



Senior School (S4 – S6)

Course Information Booklet

2023-2024



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The Senior School Curriculum in Forrester High School

In S4, S5 and S6, students are able to take a mix of subjects at different levels. The courses offered for session 2023-24 are described in this booklet, and summarised in the various Infographics we have sent out to parents via email. Students and parents should however note, only courses which have sufficient take-up will eventually run in any given year.

Qualifications

Students will be able to choose from a wide range of subjects on offer and these are detailed as a list in the course choice page towards the end of this booklet. Courses are listed within SCQF levels (Scottish Credit & Qualifications Framework); there is the more traditional route of National Qualifications (Nat 4/5/Higher/Advanced Higher) and an increasing number of NPA (National Progression Awards) and Skills for Work courses, also at the various levels.



It's important to remember that a National 5 course and an NPA level 5 course (including Skills for Work level 5 course) are at the same level and are recognised as such by colleges in particular, and increasingly by a number of universities. This is also true with regards Higher and Level 6 courses, and Advanced Higher and Level 7 courses.

Teaching staff will assist students by advising them of the appropriate levels of study for next session. It is vital that every student consults her/his subject teachers before making their provisional choices. Final choices should then be decided in consultation with parents and Pupil Support Leaders.

S4-6 at Forrester High School

School Leaving Dates

The statutory school leaving dates in Scotland are as follows:

-  If you are 16 between 1 March and 30 September, you may leave school at the end of May.
-  If you are 16 between 1 October and the last day of February, you may leave at Christmas.

The school provides courses for all ability levels. Whilst we support students to stay on at school where possible, in a few cases, some students may wish, with guidance, to consider whether it might be better to leave and go into employment or some other form of education or training, such as a college place.

The Options Available In School

Fourth and Fifth Years

Every Fourth year student must choose six subjects from the menu of courses listed in the course choice sheet at the end of this booklet. *Every Fifth year student* must choose five subjects and then select from some Wider Achievement options depending on their number of National 4/5/Higher exams or equivalent (these choices will be made later in June).

Highers are the main entrance qualifications for courses at University and also for entry to many professions. The Higher Grade course is a demanding and intensive course normally taken over little more than 2 terms. In most cases, an A or B pass at National 5 and real application are necessary if a student is to have a realistic chance of success at Higher Grade.

National Qualifications (levels 4 & 5) and NPAs/Skills for Work courses (levels 4-6) provide students with the opportunity of studying at a less demanding level than Higher Grade. Successful completion of these at level 5 may allow a student to attempt the level 6 course during the following session.

National 4 and most NPAs/Skills for Work courses at levels 4 & 5 allow students to study a subject without having to sit a final external examination. Assessment takes place throughout the year, and credit for units passed is recorded on a student's SQA National Certificate.









Sixth Year

If you decide to return for a Sixth Year, you will be expected to study at least five subjects from the menu of courses listed at the end of this booklet. In exceptional cases – for example, when a student wishes to take a particularly demanding group of courses such as an Advanced Higher and three Highers – Pupil Support staff may agree that a student should take only four subjects.

S4 Social Education







The aim of Social Education in S4 is to help you improve the skills you need to make the most of yourself and to build upon existing knowledge to help you make informed choices with respect to a number of different topics.

It could help you to:

-  **Build upon existing knowledge which you already have in particular areas**
-  **Be able to make informed choices with regards to a number of different issues**
-  **Decide which job/course to apply for**
-  **Be able to write successful letters and applications**
-  **Work as a member of a team**
-  **Improve your study skills**
-  **Be more confident in your own abilities**
-  **Develop your self awareness and self esteem**

Initially, you will be asked to review your school life to date and identify what experiences you have undergone, what skills you have developed and what knowledge you have gained about yourself. This will help you identify your own strengths and weaknesses.

You will meet with your Pupil Support teacher once a week to participate in a number of topics. You will be learning new skills and building upon existing knowledge in the following areas

-  **Career/job education**
-  **Work Experience**
-  **Drug Education**
-  **Alcohol Education**
-  **Physical and mental wellbeing**
-  **Study skills**

These topics will be covered in small groups and in whole year talks where appropriate.

In addition to one period Social Education per week, all S4 pupils will have two periods Core PE and one period of Core Social Subjects (RME/Scottish Studies/People in Society).

S5 Personal Development Time

You will continue to have one period each week of Personal Development.

Terms 1 & 2

The focus is very much on Health and Well-being. We cover a wide range of topics including thinking about good mental health, sexual health, respecting others, issues around alcohol and other drugs, careers advice, managing your money and thinking about moving on to live independently.

In the run up to Christmas you will be involved in working in a group to produce a presentation and a special Christmas challenge. Partnership agencies and specialists will lead some sessions.

Term 3

The focus changes to concentrate more on job seeking skills and re-enforcing the skills for effective revision. An invaluable session on personal safety will be led by our Police community liaison officer.

In addition to Personal Development all S5 students will have one period of PE or Private Study if you are already studying certificate PE.

S6 Personal Development Time




You will continue to have one period of Personal Development each week.

The aim of personal development time in S6 is to help you improve the skills you need to make the most of yourself. It could help you to:

-  **become more involved in the life of the school**
-  **be more confident in your abilities**
-  **record and become aware of your achievement**
-  **improve your study skill**
-  **take more responsibility for organising yourself**
-  **decide which job or course to apply for**
-  **be successful in your application**
-  **work as a member of a team**
-  **improve your academic performance**

Initially, you will be asked to review your school life to date and identify what experiences you have undergone, what skills you have developed and what knowledge you have gained about yourself. This will help you identify your own strengths and weaknesses.

You will then try to set yourself a range of realistic targets relating to:

-  **career aspirations**
-  **academic performance**
-  **personal ambitions**

Thereafter you will cover various topics such as: citizenship, preparation for University, College and Employment, issues related to alcohol and drug abuse, sexual health etc. These topics will be covered in small groups and in whole year talks as appropriate. Outside speakers and specialists will lead these topics wherever possible.

Personal Development time is more tailored to meet your individual needs and interests this year.

Term 1

You will choose between working in a group

- a) Preparing for applying for University
- b) Sexual Health and Relationship Education (SHARE)

Term 2

This is your opportunity to be involved in working for the school and its community. You can choose to join a variety of different committees. These include the Peer Education Committee, The Charity Committee, The Senior Citizens' Committee, the Prom and Year Book Committee.

Term 3

UCAS students will get receive their SHARE sessions. The rest of the cohort will work on College applications and career development.

In addition to Personal Development, one period is allocated to all S6 students to enable you to carry out prefect duties as well as one period of optional Core PE. S6 students are also encouraged to become involved in wider achievement schemes such as Sports Leader Award.

S6 Prefecting

You will opt to be a **DEPARTMENTAL PREFECT** within a subject area of your choice.

This will involve working with younger pupils within a subject including Learning Support and Social Education or assisting teaching staff in other ways in the work of the departments. This is seen as an important way of becoming involved in the wider life of the school, acting as role models and gaining invaluable personal experience.

Planning Ahead

If you decide to stay on for S4, S5 and/or S6, you should view this experience very much as a preparation for your life beyond school and you should bear this in mind when choosing your courses. Most senior school leaver's move on to one of three areas:

Employment

There will be many opportunities to learn about possible careers through your personal development programme. In addition, the Careers Adviser is available for individual interviews on request. You are strongly encouraged to take up this opportunity.

The Careers Library section of the Library Resource Centre holds a vast array of information, and you will be shown how best to use this facility early in the year. There will also be 'work shadowing' and 'work experience' programmes which you can join, enabling you to gain experience of particular jobs.

Further Education - Edinburgh College

The Further Education Colleges (Edinburgh College) offer a range of full-time programmes for people preparing for a career, together with day-release courses for those already in employment.

A wide range of courses are offered on the basis of full-time, block-release, day-release or evening attendance. Each full module takes approximately 40 hours to complete. A full-time student normally takes up to 24 modules in a session, while a day-release student normally completes up to 4 modules.

To apply for a course in Further Education, you should complete an application form which may be obtained from the College to which you wish to apply.

Higher Education

This is the general term used for Universities, Colleges and Institutes of Higher Education and Colleges of Education. A variety of courses is offered, including Higher Certificates (1-2 years), Higher Diplomas (2-3 years) and Degrees (3-5 years).

Prospectuses and course leaflets, which are published separately by each institution, are held in the Library Resource Centre. If you are interested in applying to any of these institutions, you should spend time studying the information available. For most up to date information go online to the website for each individual institution.

Applications for Universities and Colleges (including Teacher Training and Art) are made on an application form known as a UCAS form. This form, along with accompanying notes, is available from the school. Further advice and guidance is given to interested students during the autumn term.

Higher Education Open Days

The open day programme is designed primarily for those who intend to apply in October 2023 or January 2024 for entry to University in September or October 2024. Generally, an open day includes displays, demonstrations and information sessions. When the school receives details of dates, they are published in the newssheet and on the Higher Education notice board. A note from parents giving permission for their child to attend should be handed in to school.

We would encourage all pupils to go on-line to the University web site for full details of the open days and a planner of events. Preparation prior to the open day means that pupils can make the most of their visit.

The Careers Adviser

As young people begin to explore their options for further learning and work, it is important that they identify their skills and strengths as they make decisions about what they want to do next.

Working with school staff Skills Development Scotland (SDS) can help young people get ready for this exciting stage in their lives and prepare for their future.

SDS provides a range of support to help students to develop career management skills and to make well-informed decisions about their career pathways.

Schools are now building career management skills into the curriculum. In addition, group sessions, face-to-face coaching where appropriate, are supported by My World of Work web service -

www.myworldofwork.co.uk

My World of Work provides information on different careers, how to build and customize CVs, searching for jobs, how to source funding for learning, applying for further or higher education and many other tools. This service is now the first point of reference for all students. It is essential that students register on this site prior to meeting with Career Adviser.

Careers Advisers will help students who need some tailored support to explore the training and skills necessary for the job or career which is right for them.

Students can speak to Kirsty Dickson, Careers Adviser, by making an appointment through their Pupil Support Leader. Parents are very welcome to attend these interviews with Kirsty.

Careers Advisers also attend Parents Evenings for S2 to S6 and offer a drop in clinic to all pupils on Monday lunchtimes.

The Library Resource Centre

Forrester High School Library Resource Centre is a whole school resource which caters for both the study and recreational needs of students and staff. It holds a wide variety of fiction books, information books, reference and multi-media resources, all of which are updated on a regular basis. Students can borrow 2 items for up to 4 weeks at a time. Any resources we do not have in school can be ordered from other libraries.

Careers

The library has a large well-resourced careers section. There is a wide range of materials available on University/College courses, gap year ideas, training, occupations and much more.

ICT

The library is Wi-Fi accessible, with laptops and iPads available for all users. Devices can be individually booked in advance or used as and when required, but may be already booked by a class. Access to free ebooks, magazines and audiobooks are available online via the public library's website and apps.

