining the efforts of Manuel Azaña to address the main problem areas in Spain through a series of reforms known as the Bienio Reformista. It will then examine the reversal of this reform by groups on the Right and will look at the results of the Bienio Negro and the policies and effects of this period.

Finally, the course will consider the transition from rebellion to Civil War by looking at the reasons for and the course of the rebellion and will consider the role of Franco and his control of the Nationalist forces before looking at the domestic effects of the war in Republican and Rebel Spain. The course will also investigate the internationalisation of the war and will examine the support given to both sides from various European Countries. The course ends with an examination of the political and social consequences of Franco’s victory until 1945.

Assessment:

Unit Assessments: Students will be assessed on outcomes specified by the SQA over the course of the year. These will largely be based on skills.

Dissertation: Students will research a Historical issue which will be picked from an SQA approved list. They must research this issue in depth using various historical research on the subject. This project has a word limit of 4,000 words and will be submitted for marking by the SQA in April. This is marked out of 50 and will contribute to pupil’s final award.

External Exam: Pupils will sit an external examination in May which covers all ten issues. Students will complete 2 essays out of a list of 5 and will complete 3 source based questions on the topic. The exam is marked out of 90. The final result will be graded A++ - D.

Progression: Pupils should have achieved a pass at Higher History in order to progress with the course – it is strongly advised that due to the rigorous nature and level of commitment demanded of the subject, that this pass is a grade B or above.

Hints for success: It is an essential requirement that pupils ensure that they engage in regular reading of the course texts – a list will be provided to all candidates in June. Pupils must also be prepared to do a great deal of independent research and ensure that they have a regular revision programme.
MATHEMATICS – ADVANCED HIGHER

Contact Teacher: Mr Deacon

Course Information
The Advanced Higher Course extends learners' mathematical knowledge in algebra, geometry and calculus. It includes matrix algebra, complex numbers and vectors and formalises the concept of mathematical proof.

Advanced Higher Mathematics emphasises the need for candidates to undertake extended thinking and decision making, to solve problems and integrate mathematical knowledge. The course offers candidates, in an interesting and enjoyable manner, an enhanced awareness of the range and power of mathematics.

Entry Requirements
An A or B at Higher Maths is required for entry to Advanced Higher Mathematics.

Course Outline

Advanced Higher Mathematics: Applications of Algebra and Calculus
The general aim of the Unit is to develop advanced knowledge and skills that involve the application of algebra and calculus to real life and mathematical situations, including applications to geometry. Learners will acquire skills in interpreting and analysing problem situations where these skills can be used. The Outcomes cover the binomial theorem, the algebra of complex numbers, properties of functions, and rates of change. Aspects of sequences and series are introduced, including summations, proved by induction.

Advanced Higher Mathematics: Geometry, Proof and Systems of Equations
The general aim of the Unit is to develop advanced knowledge and skills that involve geometry, number and algebra, and to examine the close relationship between them. Learners will develop skills in logical thinking. The Outcomes cover matrices, vectors, solving systems of equations, the geometry of complex numbers, as well as processes of rigorous proof.

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

Assessment
The basis for grading is solely based on performance in the external exam. The final SQA external exam consists of one calculator paper.

Regular feedback will be given on class work and homework tasks. Pupils will also participate in peer marking, collaborative learning and active maths to enhance their learning within the subject.

External Exam
The question paper will give learners the opportunity to:

- use mathematical reasoning skills to think logically, provide justification and solve problems
- use a range of complex concepts
- select and apply complex operational skills
- use reasoning skills to interpret information and to use complex mathematical models
- effectively communicate solutions in a variety of mathematical contexts
- explain and justify concepts through the idea of rigorous proof
- think creatively
Mathematics – Advanced Higher continued

To achieve success in the course, learners must show that they can apply knowledge and skills acquired across the course to unseen situations.

The purpose of this question paper is to assess mathematical skills. A calculator may be used.

The paper will have 100 marks and has to be completed in 3 hours.

Courses from National 4 to Advanced Higher include assessment of added value. 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 Course, as defined in the Course rationale. It will do this by addressing one or more of breadth, challenge or application within the external papers.

Progression Pathways

On successful completion of this course, the learner could progress to degrees in mathematics, engineering or science.