Senior Study

One to one help with research, personal study and reading for pleasure is available whenever the Library is open. The requirement for individual research and independent learning has increased due to the number of projects and tasks being built into senior courses. In order to fulfil this need, the library provides ample facilities which are available to senior school students for self planned study periods throughout the day. Private study carrels assist seniors with research by helping them focus in an individual space. Seniors are asked to sign in upon arriving at the library during study periods and out when leaving.

The librarian is here to help you with any enquiries!


ART & DESIGN DEPARTMENT

The Art and Design Department is offering senior students the following courses this session:

 ADVANCED HIGHER ART AND DESIGN

 HIGHER ART AND DESIGN

 HIGHER PHOTOGRAPHY

 NPA LEVEL 4/5 PHOTOGRAPHY

 NATIONAL 5 ART AND DESIGN

 NATIONAL 4 ART AND DESIGN

 NPA DRAWING AND PAINTING

Curricular Leader - Mr D Clark



ART AND DESIGN

careers in art and design

body art
industrial design
picture framing
fine art
interior design
printing
animation
landscape design
product design
architecture
make-up artistry

production design
art therapy
photography
signmaking
advertising
floristry
textile design
digital design
graphic design
teaching
exhibition design

hairdressing
web design
fashion design
illustration
set design
modelmaking
furniture design
craft work and design
costume design
multimedia design
visual merchandising



ADVANCED HIGHER ART & DESIGN

ENTRY REQUIREMENTS

Students ordinarily should have gained an A or B pass at Higher. They should also be enthusiastic, motivated and be able to work independently. The exact entry requirements will be discussed with the Curricular Leader.

Students are also required to have a minimum of 3 designated free periods in their timetable to enable time in the department for personal study.

COURSE OUTLINE

Students will produce an extended folio investigating a personal theme in either Design or Expressive. This will require extensive investigation and development work resulting in several final outcomes. 80 hours.

Students will produce a related written dissertation / project of between 2000 and 3000 words investigating their chosen area of design or expressive and relating it to their own work throughout the year. 40 hours.

COURSE ASSESSMENT

The final folio, including the dissertation, will be presented to the SQA for external assessment. There is no examination.

HIGHER ART & DESIGN

ENTRY REQUIREMENTS

Students should have gained an 'A' or 'B' pass at Nat 5 Art and Design. Students with a 'B' pass at Nat 5 must satisfy the department as to their ability to cope with the written element and exam at Higher. All students must be enthusiastic and willing to work independently and conscientiously. They must also possess the technical ability required to produce practical folios of a Higher standard.

COURSE OUTLINE

Students will complete an Expressive unit investigating and developing a theme of a personal choice and a Design unit investigating and developing a chosen design brief. Students may, in consultation with staff, choose from Expressive Portraiture, Figure Composition, Still Life, Natural Environment, Built Environment or Fantasy and Imagination.

Design area of study will come from: Graphic Design, Product Design, Jewellery Design, Architecture or Textile/Fashion Design.

Both units will form a folio of work.

Students will follow a course studying the work of artists and designers and produce essay work that will be used in the written exam.

COURSE ASSESSMENT

Course work will be internally assessed for a unit pass and the final folio will be submitted to the SQA for external assessment for a graded award.

In addition, students will sit a written examination of 2 hours. It will be externally assessed by the SQA.

HIGHER PHOTOGRAPHY

ENTRY REQUIREMENTS

This course is only for S5 and S6 students. All students must be enthusiastic and willing to work independently and conscientiously. A great deal of the photography will take place out of school in your own time, to be brought back into school and worked on in the computer suite/Art and Design dept using Photoshop. They must also possess the technical ability and literacy skills required to produce practical and written folios of a Higher standard.

You **MUST** have National 5 or Higher English.



National 5 Art and Design is preferable but not essential. If you can satisfy the CL that you have the necessary skills/aptitude to take part in this Higher then you may be offered a place.

COURSE OVERVIEW

The Higher Photography Course enables learners to communicate personal thoughts, feelings and ideas using photography, and to develop technical and creative skills in using photographic media, techniques and processes.

Learners develop knowledge and understanding of a range of photography practice, and analyse the impact of social and cultural influences on photographers and their work.



There are two components.

| | | |
|--|-----------|------------------------------|
|  Question Paper | 30 marks | 1 hour written exam. |
|  Project | 100 marks | Course assessment, external. |

UNIT WORK

Skills, Knowledge and Understanding

The general aim of this Unit is to develop learners' ability to use a range of camera techniques and photographic processes to produce technically proficient and imaginative photographic images. In this Unit, learners will also develop analytical skills and a critical understanding of the historical, scientific, social and cultural factors influencing photographers and their work.

-  Analyse factors that influence photographers and their work
-  Produce photographic images using a range of camera techniques and photographic processes



Project

The general aim of this Unit is to develop learners' ability to apply a range of photographic processes and techniques in a range of contexts.

In this Unit, learners will develop their own personal and creative approaches to photography.

On completion of the Unit, learners will be able to produce creative photographic imagery, analyse their use of imaging techniques and evaluate their photographic work.

Learners who complete this Unit will be able to:

-  Produce personal and creative photographic imagery
-  Evaluate their own use of imaging techniques




COURSE ASSESSMENT

This project is worth 100 marks. The marks contribute 100% of the overall marks for the Course assessment. The Course will be graded A - D.

Marks for all Course Components are added up to give a total Course assessment mark which is then used as the basis for grading decisions.

The assessment task will be set by centres within SQA guidelines, externally marked by SQA and conducted in centres under the conditions specified by SQA.

This project has three Sections.

-  Section 1, titled '**Research and Investigation**', will have 25 marks.
-  Section 2, titled '**Development and Production**', will have 60 marks.
-  Section 3, titled '**Evaluation**', will have 15 marks.

POSSIBLE PROFESSIONS

Medical illustrator, photographic stylist, photographic technician, photographer, scenes of crime officer, TV or film camera operator, Teacher (Art and Design), Community Arts Worker, Private Investigator, Advertising Account Planner, Fine Artist, FE Lecturer, Graphic Designer, Land Surveyor, TV / Film Director, Video Editor, Animator.

NPA PHOTOGRAPHY AT SCQF LEVELS 4 AND 5

ENTRY REQUIREMENTS

This course is for S4/5/6 students. All students must be enthusiastic and willing to work independently and conscientiously. A great deal of the photography will take place out of school in your own time, to be brought back into school and worked on in the computer suite/Art and Design dept using Photoshop. They must also possess the technical ability and literacy skills required to produce practical and written folios.

Some experience in Art and Design is preferable but not essential. If you can satisfy the CL that you have the necessary skills/aptitude to take part in this course then you may be offered a place.

COURSE OUTLINE

The NPAs at SCQF level 4 and 5 offer realistic opportunities for holistic assessment across outcomes and units. The content and contexts will promote learner confidence in photography skills for everyday use — eg gathering and selecting images, identifying key components, labelling and storing, mounting and presenting final images, understanding categories of photography (still life, portraiture and landscape), and identifying a selection of diverse images taken indoors and outdoors. The learning content will increase the learner's ability to create a portfolio of work and develop individual confidence to evaluate and critique their own work.

Each Unit is individually assessed, and learners will be expected to use simple automatic functions of cameras 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 focus will be mainly on practical photography delivered in a flexible format with the use of practical activities, workshops, discussion, self/peer and tutor assessment, project work, practical visits and exhibition work.

During delivery there will be opportunities to develop:

Co-operative working
Communication skills
Research skills
Planning
Organising

Decision making
Problem Solving
ICT
Creative Digital Technology

The main content will include:

Camera operations
Camera care
Camera handling
Tutorials and practical demonstrations
Simple concepts — lighting, composition and framing
Reviewing the work of prominent photographers

Editing and presentation
Storing photographs
Outputs: print online, mobile applications
Folio work
Exhibition work
Capturing good images

Making simple adjustments and enhancements to images

The context and the content of the NPAs put the learner at the centre of the learning process. The aim is to provide a short, flexible course in photography to develop an understanding of what photography has to offer.

At level 4 this includes: photographing places; understanding of what makes a good image; and managing photographs.

At level 5 the aim is to develop and broaden the learners' skills and experience. They will be expected to select a range of images (indoors and outdoors) taken by contemporary photographers describing the style, viewpoint and technical approaches used. They will plan five photograph sessions in a variety of locations using natural and artificial lighting and present their findings. They will be expected to identify the strengths and weaknesses of their chosen images, suggest improvements and how these can be achieved. Enhancing and resizing images will be undertaken and the finished result will involve peer discussion. They will learn how to present images in print, as a CD (including the original images and the edited version) and as an electronic presentation.

NATIONAL 5 ART & DESIGN

ENTRY REQUIREMENTS

Students should have gained a pass at National 4 Art and Design OR be able to satisfy the department that their S3/4 work can attain N5 level and be able to cope with the practical folio practical work and the written exam at National 5. S5 and S6 students who have not previously studied Art and Design at certificate level may be accepted onto the course at the discretion of the Curriculum Leader/Art staff after proving their ability in the form of a series of artworks produced by themselves in a range of media.

COURSE OUTLINE

Students will complete an Expressive unit investigating and developing a theme of a personal choice and a Design unit investigating and developing a chosen design brief. Students may in consultation with staff choose from, Expressive Portraiture, Figure Comp, Still Life, Natural Environment, Built Environment or Fantasy and Imagination. Both units will form a folio of work.

Design area of study will come from: Graphic Design, Product Design, Jewellery Design or Textile/Fashion Design.

Students will follow a course studying the work of artists and designers related to their own area of artistic study.

COURSE ASSESSMENT

Course work will be internally assessed for a unit pass and the final folio will be submitted to the SQA for external assessment for a graded award.

In addition, students will sit a written examination of 1 hour and 30 minutes. It will be externally assessed by the SQA.

NATIONAL 4 ART AND DESIGN

ENTRY REQUIREMENTS

Students must be able to satisfy the department as to their ability to cope with the practical folio practical work and the written unit at National 4. S5 and S6 students do not necessarily have to previously studied Art and Design at certificate level and may be accepted onto the course at the discretion of the Curriculum Leader/ Art staff after proving their ability in the form of a series of artworks produced by themselves in a range of media.

COURSE OUTLINE

Students will complete an Expressive unit investigating and developing a theme of a personal choice and a Design unit investigating and developing a chosen design brief. Students may in consultation with staff choose from, Expressive Portraiture, Figure Comp, Still Life, Natural Environment, Built Environment or Fantasy and Imagination. Both units will form a folio of work.

Design area of study will come from: Graphic Design, Product Design, Jewellery Design or Textile/Fashion Design.

Students will follow a course studying the work of artists and designers related to their own area of artistic study.

COURSE ASSESSMENT

Course work will be internally assessed for a unit pass and the final folio will be submitted to the Art and Design Department for final assessment and award. There is no written exam but students will have to relate the work of artists and designers to their own thematic area of study two written elements.

Career/Employment Opportunities

A qualification in this subject could lead to further study or employment in the following areas

[Animator](#)
[Ceramics designer](#)
[Community arts worker](#)
[Exhibition designer](#)
[Fashion designer](#)
[Fine artist – Painter, Sculptor...](#)
[Furniture conservator/restorer](#)
[Furniture designer](#)
[Glass blower/designer](#)
[Graphic designer](#)
[Illustrator](#)
[Industrial/product designer](#)

[Jewellery designer](#)
[Interior and spatial designer](#)
[Make-up artist](#)
[Medical illustrator](#)
[Museum/gallery conservator](#)
[Photographer](#)
[Press photographer](#)
[Printmaker](#)
[Production designer, theatre/television/film](#)
[Textile designer](#)
[Web designer](#)
Plus many others

BIOLOGY SCIENCE DEPARTMENT

The Science Department is offering senior students the following biology courses this session:

 CfE ADVANCED HIGHER BIOLOGY

 CfE HIGHER BIOLOGY

 NATIONAL 5 BIOLOGY

 NATIONAL 4 BIOLOGY

Curricular Leader - Mrs L McIntosh

BIOLOGY

careers in biology

ecology
brewing
dietetics
forensics
horticulture
biochemistry
sports science
fisheries work
occupational therapy
ophthalmics and orthoptics

nursing
medicine
audiology
agriculture
food science
marine biology
speech therapy
laboratory work
environmental health
prosthetics and orthotics

teaching
dentistry
psychiatry
radiography
pharmacology
physiotherapy
biotechnology
veterinary work
paramedical work
environmental science



planit 

gateway

 SQA

mappit 



ADVANCED HIGHER BIOLOGY

ENTRY REQUIREMENTS




Higher Biology (or Human Biology) - with at least grade B.

COURSE OUTLINE

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. Advances in technologies have made this varied subject more exciting and relevant than ever.

Learners will engage in a wide range of investigative tasks, which allows them to develop important skills to become inventive and enterprising, in a world where the skills and knowledge developed in biology are needed across all sectors of society and the economy.

The course is organised into 3 units:

-  Cells and Proteins
-  Organisms and Evolution
-  Investigative Biology

COURSE ASSESSMENT (Advanced Higher)

In order to gain an award in the course a student must pass each of the Units plus the external assessments.

EXTERNAL ASSESSMENTS

Component 1 - question paper (75% of final mark)

The question paper will have 100 marks – Section 1 (multiple choice) + Section 2 (extended response questions). Three hours are allowed for this exam.

Component 2 - project (25% of final mark)

Project: The project will have 30 marks. The project will assess the application of skills of scientific inquiry and related biology knowledge and understanding.

Both assessment elements are externally marked by SQA.

HIGHER BIOLOGY

ENTRY REQUIREMENTS

Grade A pass at National 5

Pupils with no previous Biology experience will also be considered if they have grade A passes in other relevant qualifications.




COURSE OUTLINE

The Course is a broad and up-to-date selection of concepts and ideas relevant to the central position of life science within our society. It develops the concepts of biology.

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

Due to the interdisciplinary nature of the sciences, learners may benefit from studying Higher Biology along with other science subjects, as this may enhance their skills, knowledge and understanding.

The Course is organised into 3 units:

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

COURSE ASSESSMENT

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

1. Question Paper: The question paper will have 120 marks – Section 1 (multiple choice) 25 marks + Section 2 (extended response questions) 95 marks. Three hours are allowed for this exam.
2. Controlled Assignment: The controlled assignment will have 20 marks. Consists of a research stage followed by a communication stage where the report is written under exam conditions.

Both assessment elements are externally marked by SQA.

NATIONAL 5 BIOLOGY




ENTRY REQUIREMENTS

- Completion of Curriculum for Excellence Science level 4 Biology
- National 4 Biology.
- There may also be progression from National 4 Chemistry, National 4 Environmental Science, National 4 Physics or National 4 Science Courses.

COURSE OUTLINE

The National 5 Biology course covers major areas of biology including cellular, whole organism and ecosystems. It aims to develop students' interest and enthusiasm for biology in a range of contexts. The skills of scientific inquiry and investigation are developed, throughout the course, by investigating the applications of biology. This will enable students to become scientifically literate citizens, able to review the science-based claims they will meet.

The course is organised into three content areas:

-  Cell Biology
-  Life on Earth
-  Multicellular Organisms

COURSE ASSESSMENT

In order to gain an award at National 5 level, the student must:

- Complete an investigative research assignment (20% of final mark)
- Complete a graded (A-D) Question Paper (80% of final mark)

NATIONAL 4 BIOLOGY









ENTRY REQUIREMENTS

Learners would normally be expected to have attained the skills and knowledge required through the study of Biology in S3, to continue into the National 4 award.




COURSE OUTLINE

The Course equips learners with an understanding of the impact of biology on everyday life, and with the knowledge and skills to be able to evaluate media reports. This will also equip learners to make their own decisions on issues within a modern society where the body of scientific knowledge and its applications and implications are ever developing.

The main aims of this course are to:

-  develop and apply knowledge and understanding of biology
-  develop an understanding of biology's role in scientific issues and relevant applications of biology in society and the environment
-  develop scientific inquiry and investigative skills
-  develop scientific analytical thinking skills in a biology context
-  develop the use of technology, equipment and materials, safely, in practical scientific activities
-  develop problem solving skills in a biology context
-  use and understand scientific literacy, in everyday contexts, to communicate ideas and issues
-  develop the knowledge and skills for more advanced learning in biology

The course is organised into three units:

-  Cell Biology
-  Life on Earth
-  Multicellular Organisms









COURSE ASSESSMENT

To achieve the award at National 4 level, the student must:

Pass an investigative research assignment and the three unit assessments.

BUSINESS EDUCATION DEPARTMENT

The Business Education Department is offering senior students the following courses this session:

-  HIGHER ACCOUNTING
-  NATIONAL 5 ACCOUNTING
-  HIGHER ADMINISTRATION AND IT
-  NATIONAL 5 ADMINISTRATION AND IT
-  NATIONAL 3 AND 4 ADMINISTRATION AND IT
-  HIGHER BUSINESS MANAGEMENT
-  NATIONAL 5 BUSINESS MANAGEMENT
-  NATIONAL 4 BUSINESS

Curricular Leader - Mrs S Carnegie

BUSINESS

careers in business

marketing
buying
insurance
accounting
manufacturing
importing/exporting
local government
civil service
procurement
clerical work

advertising
economics
banking
entrepreneurship
systems analysis
office management
transport and logistics
hospitality management
credit control
administration

public relations
human resources
retail and sales
call centre work
business development
industrial relations
property management
quantity surveying
health service management
bookkeeping



HIGHER ACCOUNTING

ENTRY REQUIREMENTS

Any S5/6 student with an interest in Business Education but not necessarily with any previous knowledge. Interested students should have, however, a proven record of academic achievement.




Students must have passed Maths or Accounting at National 5 level or above.

COURSE OUTLINE

The study of Accounting at Higher helps students to develop financial life skills.

Throughout the course, you will be encouraged to use spreadsheets when preparing financial and management statements.

The course is divided into three units:

-  preparing financial accounting information
-  preparing management accounting information
-  analysing accounting information

COURSE ASSESSMENT

Students will sit an externally assessed assignment worth 60 marks. This will involve the use of ICT (Excel) and will be sat in class time in March.

Students then sit a written question paper worth 120 marks during the SQA exam diet.

NATIONAL 5 ACCOUNTING

ENTRY REQUIREMENTS

For beginners who have an interest in this area of study
Students must be either studying National 5 Maths or have previously passed National 5 Maths

COURSE OUTLINE

This new and exciting course is aimed to give you the most up-to-date information in preparation for entering into the financial world of work. Edinburgh has a large financial sector which is still looking to employ young people and this course gives you an opportunity to consider this as a career.

PREPARING FINANCIAL ACCOUNTING

Business Documents
Double-entry bookkeeping
Statement of Accounts
Trial Balance
Using the Trial Balance to see if you have recorded the information properly
Preparing Final Accounts of a business to see if they have made a profit or loss

PREPARING MANAGEMENT ACCOUNTING

Break-even analysis
Cash Budgets of a business
Job costing
Inventory valuation

ANALYSING ACCOUNTING INFORMATION

Calculating Ratios
Calculating Break Even Analysis – this is when a business is making no profits or losses, they are just breaking even.

COURSE ASSESSMENT

Students will sit an externally assessed assignment worth 50 marks. This will involve the use of ICT (Excel) and will be sat in class time in March.

Students then sit a written question paper worth 130 marks during the SQA exam diet.

HIGHER ADMINISTRATION & IT

ENTRY REQUIREMENTS

This course is ideally suited for students who have already achieved a pass at National 5 Administration and IT OR some other Business Education subject.

It is also suitable for S5/6 students who have ICT skills or those looking to do a 'crash course' to improve and extend existing PC Skills.

COURSE OUTLINE

Studying this course will equip students with the level of competence required for using a range of software packages in a dynamic office environment. It will also enable them to carry out various administrative functions that are essential within the organisation and all valuable skills, which employers are looking for from potential employees.

The course consists of three units:

ADMINISTRATIVE THEORY AND PRACTICES

Factors contributing to the effectiveness of the administrative practices within the organisation
Customer Care

IT SOLUTIONS FOR ADMINISTRATORS

Advanced Word, Spreadsheet, Database

COMMUNICATION IN ADMINISTRATION

Presentations, Desktop Publishing and Methods of Communication

COURSE ASSESSMENT

Students will sit an externally assessed assignment worth 70 marks. This will involve the use of ICT and will be sat in class time in March.

Students then sit a written question paper worth 50 marks during the SQA exam diet.

NATIONAL 5 ADMINISTRATION & IT

ENTRY REQUIREMENTS

For beginners who want to improve or learn new ICT skills and those who have completed Administration in S3.

COURSE OUTLINE

This new and exciting course is aimed to give you the most up-to-date skills in preparation for entering into the world of work. ICT is currently one of the most important skill required at all levels and now is your chance to improve on your existing ones!

ADMINISTRATIVE PRACTICES

Knowledge of the main tasks, skills and qualities of the Administration Assistant
Looking at Customer Care
Health and Safety in the organisation
Security of people, property and information
Organising a small scale events such as Special Birthday parties and meetings

COMMUNICATION IN ADMINISTRATION

Using the internet to research information relevant to the tasks
Using multi-media packages e.g. power point and desktop publishing
Using email as a form of communicating information

IT SOLUTIONS FOR ADMINISTRATORS

Creating, sorting and editing spreadsheets
Present information from spreadsheets in the form of charts
Creating databases and reports

There is a greater emphasis on the developing and updating of ICT skills throughout these new courses.

COURSE ASSESSMENT

For National 3 and 4 internal assessment takes place in the form of projects in each of the 3 units. At National 4 level an Added Value Unit will also be completed. All of these assessments are completed using ICT.