Resources

Pupils will be provided with a jotter, Herriot Watt SCHOLAR workbook resources and other appropriate resources for their level. These can be found via our Maths Department Website page. A graphics calculator will be issued to pupils, to be returned upon completion of course, if they wish to use this. It is essential that either a graphics calculator or scientific calculator is brought with them to class. Scientific calculators are available to purchase in department if required. Use of a mobile phone for calculator functions is not acceptable in Maths classes.

Hints for Success:

- Commit to achieving your agreed target.
- Ensure all homework is complete and ask for help when needed.
- Attend lunchtime and after school Supported Study sessions regularly to ensure increased success.
- Regular revision of course notes and exam style questions must be undertaken.
- Use SQA website for past papers to ensure exam standard questions are being practised regularly.
- Use the Maths Department website for course materials/outline and support materials for all year groups and all levels. You will find suitable materials under National 7 to support and extend your child.
MODERN LANGUAGES
ADVANCED HIGHER

Contact Teacher: Ms C Ross

Course information:
The aim of the course is to extend the range of language attained by the end of the Higher course to allow pupils to understand complex and more sophisticated texts, including newspaper or on-line news articles relating to current affairs. Communicating effectively and confidently continues to be the aim, with pupils developing greater analytical linguistic skills and writing and talking in a more discursive manner. There are three units to be completed for the course:

- Understanding Language
- Using Language
- The Specialist Study Unit

In continuing their learning of French or German, pupils will develop the skills of Listening and Talking and Reading and Writing which will allow them to:

- understand written and spoken German / French within a range of contexts within the broad themes of Society, Enterprise, Culture and Employability.
- apply and adapt language in written and spoken French / German to make themselves readily understood
- demonstrate flexible use of written language by means of an externally assessed paper.

Assessment:

- This course will be formally assessed by means of external examinations set by SQA in the skills of Listening and Talking, Reading and Writing.
- Regular formative assessment will continue to be based on work in class – often informally as part of paired work or group activities, or a piece of homework, and may include self, peer and group assessments
- Listening and Talking will be assessed in the format of paired role plays, transactional tasks and group discussion.

- In addition, Talking will be assessed by individual presentations of a chosen topic.
- Reading and Listening can be assessed by pupils’ responses to written and spoken texts in German / French – including personal responses to a text read for enjoyment, or a film.
- Reading and Listening can be assessed by pupils’ responses to written and spoken texts in German / French – including personal responses to a text read for enjoyment, or a film.
- Writing will be assessed regularly, with pupils preparing a selection of pieces similar to those required for the external exam, including discursive essays on a range of topical social, political and cultural issues.
- The Portfolio: This comprises a written piece of 1200–1500 words in English, based on the candidate’s research into literature, media or language in work undertaken in the Specialist Study Unit. The topic for study is chosen by pupils and support provided by staff.
- For the purposes of internal assessment, candidates require to provide a research plan and maintain a diary of evidence of their research.
- The final written piece is sent to SQA for external marking and comprises 15% of the overall marks for the course exam.
- Entry requirements:
  - Higher in the language, preferably with A / B pass
  - Progression Pathway: Pupils who attain Advanced Higher may progress to study at University level.

The Scottish Baccalaureate in Languages: Interdisciplinary Project (Advanced Higher)
The Scottish Baccalaureate in Languages aims to develop the candidate’s skills and abilities as an independent learner. The prime focus is the development of generic and cognitive skills through a languages-based project. The project is designed to encourage the candidate to draw on many areas of learning from across the curriculum and to make connections between languages and the world in which they live, learn and work.
Modern Language Advanced Higher continued

It should also encourage partnership working between different providers to help the candidate access different learning environments. All of these features will encourage the candidate’s awareness of the value and transferability of these skills and in turn, will support the candidate’s transition into Higher/Further Education and the workplace.

RECOMMENDED PRIOR KNOWLEDGE AND SKILLS - Candidates will normally have achieved or be working towards a minimum of: two Advanced Higher Courses (eg English and French) & one Higher Course (German / Spanish)
MUSIC - ADVANCED HIGHER

Contact Teacher – Mrs R Keay

The course is designed to lead logically from the Higher Music course of the previous year. The content of the course is the same as that for Higher Music, with the same options available, but at a higher standard. Minimum practical levels are set at Grade 5 for both instruments. At this level pupils are expected to think more on their own and to develop their intuitive skills.