At National 5 level pupils will sit an externally assessed practical assignment worth 70 marks. This will be done before the Easter holidays and will be IT based. They will then sit a question paper worth 50 marks during the SQA exam diet. This will also be completed using IT.

NATIONAL 5 BUSINESS MANAGEMENT

ENTRY REQUIREMENTS

National 5

For beginners who wish to study Business.




A National 4 award in Business Management

Any student with an interest in Business who is studying or has achieved other National 5 qualifications

COURSE OUTLINE

This dynamic new course in Business Management can provide a valuable experience which can help your understanding of the business world and how managers contribute to success. Are you a budding entrepreneur, like Lord Alan Sugar or Richard Branson? Are you prepared to go into the Dragon's Den?

The course is divided into three units:

-  understanding business
-  management of marketing and operations
-  management of people and finance

Understanding Business - Would you love to start your own business but don't have the knowledge of how to do it? This unit gives you the basic knowledge required to set up a business.

Marketing – learn how to market a business successfully! For example, create an advert to show how businesses promote their company.

Finance – every business wants to make a profit! In this unit you will learn the importance of how to manage your Finances through planning and budgeting.

Operations – you have your product or service idea, but how do you make it? This unit gives you the knowledge of how to make your product using good quality measures and effective inventory control.

People – staff are the most important asset a business has. Treat them well and your business will succeed! In this unit you will learn the different stages of the recruitment and selection process and the importance of training!

COURSE ASSESSMENT

National 4 – internal assessments plus an Added Value Unit

National 5 – Students will sit an externally assessed assignment worth 30 marks and will be sat in class time in March.

Students then sit a written question paper worth 90 marks during the SQA exam diet.

A qualification in Business Management will also help you in any career you choose as it will give you an understanding of how the business you are working in operates.

HIGHER BUSINESS MANAGEMENT

ENTRY REQUIREMENTS

A National 5 pass in Business Management

Any student that has proven record of academic ability i.e. achieved/or following 3 Higher courses. This course is often a successful “crash higher” for S6 students.

COURSE OUTLINE

This dynamic new course in Business Management can provide a valuable experience which can help your understanding of the business world and how managers contribute to success. The course focuses on large business organisation e.g. Tesco, Apple, IKEA.

The course is divided into three units:

UNDERSTANDING BUSINESS

This unit covers the ownership and control of different types of business organisations including; public limited companies, charities and social enterprises. We will look at the objectives of these different types of organisations and their structures. We will also cover internal and external factors that impact on the success of large organisations.

MANAGEMENT OF MARKETING AND OPERATIONS

In the Marketing unit we will look at how businesses use the 7P's to promote their product portfolios and look at how market research ensures the success of businesses.

In Operations we will look at different production methods and how businesses ensure high quality products are made.

MANAGEMENT OF PEOPLE AND FINANCE

In the People unit we will look at methods of motivating staff, recruitment and selection procedures, training and employment legislation.

In the Finance unit we look at sources of finance a large organisation can use, preparing financial statements and ratio analysis.

Across all areas of the course we will look at how ICT can be used to improve the business.

COURSE ASSESSMENT

Students will sit an externally assessed assignment worth 30 marks and will be sat in class time in March.

Students then sit a written question paper worth 90 marks during the SQA exam diet.

A qualification in Business Management will also help you in any career you choose as it will give you an understanding of how the business you are working in operates.

CHEMISTRY

SCIENCE DEPARTMENT

The Science Department is offering senior students the following chemistry courses this session:

 ADVANCED HIGHER CHEMISTRY

 HIGHER CHEMISTRY

 NATIONAL 5 CHEMISTRY

 NATIONAL 4 CHEMISTRY

Curricular Leader - Ms L McIntosh

CHEMISTRY

6

1

53 16

39

careers in chemistry

agriculture
biochemistry
brewing
chemical plant operation
chemical engineering
colour technology and dyeing
dentistry
dietetics
engineering

environmental health
environmental science
food science
forensic science
horticulture
laboratory work
materials science
medicinal chemistry
medicine

nursing
oil and gas production
pharmaceuticals
plastics and polymer
technology
quality control
research and development
teaching
waste management



planit



gateway



mappit



ADVANCED HIGHER CHEMISTRY

ENTRY REQUIREMENTS

A or B pass at Higher Grade Chemistry.




This course is particularly suitable for students who wish to proceed to degree courses in chemistry or related subjects. As well as providing an excellent grounding for the future study of chemistry and chemistry-related subjects, the Course also equips all learners with an understanding of the positive impact of chemistry on everyday life.

COURSE OUTLINE

The course builds on Higher level, developing further the underlying theories of Chemistry and the practical skills used in the lab. It is particularly suitable for students who wish to proceed to degree courses in chemistry or related subjects.

As well as providing an excellent grounding for the future study of chemistry and chemistry-related subjects, the Course also equips all learners with an understanding of the positive impact of chemistry on everyday life

The course consists of 3 units in total:

| | |
|---|---------------|
|  Inorganic and Physical Chemistry (Advanced Higher) | 8 SCQF points |
|  Organic Chemistry and Instrumental Analysis (Advanced Higher) | 8 SCQF points |
|  Researching Chemistry (Advanced Higher) | 8 SCQF points |

COURSE ASSESSMENT (Advanced Higher)

In order to gain an award in the course a student must pass each of the Units plus the external assessments.

External assessments

Component 1 — question paper (75% of final mark)

The question paper will have 110 marks – Section 1 (multiple choice) 25 marks + Section 2 (extended response questions) 85 marks. Three hours are allowed for this exam.

Component 2 — project (25% of final mark)

Project: The project will assess the application of skills of scientific inquiry and related chemistry knowledge and understanding.

Both assessment elements are externally marked by SQA.

HIGHER CHEMISTRY

ENTRY REQUIREMENTS

Grade A pass at National 5

Pupils with no previous Chemistry experience will also be considered if they have grade A passes in other relevant National 5 Qualifications (Mathematics, Physics, Geography or Biology).




COURSE OUTLINE

The Course is a broad and up-to-date selection of concepts and ideas relevant to the central position of science within our society. It develops the concepts of chemistry.

The Course allows learners to develop a deeper understanding of the underlying themes of chemistry: naming and synthesis of organic compounds; molarity and excess based calculations; atomic theory. Within each of the Units, the scale of topics ranges from atomic structure through to whole industrial manufacture of compounds. In addition, to increase the relevance of the Course, within each Unit the most relevant applications of chemical understanding are highlighted.

Due to the interdisciplinary nature of the sciences, learners may benefit from studying Higher Chemistry along with other science subjects, as this may enhance their skills, knowledge and understanding.

The Course is organised into 3 units:

-  Chemical Changes and Structure (Higher)
-  Nature's Chemistry (Higher)
-  Chemistry in Society (Higher)

COURSE ASSESSMENT

Question paper 1: multiple choice, 25 marks within a 40-minute period

Question paper 2: short answer questions, 95 marks within 2 hours and 20-minute period

Assignment: Report format (20% of final mark).

Both assessment elements are externally marked by SQA.

NATIONAL 5 CHEMISTRY











ENTRY REQUIREMENTS

Completion of Curriculum for Excellence Science at level 4 Chemistry National 4 Chemistry.




There may also be progression from National 4 Environmental Science, National 4 Biology, Physics or National 4 Science Courses.

COURSE OUTLINE

The main aims of this course are to:

-  develop and apply knowledge and understanding of chemistry
-  develop an understanding of chemistry's role in scientific issues and relevant applications of chemistry, including the impact these could make in society and the environment
-  develop scientific inquiry and investigative skills
-  develop scientific analytical thinking skills in a chemistry context
-  develop the use of technology, equipment and materials, safely, in practical scientific activities
-  develop planning skills
-  develop problem solving skills in a chemistry context
-  use and understand scientific literacy, in everyday contexts, to communicate ideas and issues and to make scientifically informed choices
-  develop the knowledge and skills for more advanced learning in chemistry
-  develop skills of independent working

The course is organised into three content areas:

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

COURSE ASSESSMENT

In order to gain an award at National 5 level, the student must:

Complete an investigative research assignment (Added Value Assignment – 20% of final mark)

NATIONAL 4 CHEMISTRY

ENTRY REQUIREMENTS

Learners would normally be expected to have attained the skills and knowledge required through the study of Chemistry in S3, to continue into the National 4 award.




COURSE OUTLINE

The Course covers a variety of contexts relevant to chemistry's impact on the environment and society through the chemistry of the Earth's resources, the chemistry of everyday products and environmental analysis.

The main aims of this course are to:

- ◆ develop and apply knowledge and understanding of chemistry
- ◆ develop an understanding of chemistry's role in scientific issues and relevant applications of chemistry in society and the environment
- ◆ develop scientific inquiry and investigative skills
- ◆ develop scientific analytical thinking skills in a chemistry context
- ◆ develop the use of technology, equipment and materials, safely, in practical scientific activities
- ◆ develop problem solving skills in a chemistry context
- ◆ use and understand scientific literacy, in everyday contexts, to communicate ideas and issues
- ◆ develop the knowledge and skills for more advanced learning in chemistry

The course is organised into three units:

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







COURSE ASSESSMENT

To achieve the award at National 4 level, the student must:

Pass an investigative research assignment and the three unit assessments.

COMPUTING DEPARTMENT

The Computing Department is offering senior students the following courses this session:

-  ADVANCED HIGHER COMPUTING
-  HIGHER COMPUTING
-  NATIONAL 5 COMPUTING SCIENCE
-  NATIONAL 4 COMPUTING SCIENCE
-  COMPUTER GAMES DEVELOPMENT
-  CYBER SECURITY

Curricular Leader - Mr M Cunningham

COMPUTING SCIENCE

careers in computing science

3D modelling and animation
bioinformatics
business analysis
computer aided design
computer games programming
computer games testing
computer hardware engineering

database administration
games production management
it consultant
it help desk support
it support services
it project management
multimedia development

network management
software engineering
software programming
systems analysis and design
systems development
teaching
web development

ADVANCED HIGHER COMPUTING

ENTRY REQUIREMENTS

An A or B pass at Higher Computing.

COURSE OUTLINE

The course is most suitable for those students wishing to pursue a career in computing relating field from software developer to engineering and games design.

The Advanced Higher Computing course is a highly challenging academic course. The course requires the student to be well motivated and to have excellent self-discipline with respect to study. Students are expected to take a mature approach to self-study, and are expected to work through much of the theory and practical work by themselves. The course consists of two units.

Software Design and Development

This Unit explores a range of advanced concepts and processes relating to software design and development, including complex algorithms, data structures and high-level programming. Learners will develop skills in designing, developing, testing and evaluating well structured, modular programs through practical tasks, using appropriate programming languages in a range of contemporary contexts. Through investigative and practical work, learners will gain an understanding of the differences in a range of contemporary software development languages.

Information System Design and Development

This Unit explores a range of advanced concepts and processes relating to the design and development of complex information systems. Learners will develop their knowledge and understanding of how contemporary information systems are planned, developed and managed, gaining an insight into the application of processes, tools and techniques.

They will develop their independent learning skills by investigating and reporting on a contemporary information system, describing its purpose, features and users, technical challenges, application of computational principles, and current areas of research and development, examining its legal and ethical implications, and evaluating its environmental, economic and social impact.

COURSE ASSESSMENT

To pass this course the student must complete all units and pass a final exam. 60% of the overall award is made up of a project completed during class time.

HIGHER COMPUTING

ENTRY REQUIREMENTS

An A or B pass at National 5 Computing Science.

COURSE OUTLINE

The Higher Computing course is designed to provide candidates with both the necessary knowledge and understanding and practical skills to enable them to become software developers, systems analysts and database managers and web designers of the future.

The course has four areas of study:

Software design and development

Students develop knowledge and understanding of advanced concepts and practical problem-solving skills in software design and development.

Computer systems

Students develop their understanding of how data and instructions are stored in binary, and factors affecting system performance. They gain an awareness of the environmental impact of intelligent systems, as well as the security risks, precautions and laws that can protect computer systems.

Database design and development

Students develop knowledge, understanding and advanced practical problem-solving skills in database design and development. They do this through a range of practical tasks, using linked tables and implemented in SQL.

Web design and development

Students develop knowledge, understanding and advanced practical problem-solving skills in web design and development. They learn a range of practical skills including HTML, Cascading Style Sheets (CSS) and JavaScript.

COURSE ASSESSMENT

Practical coursework task: 31%

Final exam: 69%

NATIONAL 5 COMPUTING SCIENCE

ENTRY REQUIREMENTS

Ordinarily a pass at National 4 Computing is required, but it is possible for more able students to choose National 5 Computing without any previous Computing experience. This should be discussed with Mr Cunningham.

COURSE OUTLINE

The National 5 Computing Science course is designed to provide students with both the necessary knowledge and understanding and the practical problem solving skills to enable them to become software developers and computer scientists of the future.

The course has four areas of study:

Software design and development

Students develop knowledge, understanding and practical problem-solving skills in software design and development, through a range of practical and investigative tasks using appropriate software development environments. This develops their programming and computational-thinking skills by implementing practical solutions and explaining how these programs work.

Computer systems

Students develop an understanding of how data and instructions are stored in binary form and basic computer architecture. They gain an awareness of the environmental impact of the energy use of computing systems and security precautions that can be taken to protect computer systems.

Database design and development

Students develop knowledge, understanding and practical problem-solving skills in database design and development, through a range of practical and investigative tasks. This allows candidates to apply computational-thinking skills to analyse, design, implement, test, and evaluate practical solutions, using a range of development tools such as SQL.

Web design and development

Students develop knowledge, understanding and practical problem-solving skills in web design and development, through a range of practical and investigative tasks. This allows candidates to apply computational-thinking skills to analyse, design, implement, test and evaluate practical solutions to web-based problems, using a range of development tools such as HTML, CSS and Javascript.

COURSE ASSESSMENT

Practical coursework task: 31%

Final Exam 69%

NATIONAL 4 COMPUTING SCIENCE

ENTRY REQUIREMENTS

This course is suitable for any student, and no previous Computing qualification is necessary.

COURSE OUTLINE

The National 4 Computing Science course is designed to provide students with both the necessary knowledge and understanding and the practical problem solving skills to enable them to become software developers and computer scientists of the future. The course comprises two units:

Software Design and Development

The aim of this unit is for the student to develop basic knowledge, understanding and practical problem-solving skills in software design and development. Students will develop their programming skills by designing and writing a range of engaging computer programs. Students will also explore how different types of computer software applications are used in society.

Information System Design and Development

Students will design and produce databases, web pages and other multimedia solutions. They will also develop an understanding of basic computer hardware, software, connectivity and security.

COURSE ASSESSMENT

To achieve the National 4 Computing Science Course, learners must pass all of the required Units including the Added Value Unit.

COMPUTER GAMES DEVELOPMENT **NATIONAL PROGRESSION AWARD 4/5/6**

ENTRY REQUIREMENTS




This course is suitable for any student, and no previous Computing qualification is necessary.

COURSE OUTLINE

The computer games industry in the UK is worth an estimated £4 billion per year. As well as offering career opportunities, computer games design also helps to develop problem solving skills, teamwork and creativity.

The Computer Games Development course will offer an introduction to the design and development of computer games. Students will be able to design their own computer games and levels, edit graphics and sound, and then produce, launch and market a final version of their game for others to play.

The course comprises 3 units:

-  Computer Games: Design
-  Computer Games: Media Assets
-  Computer Games: Development

COURSE ASSESSMENT

Each unit is assessed by practical work and a short written assessments. There is no examination at the end of the course.

CYBER SECURITY

NATIONAL PROGRESSION AWARD 4/5

ENTRY REQUIREMENTS

This course is suitable for any student, and no previous Computing qualification is necessary.

COURSE OUTLINE

We spend much of our lives online. The internet brings many benefits to society and businesses, but it has a darker side as a refuge, resource and recruitment tool for terrorists, hackers and other criminals.

The NPA Cyber Security course teaches you how we can protect networks, devices and programs from any type of cyberattack.

The UK's cyber security industry is now worth an estimated £8.3 billion with approximately 43,000 full time employees working in the cyber security sector, rising by around 30% year on year.

If you want to learn how to protect individuals and devices from hacking and cyber-attacks then this is the course for you.

The course comprises 3 units:



Data Security



Digital Forensics



Ethical Hacking

COURSE ASSESSMENT

Each unit is assessed by practical work and a short written assessments. There is no examination at the end of the course.

CRAFT, DESIGN AND TECHNOLOGY DEPARTMENT

The Craft, Design and Technology Department is offering senior students the following courses this session:



HIGHER GRAPHIC COMMUNICATION



NATIONAL 4/5 GRAPHIC COMMUNICATION



NATIONAL 4/5 PRACTICAL WOODWORKING



SKILLS FOR WORK: ENGINEERING SKILLS NATIONAL 4/5

Curricular Leader – Mr Carter

GRAPHIC COMMUNICATION



careers in graphic communication

advertising
desktop publishing
marketing
animation
digital design
multimedia design

architecture
engineering
print design
computer aided design
graphic design
product design

construction
illustration
surveying
civil engineering
exhibition design
web design



planit 

gateway

 SQA

mappit 



HIGHER GRAPHIC COMMUNICATION

ENTRY REQUIREMENTS






National 5 pass (A - C) in Graphic Communication

By negotiation with CDT staff

Art & Design would be beneficial

COURSE OUTLINE

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

-  skills in graphic communication techniques, including the use of equipment, graphics materials and software
-  creativity in the production of graphic communications to produce visual impact in meeting a specified purpose
-  skills in evaluating the effectiveness of graphics in communicating and meeting their purpose
-  an understanding of graphic communication standards protocols and conventions, where these apply
-  an understanding of the impact of graphic communication technologies on our environment and society.

The course consists of two main focus areas:

Desktop Publishing:

Students will learn advanced desktop publishing (DTP) terminology and techniques in order to produce attractive and engaging publications. These skills will be used to develop single and multipage publications including magazines, newspapers, posters and business cards.

This element of the course is assessed during the course assessment when each student will be required to show their knowledge of desktop publishing by producing a document which will showcase their skills and creative flair. During the exam, pupils will be shown published work and will be required to think critically in order to identify the techniques used and suggest improvements.

Computer Aided Design:

In this area students begin to master Autodesk Inventor, this program allows students and industry professionals alike to create, modify and produce products within a 3D environment. Students will be introduced to advanced commands, which will allow them to model and test a wide range of products, both existing and imaginary. Once they have designed their product, they will then have to produce a set of manufacturing blueprints, complete with manufacturing tolerances and dimensions to British standards.

Students are assessed on their proficiency within this workspace during their course assessment. During the assessment, pupils are required to make a 3D prototype from a set of design sketches given by the SQA. This assignment is time constrained which gives pupils a

real insight into the work of a Computer aided design technician. Questions regarding CAD also feature heavily in the exam, during their exam, students are presented with sketches and are asked to describe how they would produce these items on the computer.

COURSE ASSESSMENT

Component 1 — Question Paper (64% of grade)

The purpose of the question paper is to assess learners' skills, knowledge and visual literacy through the graphics techniques and practice they have acquired. The question paper has 90 marks available.

Component 2 — assignment (36% of grade)

The purpose of the Graphic Communication Assignment is to draw on, extend and apply the skills and knowledge developed and acquired during the Course.

Evidence will be produced through the learner's graphic response to a brief. The assignment will have 50 marks.

NATIONAL 5 GRAPHIC COMMUNICATION

ENTRY REQUIREMENTS

At the discretion of the department, but students will benefit from previously having studied within the department.

See Mr Watson for further details.

COURSE OUTLINE

The course provides opportunities for students to gain skills in reading, interpreting and creating graphic communications. Students will initiate, develop and communicate ideas graphically. They will develop spatial awareness.

The course is practical, yet exploratory and experiential in nature. It combines elements of creativity and communicating for visual impact with elements of protocol and an appreciation of the importance of graphic communication standards, where these are appropriate. Work will be produced in a mix of both manual and digital format, as appropriate to the tasks.

The course consists of 2 main focus areas:

Desktop Publishing:

Pupils will learn intermediate desktop publishing (DTP) terminology and techniques in order to produce attractive and engaging publications. These skills will be used to develop single page including magazine covers, posters and business cards.

This element of the course is assessed during the course assessment when each student will be required to show their knowledge of desktop publishing by producing a document which will showcase their skills, knowledge and creative flair. During the exam, pupils will be shown published work and will be required to think critically in order to identify the techniques used and suggest improvements.

Computer Aided Design:

At National 5 pupils continue their work with Autodesk Inventor, this program allows students and industry professionals alike to create, modify and produce products within a 3D environment. Pupils will be introduced to intermediate commands, which will allow them to model and examine a range of products, both existing and imaginary. Once they have designed their product, they will then have to produce a set of manufacturing blueprints complete with all the required dimensions for manufacture.

Pupils are assessed on their proficiency within this workspace during their course assessment. During the assessment, pupils are required to make a 3D prototype from a set of design sketches given by the SQA. This assignment is time constrained which gives pupils a real insight into the work of a Computer aided design technician. Questions regarding CAD also feature heavily in the exam, during their exam, pupils are presented with sketches and are asked to describe how they would produce these items on the computer.

COURSE ASSESSMENT

To gain the National 5 qualification the student must the following: Question paper (80 marks, 67%) Assignment (40 marks, 33%).

NATIONAL 4 GRAPHIC COMMUNICATION

ENTRY REQUIREMENT

At the discretion of the department, but students will benefit from previously having studied within the department.

See CDT department for further details.

COURSE OUTLINE

The course provides opportunities for students to gain skills in reading, interpreting and creating graphic communications. Students will initiate, develop and communicate ideas graphically. They will develop spatial awareness.