Entry Requirements:
Music Higher at B or by negotiation

Course Outline:
- Unit 1: Performing Skills
- Unit 2: Composing Skills
- Unit 3: Understanding Music

Assessment:
- Performing: Internal assessment will take place throughout the course. External assessment takes the form of a recital to a visiting examiner in April.
- Composing: A folio of two compositions with a score or performance plan for each.
- Understanding Music: Internal assessment comprises an extended essay (approx. 1500 words) which compares and contrasts two musical works chosen by the student. External assessment comprises an exam which lasts 1 hour (approx.) and tests knowledge and understanding of musical concepts and musical literacy.

Progression Pathway:
University or College.

Resources:
- A full set of course notes will be issued to each student.
- Revision websites: NQ Music and www.soundjunction.org
- A set of revision notes will be issued to each student.

Hints for success:
- Study concepts regularly at home.
- To practise regularly at home and in school (Music department is open every lunch-time for extra practice time).
- Become involved in music-related extra-curricular activities within the school
- Always complete homework
- Commitment to a high standard of work
- Commitment to achieving your agreed target
PHYSICS - ADVANCED HIGHER

Contact teacher – Mr Colquhoun, Mr Hamilton

Why study Physics?

This course is designed to increase your knowledge and understanding of the concepts of Physics and its many applications in modern society. It provides the opportunity to develop skills necessary to find solutions to scientific problems, such as experimenting, investigating and analysing, and gives a deeper insight into the structure of the subject. The course makes a valuable contribution to your general education and provides an excellent insight into the level of physics to be studied in the first year of many related university degrees.

The skills you learn on this course are valuable for careers in the armed forces, engineering, medicine, energy, material development, astronomy and space, telecommunication, the environment and sustainability.

What will I study?

From the sources of the energy we use, to the exploration of space, Physics covers a range of applications that affect our lives. Studying Physics allows you to gain an insight into the underlying nature of our world and its place in the universe. It will help you to develop your logical and critical thinking, solve problems and make decisions.

The course has three compulsory units:

- Rotational Motion and Astrophysics
- In this unit you will study:
  - Kinematic relationships
  - Angular motion
  - Rotational dynamics
  - Gravitation
  - General relativity
  - Stellar physics
  - Quanta and Waves
- In this unit you will study:
  - Quantum theory
  - Particles from space
  - Simple harmonic motion
  - Waves
  - Interference
  - Polarisation
  - Electromagnetism
  - Electric and Magnetic fields
  - Circuit, capacitors and inductors
  - Electromagnetic radiation
- In this unit you will study:

s5 & s6 senior options handbook 2019 040118   page 101 of 103
Physics Advanced Higher Continued

How will I be assessed?

Course Assessment

Units will be assessed internally by your teacher or lecturer as 'pass' or 'fail'. Your work will be assessed on an ongoing basis throughout the course.

Items of work might include:

- practical work - such as practical experiments
- written work - research assignments and reports
- projects
- question papers/tests.

Units do not contribute to your overall grade but to achieve the course qualification, you must pass all units plus a course assessment.

The course assessment for this course consists of two components:

- question paper (140 marks)
- project (30 marks).

For the project component, you will conduct a detailed study of an aspect of Physics beyond the scope of the course and produce a written summary of your research and experimental work. The assignment component will be set and externally marked by the Scottish Qualifications Authority (SQA).

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

The Course assessment is graded A–D.

Where can I find out more?

SQA Advanced Higher Physics page

http://www.sqa.org.uk/sqa/48460.html
OPEN LEARNING

PSYCHOLOGY - HIGHER
Contact Teacher – Mrs Rose

Entry Requirements:
As this course is mainly self-taught, this school has decided that:

it is open to S6 only

Course Outline:
This course has 3 mandatory units:

- Psychology: Understanding the Individual
- Psychology: Investigating Behaviour
- Psychology: The Individual in the Social Context

Assessment:
There are three unit assessments and 1 course assessment (SQA exam)

Progression
- Higher national programmes
- Higher education courses
- Training
- Employment

Resources:
Pupils access the course through Edinburgh College - Moodle

Hints for Success:
This subject is self-taught. It is vital that students:

- establish a regular habit of working, both in school and at home.
- Contact their tutor from college (by phone or by email) very regularly.

IMPORTANT

Please note that these courses are offered in partnership with college providers, and are not controlled by the school. Therefore this course may not start until mid-September. Furthermore, the college may withdraw this subject from its Open Learning options at short notice.

If choosing this subject, please indicate an alternative option on the subject options form with ‘* alternative’ as a back-up should Higher Psychology not run.

Please speak to Mrs Rose if you intend to choose Higher Psychology.