The course is practical, yet exploratory and experiential in nature. It combines elements of creativity and communicating for visual impact with elements of protocol and an appreciation of the importance of graphic communication standards, where these are appropriate. Work will be produced in a mix of both manual and digital format, as appropriate to the tasks.

The course consists of 3 mandatory units:

2D Graphic Communication

This Unit helps students develop their creativity and skills within a 2D graphic communication context. It will allow students to initiate, develop and communicate ideas graphically using two-dimensional graphic techniques. They will develop 2D spatial awareness.

3D and Pictorial Graphic Communication

This Unit helps students develop their creativity and skills within a 3D and pictorial graphic communication context. It will allow students to initiate, develop and communicate ideas graphically using three-dimensional and pictorial graphic techniques. They will develop 3D spatial awareness.

Graphic Communication Assignment

Students will be able to extend and apply their knowledge and skills through the assignment. They will draw on their range of graphic communication experiences from the Units in order to produce an effective overall response to the assignment.

COURSE ASSESSMENT

This course will be internally assessed and moderated by the SQA. In order to achieve a pass within the subject, students must complete all 3 units.

NATIONAL 4 PRACTICAL WOODWORKING

ENTRY REQUIREMENTS

Health and Safety is an assessable element of the course; therefore, a high standard of behaviour is required. As the course consists predominantly of practical workshop experiences, a high level of attendance is expected.




COURSE OUTLINE

This is a practical course where lessons take place in the workshop, particularly suitable if you are hoping to have a career in the construction industry. It may also be useful to you if you are interested in learning about materials and technology and in developing craft skills as a hobby. Making things from wood gives you a sense of achievement and the course in general helps to build your confidence and self-discipline.




You will make FOUR woodwork projects, 3 of which will cover the relevant outcomes and 1 which will allow you to demonstrate the skills and knowledge you have acquired through completion of the previous outcomes.

There are four units in the course –





Flat Frame Construction

-  to acquire knowledge of a range of tools, materials and processes
-  to make a range of basic joints that are commonly used in the production of flat frame joinery
-  to manufacture a flat-framed wooden product from a working drawing

Carcass Construction

-  to select and use woodworking tools for specific purposes and acquire knowledge of a range of tool, materials and processes
-  to make a range of basic woodworking joints that could be used in a wide range of carcass joinery constructions
-  to manufacture a carcass or box product from a working drawing.

Machining and Finishing: Wood

-  to acquire knowledge of associated tools, materials and processes
-  to learn to set up and use a range of common machine and power tools in accordance with safe working practice
-  to manufacture a machined component from a working drawing
-  to learn to use various finishing techniques including a range of surface preparations such as planning and sanding.

Added Value Unit/Course Assessment: Making a Finished Product from Wood

to draw on and extend their range of practical woodworking experiences and skills.

COURSE ASSESSMENT

Course work is assessed internally in accordance with SQA guidelines. In order to attain a pass within the subject you must complete all four units to a satisfactory standard. No folio is required.

NATIONAL 5 PRACTICAL WOODWORKING

ENTRY REQUIREMENTS

Speak to the department for further clarity.

Health and Safety is an assessable element of the course; therefore, a high standard of behaviour is required.

As the course consists predominantly of practical workshop experiences, a high level of attendance is expected.




COURSE OUTLINE

This is a practical course where lessons take place in the workshop, particularly suitable if you are hoping to have a career in the construction industry. It may also be useful to you if you are interested in learning about materials and technology and in developing craft skills as a hobby. Making things from wood gives you a sense of achievement and the course in general helps to build your confidence and self-discipline.




You will make 4 woodwork projects, 3 of which will cover the relevant outcomes and 1 which will allow you to demonstrate the skills and knowledge you have acquired through completion of the previous outcomes.

There are three units in the course –





Flat Frame Construction

-  to acquire knowledge of a range of tools, materials and processes
-  to make a range of basic joints that are commonly used in the production of flat frame joinery
-  to manufacture a flat-framed wooden product from a working drawing

Carcass Construction

-  to select and use woodworking tools for specific purposes and acquire knowledge of a range of tool, materials and processes
-  to make a range of basic woodworking joints that could be used in a wide range of carcass joinery constructions
-  to manufacture a carcass or box product from a working drawing.

Machining and Finishing: Wood

-  to acquire knowledge of associated tools, materials and processes
-  to learn to set up and use a range of common machine and power tools in accordance with safe working practice
-  to manufacture a machined component from a working drawing
-  to learn to use various finishing techniques including a range of surface preparations such as planing and sanding.

COURSE ASSESSMENT

The course is assessed through a practical project completed in school hours and worth 70 marks (70% of overall grade) and a written exam worth 60 marks (30% of overall grade).

SKILLS FOR WORK: ENGINEERING SKILLS NATIONAL 4/5

ENTRY REQUIREMENTS

Speak to the department for further clarity.

Participation in Practical Woodwork in a previous year will be beneficial.

Health and Safety is an assessable element of the course; therefore, a high standard of behaviour is required.

As the course consists predominantly of practical experiences, a high level of attendance is expected.

COURSE OUTLINE

Engineering Skills: Mechanical (National 4)

This unit is designed to be the first attempted on the course. Learners are required to select the correct tools and materials required to safely manufacture an artefact. During the manufacture, learners will read simple engineering drawings, measure and mark, select appropriate materials and work to specified tolerances. Embedded into the practical activities of this unit are the employability skills that employers value.

Engineering Skills: Electrical/Electronic (National 4)

In this unit learners will select the correct tools and components required to construct a basic functional extra low voltage electrical/electronic circuit from a given diagram and specification. Embedded into the practical activities of this unit are the employability skills that employers value.

Engineering Skills: Fabrication (National 4)






In this unit learners will select the correct tools, materials and equipment required to manufacture an artefact using cutting, hot and cold forming and mechanical and thermal joining techniques. Embedded into the practical activities of this unit are the employability skills that employers value.

Engineering Skills: Manufacture and Assembly (National 4)

This unit is designed to be attempted only after successful completion of the preceding skills units. Learners will select and safely use the correct tools and materials to manufacture, assemble and complete functionality tests on an artefact. Learners will evaluate and report their findings on the manufacture, assembly and functionality tests of the artefact. Embedded into the practical activities of this unit are the employability skills that employers value.

COURSE ASSESSMENT





All the Units focus on the development of specific engineering skills. Assessment involves practical activities which will produce evidence for all the Outcomes. Assessment of the evidence will cover:

-  interpretation of a drawing or specification
-  the appropriate use of tools, materials and equipment
-  successful involvement in the completion of a task, product or assembly
-  quality checking of their work by the candidate
-  attention to health and safety aspects of working in a workshop type of environment

There is no external assessment for this Course. Learners must successfully complete each Unit to achieve the Course.

DRAMA DEPARTMENT

The Drama Department is offering senior students the following courses this session:

-  **HIGHER DRAMA**
-  **NATIONAL 5 DRAMA**
-  **NATIONAL 4 DRAMA**
-  **NPA ACTING & PERFORMANCE/MUSICAL THEATRE**

Curricular Leader – Ms M Sheail



DRAMA

careers in drama

acting
event management
directing
sound technology
public relations
tv and radio presenting
broadcasting
drama therapy

stunt work
lighting technology
drama coaching
writing
drama facilitation
film and tv production
studio management
entertainment

stage management
theatre production
arts administration
teaching
set design
community arts work
radio production
casting agency work



planit 

gateway

 SQA

mappit 



HIGHER DRAMA

ENTRY REQUIREMENTS

Students would normally have passed

National 5 Drama

National 5 English

In addition, students should be studying/have passed Higher English.

COURSE OUTLINE

Please note, these are subject to SQA updates and are correct at time of print.

Drama Skills

This area of work will require students to portray a complex character and demonstrate their ability to direct others. Students will develop their directing/characterisation skills and refine drama forms and structures. Students will evidence their ability to apply skills through learning lines, annotating scripts, dramatic commentary and so forth.

Students will undertake the process of the dramatic interpretation and analysis of texts in a practical way through drama. They will look at the historic, social and cultural context of the texts and consider the ideas and meaning contained within it. Then, using acting and directing skills, they will apply a range of drama skills to work together in order to communicate their theatrical statement.

STUDENTS MUST BE PREPARED TO ACT IN FRONT OF THEIR PEERS.

This area will focus on students developing their knowledge of texts and using that as a catalyst to progress their devising, directing and performing skills.

Please note, pupils are expected to attend professional productions in their own time, many of which are free. This is an integral part of the Higher Drama course and is not optional.

Drama: Production Skills

This area of work will require students to demonstrate their ability to design and use production skills. Activities may include devising and/or selecting and/or adapting pieces of set, creating lighting effects, creating live sound effects and making a sound-effects recording, sourcing and/or devising and/or adapting props, selecting and/or adapting pieces of costume, and using and creating effects with stage make-up.

Students will research one dramatic text in its theatrical and historical context by exploring the style, structure, genre and staging of the text. The emphasis of the exploration is from the perspective of a chosen production area as either: an actor or; a director or; a designer.

They will then, within the chosen production area, create and develop a performance concept in preparation for performance. They will apply their knowledge of their production skill as they explore, design and create and present their production concept.

Creating and presenting drama will be required throughout the course in front of an audience.

COURSE ASSESSMENT

Performance (60%)

The final externally assessed performance has two sections:

Preparation for Performance – this will include research on the chosen text and the processes used to reach their acting or directing or design concept for the performance

Performance – Acting, Directing or Designing.

Question Paper (40%)

The question paper will have three sections

Section 1 Theatre Production – Text in Context: Relate performance ideas to selected text – how would you respond as an actor/director/designer in an intended production?

Section 2 Theatre Production - Application: Relate performance ideas to selected text – how would you approach challenges as a designer/director

Section 3 Performance Analysis – a detailed analysis of a live production you have seen, different to that of the studied text.

NATIONAL 5 DRAMA

ENTRY REQUIREMENTS

Students would normally have passed

National 4 Drama

National 4 English

In addition, students should be studying/have passed National 5 English.

COURSE OUTLINE

National 5 Drama consists of two main areas of study outlined below:

Drama Skills

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

STUDENTS MUST BE PREPARED TO ACT IN FRONT OF THEIR PEERS.

Please note, pupils are expected to attend professional productions in their own time, many of which are free. This is an integral part of the National 5 Drama course and is not optional.

Production Skills

In this area, students will develop a range of production skills. These include Lighting, Sound, Set, Make-up, Costume and Props. They will use these skills to enhance drama when presenting. Students will use problem-solving skills in order to generate ideas for presenting drama.

COURSE ASSESSMENT

There are two externally assessed components – Question Paper and Performance.

Question Paper (40%)

The question paper consists of two sections:

Section 1 assesses the candidate's ability to evaluate their own work and the work of others

Section 2 assesses the candidate's ability to respond to stimuli and create their own piece of drama suitable for performance

Candidates are required to demonstrate knowledge and understanding of both process and performance, based on their work throughout the year. They are expected to use drama terminology throughout.

Performance (60%)

The purpose of the performance is to enable candidates to draw on, extend and apply the skills, knowledge and understanding they have learned during the course.

The performance assesses the candidate's preparation and performance of a textual extract. The candidate can be assessed in either an acting or a production role.

The final externally assessed performance has two sections:

Preparation for Performance – this will include research on the chosen text and the processes used to reach their acting or directing or design concept for the performance

Performance – Acting, Directing or Designing.

NATIONAL 4 DRAMA

ENTRY REQUIREMENTS

Students would normally have passed

National 3/S3 Drama

National 3 English

In addition, students should be studying/have passed National 4 English.

COURSE OUTLINE

National 4 Drama consists of two main units outlined below.

Drama Skills

In this Unit, students will explore and develop drama skills and ways of communicating thoughts and ideas to an audience. They will learn how to respond to stimuli. They will also learn how to develop portrayal of character and will develop knowledge of form, structure, genre and style when creating and presenting drama.

STUDENTS MUST BE PREPARED TO ACT IN FRONT OF THEIR PEERS.

Students will develop knowledge of social and cultural influences on drama. They will also learn how to reflect on their own progress and that of other students.

Please note, pupils are expected to attend professional productions in their own time, many of which are free. This is an integral part of the National 4 Drama course and is not optional.

Production Skills

In this Unit, students will explore and develop production skills. These include Lighting, Sound, Set, Make-up, Costume and Props. They will use these skills to enhance drama when presenting. Students will use problem-solving skills in order to generate ideas for presenting drama.

Drama Performance (Added Value Unit)

Students will draw on and extend their knowledge and apply their production skills in a drama performance. The Unit will focus on the process and product of learning. The performance will be sufficiently open and flexible to allow for personalisation and choice.



COURSE ASSESSMENT

The Drama Skills and Production Skills units will be assessed throughout the year as each task within a unit is evaluated. Evidence will be generated through class work. For the Drama Performance unit the student will draw on, extend and apply the skills they have learned during the Course. This will be assessed through a drama performance. The performance will involve creating and presenting a drama. The overall grade for this course, like other National 4 exams, will be pass/fail at the end of the year.

ACTING & PERFORMANCE/MUSICAL THEATRE NPA LEVEL 6

ENTRY REQUIREMENTS

Students would normally have

-  National 5 Music and/or Drama
-  Interest and experience in musical theatre and acting

COURSE OUTLINE

Please note, these are subject to SQA updates and are correct at time of print.

Throughout the year, students will prepare a series of individual and group tasks including written work, performances and presentations. Although support will be given, students are responsible for completing tasks in a timely manner.

ACTING & PERFORMANCE




COURSE ASSESSMENT

All elements are internally assessed and subject to external moderation from SQA. There is no final exam, but each element must be passed in order to achieve the course award.

Professional Theatre in Context

The purpose of the assignment is to experience and analyse two contrasting performances

The assignment has three parts:






-  Investigate the elements within two contrasting styles/genres of professional theatre
-  Explore the role of the theatre production team in creating a production
-  Evaluate the effectiveness of two contrasting professional theatrical performances

This will be assessed through written essays and teacher observation.

Theatre Skills in Performance

The purpose of the assignment is to demonstrate knowledge of a variety of roles within the theatre, and to demonstrate preparation and evaluation of a personal performance as an actor.

The assignment has five parts:

-  Describe the roles of the director and the actor
-  Demonstrate stagecraft as an actor
-  Prepare for a performance as an actor in the rehearsal process
-  Demonstrate theatre skills in performance
-  Evaluate theatre skills in performance.

Evidence will be gathered through rehearsal logs, written reports and teacher observations.

MUSICAL THEATRE

COURSE OUTLINE

Please note, these are subject to SQA updates and are correct at time of print.

Throughout the year, students will prepare a series of performances in the elements of singing, acting and dancing. Although support will be given on choice of pieces, students must rehearse in their own time.




COURSE ASSESSMENT

All elements are internally assessed and subject to external moderation from SQA. There is no final exam, but each element must be passed in order to achieve the course award.

Acting Through Song

The purpose of the assignment is to explore character through performance.

The assignment has three parts:





-  Research and interpret the text of contrasting songs
-  Create and portray a character in rehearsal and performance
-  Evaluate character development and final performance

This will be assessed through written essays, final performance and teacher observation.

Preparation for Audition

The purpose of the assignment is to investigate employment opportunities within the performing arts industry, and to prepare and perform in an audition

The assignment has four parts:




-  Identify the types of work available in the performing arts industry
-  Prepare for an audition
-  Rehearse for and perform an audition
-  Evaluate own performance at an audition

Evidence will be gathered through research folios, written reports, audition performance and teacher observations

Group Dance

The purpose of the assignment is to prepare and perform a series of group dances.

The assignment has three parts:

-  Prepare a performance of a group dance as a choreographer and performer
-  Participate in the performance of a group dance
-  Evaluate final performance

Evidence will be gathered through recordings, logs, written reports, final performance and teacher observations

ENGLISH DEPARTMENT

The English department is offering senior students the following courses this session:

 NEW ADVANCED HIGHER ENGLISH

 HIGHER ENGLISH

 NATIONAL 5 ENGLISH

 NATIONAL 4 ENGLISH

 JOURNALISM NPA LEVEL 6

 MEDIA NPA LEVEL 5

 MEDIA NPA LEVEL 6

Curricular Leader - Mrs L Craik-Collins

ENGLISH



careers in english

acting
editing
teaching
advertising
civil service
archive work
broadcasting
public relations
human resources
film/tv production
travel and tourism

law
writing
marketing
publishing
web editing
copywriting
librarianship
management
speech therapy
film/tv direction
arts administration

politics
journalism
clerical work
administration
local government
classroom support
proof reading
film/tv editing
events management
information services
social media marketing



planit

gateway

 SQA

mappit



NEW ADVANCED HIGHER ENGLISH

ENTRY REQUIREMENTS

An A or B pass at new Higher

Genuine interest in English Literature/Language/Communication/Media

Desire to develop own creative writing skills, perhaps for a career in writing, journalism or the media.

COURSE OUTLINE

The Advanced Higher English Course provides learners with the opportunity to apply critical, analytical and evaluative skills to a wide range of complex and sophisticated texts from different genres. Learners develop sophisticated writing skills, responding to the way structure, form and language shape the overall meaning of texts.

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

Analysis and Evaluation of Literary Texts

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

Learners will provide evidence of their ability to analyse and evaluate complex and sophisticated literary texts. The purpose of this Unit is to provide learners with opportunities to develop the skill of critically responding to complex and sophisticated literary texts by applying knowledge of the various ways by which meaning is created, and by understanding critical concepts and approaches. Learners extend and refine their skills of analysis and evaluation through the study of complex and sophisticated literary texts from the genres of drama, poetry and prose (fiction and non-fiction). Learners will also develop independent learning skills by selecting materials for research into an aspect or aspects of literature, formulating relevant tasks and researching primary and secondary sources.

Creation and Production

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

Learners will provide evidence of their ability to produce complex and sophisticated writing, and to critically reflect on its development. The purpose of this Unit is to provide learners with the opportunity to extend and refine their writing skills through the production of different types of writing. Learners will use language creatively for a variety of purposes and in a variety of forms. Learners will develop a range of skills necessary for the deployment of language to create effect, and critically reflect on the development of their writing.

COURSE ASSESSMENT

All Units are internally assessed, either on a Unit-by-Unit basis or by combined assessment.

They will be assessed on a pass/fail basis within centre.

Mandatory Units



English: Analysis and Evaluation (Advanced Higher)

Learners will provide evidence of their ability to critically respond to previously studied complex and sophisticated texts, and of their ability to carry out an independent study into an aspect or aspects of literature.

English: Creation and Production (Advanced Higher)

Learners will provide evidence of their writing skills through the production of writing which demonstrates a range of skills necessary for the deployment of language to create effect.

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. In the Advanced Higher English Course, added value will focus on:

-  Challenge
-  Application

The Course assessment will take the form of:

| | | | | | |
|------------------|---|------------|---|------------------------|------------|
| Literary Study | - | SQA exam | - | 1.5 hrs | - 20 marks |
| Textual Analysis | - | SQA exam | - | 1.5 hrs | - 20 marks |
| Portfolio | - | SQA marked | - | 30 marks; 15 per essay | |

At the moment, the SQA are asking for one piece but the marks are scaled up so essentially one piece is doubled.

| | | | | | |
|----------------------|---|------------|---|----------|--|
| Project Dissertation | - | SQA marked | - | 30 marks | |
|----------------------|---|------------|---|----------|--|

HIGHER ENGLISH

ENTRY REQUIREMENTS

An A or B pass at National 5, in conjunction with a teacher's recommendation.

COURSE OUTLINE

The course is designed to enrich the experience of students through the study of language and literature and to develop the skills of understanding and communication. Students must pass all internal course units, as well as the final examination assessment.

Internal assessment will be covered by one unit:

The candidate must pass an internal assessment of both Listening and Talking skills, meeting the required SQA criteria at this level.

Portfolio of Writing

In addition to this, pupils must complete a folio of two written pieces; one broadly discursive and one broadly creative. This portfolio is set by the department and conducted under some supervision. Preparation will take place mainly in the student's own time and will involve a wide and varied researching of topic and current materials. Evidence will be submitted to SQA for external marking.

No assessed piece may be redrafted more than twice.

In preparation for the final examination, pupils will study two to three class texts, from the genres of poetry, drama and prose. One of these texts will be the set Scottish text and pupils will be expected to answer 4 or 5 textual analysis questions on an extract/poem presented in the exam. They will then be asked to compare the extract/poem to the rest of the text/another poem by the same poet, in a mini-critical response. The candidates will choose from the remaining two texts and write one full critical response. These texts will be studied in class time, however, it is fully expected that candidates will revise and study their notes/quotations at home from the start of the August term. There may also be readings and practice papers to be undertaken during private study.

COURSE ASSESSMENT

Portfolio of Writing

Marked out of 30 (15 marks per essay) - 30% of overall award. At the moment, the SQA are asking for one piece but the marks are scaled up so essentially one piece is doubled.

Exam

Reading for Understanding, Analysis and Evaluation: marked out of 30 - 30% of overall award (1hr 30mins)

Critical Reading: marked out of 40 (Scottish set text/20; 1 critical response/20) – 40% of overall award (1hr 30mins)

NATIONAL 5 ENGLISH

ENTRY REQUIREMENTS

Strong overall award and performance for Third Level Experiences and Outcomes or evidence of performance at Fourth Level Experiences and Outcomes, or a pass at all components of the National 4 English Course.

COURSE OUTLINE

The course is designed to enrich the experience of students through the study of language and literature and to develop the skills of understanding and communication. It is a bridging step, developing key skills studied at level 3 Secure and level 4 of Curriculum for Excellence. It is also a course which directly correlates in structure with the new Higher course and can be a stepping stone to this qualification. Students must pass all internal course units, as well as the final examination assessment.

Internal assessment will be covered by one unit:

The candidate must pass an internal assessment of both Listening and Talking skills, meeting the required SQA criteria at this level.

Portfolio of Writing

Pupils must complete a folio of two written pieces; one broadly discursive and one broadly creative. This portfolio is set by the department and conducted under some supervision. Preparation will take place mainly in the student's own time. Evidence will be submitted to SQA for external marking.

No assessed piece may be redrafted more than twice.

In preparation for the final examination, pupils will study two to three class texts, from the genres of poetry, drama and prose. One of these texts will be the set Scottish text and pupils will be expected to answer 4 or 5 textual analysis questions on an extract/poem presented in the exam. They will then be asked to compare the extract/poem to the rest of the text/another poem by the same poet, in a mini-critical response. The candidates will choose from the remaining two texts and write one full critical response. These texts will be studied in class time, however, it is fully expected that candidates will revise and study their notes/quotations at home from the start of the August term. There may also be readings and practice papers to be undertaken during private study.

COURSE ASSESSMENT

Portfolio of Writing

Marked out of 30 (15 marks per essay) - 30% of overall award

Exam

Reading for Understanding, Analysis and Evaluation: marked out of 30 - 30% of overall award (1hr)

Critical Reading: marked out of 40 (Scottish set text/20; 1 critical response/20) – 40% of overall award (1hr 30mins)

NATIONAL 4 ENGLISH

ENTRY REQUIREMENTS

Developing or Consolidating overall award and performance regarding Third Level Experiences and Outcomes.

COURSE OUTLINE

Students will complete four mandatory units:

Analysis and Evaluation

Creation and Production

Literacy

Added Value Unit Assignment

COURSE ASSESSMENT

All units are internally assessed on a pass/fail basis. They can be assessed on a unit-by-unit basis or by combined assessment.

Analysis and Evaluation

Students will provide evidence of their listening and reading skills, as well as their knowledge of language and their analysis and evaluation skills.

Creation and Production

Students will provide evidence of their talking and writing skills and demonstrate the knowledge required to create texts.

Literacy

Students will provide evidence of all the above skills, across projects.

Added Value Unit

This unit will focus on challenge and application. Students will focus on a topic, research it, plan their written piece and present their findings.

JOURNALISM NPA LEVEL 6

ENTRY REQUIREMENTS

- S4 - full Level 3 award, or work at Level 4 in BGE.
S5/6 - Pass at National 5 English or Media.

COURSE OUTLINE

The Journalism NPA is an introduction to journalism and is designed to focus on the key journalistic skills of researching and writing. Candidates will study a range of media artefacts before undertaking research, conducting an interview and producing both a feature article and a news article. Internal assessments will take place at appropriate points throughout the course. Pupils can still achieve some of the units, even if they do not pass the full course.

COURSE ASSESSMENT

All assessment for this course is internal. Candidates will study four units.

Unit 1 - Research and Interview Skills

Candidates will

- Describe the key elements for journalism research
- Carry out journalism research on given topics using secondary sources.
- Plan and conduct a research interview on a given topic.

Unit 2 - Feature Writing

Candidates will

- Investigate the key components of feature articles
- Research and plan a basic feature article for print.
- Produce a basic feature article for print.

Unit 3 - Page Layout and Design for Print

Candidates will

- Analyse the basic elements of a range of page layouts.
- Plan a market-related publication for commercial print media in accordance with a given brief.
- Produce a market-related publication for commercial print media in accordance with a given brief.

Unit 4 - Newswriting for Print

Candidates will

- Describe the news gathering process.
- Explain the key features of selected print news.
- Produce a basic news story for print.

MEDIA

careers in media

editing
advertising
web design
media planning
copywriting
marketing
public relations
proof reading

retail and sales
broadcasting
market research
administration
photography
desktop publishing
media research
media presenting

event management
radio production
multimedia development
camera operation
tv and film production
web editing
social media
digital marketing



planit 

gateway

 SQA

mappit 



FILM AND MEDIA NPA 5 and 6

ENTRY REQUIREMENTS

A clear interest in making and studying media, showing evidence of work at National 4 English and a committed and dedicated attitude towards school work and study.

COURSE OUTLINE

Level 5

Learners will be introduced to technical film codes and narrative conventions in film. This will be achieved through viewing films or film extracts from a range of film genres. Learners will also have the opportunity to gain knowledge of the film industry and the commercial factors that affect film production. Learners also work as part of a team throughout the planning and implementation of a creative project. This unit encourages learners to use creative processes to plan, implement and evaluate a creative project. Entry requirement for the course: pass at N4 English.

Level 6

This introduces learners to technical and/or cultural codes and narrative conventions in film through viewing and analysing films or film extracts in a range of film genres. Learners will also gain detailed knowledge and understanding of the film industry and current commercial factors that affect film production and distribution, including funding, marketplace developments and the impact of developments in technology on production, content and audience engagement. The course allows learners to plan, implement and evaluate a media-based project in response to a given brief. The *Creative Project* gives learners the opportunity to put into practice the knowledge and skills they have developed and to further develop key skills such as planning, communication, problem solving and time management. Entry requirements for the course: pass at N5 English/N5 Media/NPA Level 5 Media.

COURSE ASSESSMENT

The internal course assessment will consist of two components: a Film and film Industry Unit and a Creative Project.

In addition, they will be assessed on two optional units from a broad range including Media Feature Writing and Storytelling for the Creative Industries.

Component 1 — Film and Film Industry Unit

Assessment for this component will be either written or recorded oral evidence.

Component 2 Creative Project

Assessment for this component will be either written or recorded oral evidence and may also include production of media material.

Choice components

Assessments for these are varied based on the choices made; some include written or oral recorded evidence, while others require closed book tests.

GEOGRAPHY DEPARTMENT

“Geography students hold the key to the world’s problems.”



The geography department is offering senior students the following courses this session:

- Advanced Higher Geography
- Higher Geography
- National 4 and 5 Geography
- National 4 and 5 Travel and Tourism

Curricular Leader – Mrs A Crawford

GEOGRAPHY

careers using geography

ecology
meteorology
climatology
cartography
energy engineering
landscape architecture
town and country planning

teaching
surveying
archaeology
rural development
nature conservation
environmental education
environmental management

geology
demography
geophysics
travel and tourism
geographical information
transport and distribution
hydromorphology



find out more at [planitplus.net](https://www.planitplus.net)



ADVANCED HIGHER GEOGRAPHY



ENTRY REQUIREMENTS

This course is for students who have been successful in Higher Geography (grades A – C) and are interested in progressing into further education after school.

COURSE OUTLINE

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

Through the study of geography, and by gaining geographical analysis techniques, candidates develop an understanding of aspects of the contemporary world. They are challenged to look at the world in new ways, understand more about their sense of identity, and learn about different countries and cultures.

Candidates gain experience of working on their own through the independent study, research, critical thinking, and evaluation skills embedded in the course. Candidates further develop skills and attributes which are highly valued by higher education institutions, transferable and important for their life and work.

A large part of the course is based on putting together a folio of work. Topics areas are flexible and can cater to all interests. Fieldwork is a fundamental part of this course and there will be a compulsory trip involving river measurements on and in the Water of Leith!

Skills gained are invaluable for success in further education.

COURSE ASSESSMENT

There are three elements within the course that are assessed. The actual final exam is only worth 30% of the final mark.

Component 1:- Question paper (exam) – 50 marks

Component 2:- Geographical Study – 60 marks

Component 3:- Geographical Issue – 40 marks

The course assessment will be graded A – D.

CAREER/EMPLOYMENT OPPORTUNITIES

This course and qualification could lead to

| | | |
|-----------------------------|------------------------------------|-----------------------------|
| advertising | emergency management geographic | media |
| architecture | information systems financial risk | oil industry work |
| armed forces | assessor retail management | pollution analyst |
| banking business management | forestry manager surveyor | renewable energy |
| cartography | golf course design | transport officer |
| disaster management | housing manager | urban planning |
| economic adviser & analyst | landscape architecture | urban regeneration officer |
| environmental consultancy | landscape management | <i>and much more</i> |
| environmental engineer | location analyst | |

HIGHER GEOGRAPHY



Never a day goes by without something geographical in the news. Geography is weather, climate change, deserts, volcanoes, plastic pollution, population,

“Geography students hold the key to the world's problems”.

Michael Palin

~Travel television presenter and actor





Course Outline

Geography is fast becoming one of the most important subjects to study in a world affected by climate change, increasing natural disaster such as floods, cyclones, earthquakes and volcanoes, and population increase.




By studying geography, you will be able to understand everything that you see around you, from what is going on in the news to how the landscape is formed. It is a subject that looks at both the physical and human side of the world, allowing you to develop the knowledge and skills needed to take on any further education course or job!

In Higher we will build the key skills and knowledge in physical, human, and global issues, some of which are new topics and some which build on what we have looked at at National 5:

Physical Environments:

| | | | |
|--|---|---|---|
| Lithosphere (glaciated and coastal landscapes) |  | Biosphere (soil) |  |
| Atmosphere (global heat budget, circulation cells, ocean circulation, ITCZ) |  | Hydrosphere (interpreting hydrographs, river landscapes) |  |

Human Environments:

| | | | |
|---|---|---|---|
| Population (population pyramids, migration) |  | Urban (housing and transport problems in cities) |  |
| Rural (land degradation, land use conflicts) |  | | |

Global Issues:

| | | | |
|---|---|---|---|
| Climate Change (causes, impacts, strategies) |  | Development and Health (indicators, malaria) |  |
|---|---|---|---|



Application of Geographical Skills: These skills will challenge you to combine your map skills with analysis of a range of sources to identify the advantages, disadvantages and impacts of a development on an area (for example: the expansion of Heathrow airport).



Assignment: This is something you do independently, with guidance from your teacher, and counts towards 27% of your final grade. It develops your ability to carry out independent work and research a geographical topic of your choice.

Entry Requirements

This course is a natural progression for those who have been successful in National 5 Geography.

The department also welcomes students who did not experience National 5 Geography but would like to study the subject again. In these circumstances, good grades of upper C and above in other Nationals is required. 6th year students should have gained Highers in S5.

Aims of Geography

- Develop an understanding of the key global issues that world faces and what we can do to positively influence them.
- Develop and enhance the key skills needed in any course or career, such as interpreting graphical information, writing reports and the use of digital technology.
- Give you the tools needed to be a responsible citizen in today's world and make a positive impact on the communities around you.

| Skills for Learning, Life and Work | Progression |
|--|--|
| Literacy - reading, writing, listening and talking Numeracy - time measurement, information processing, economic figures Health and Wellbeing - emotional intelligence & resilience, sharing ideas, debating opinions Employability, Enterprise & Citizenship - communication, teamwork, leadership, initiative, social awareness, global citizen Thinking skills - describing, explaining, analysing, evaluating | <ul style="list-style-type: none"> • Advanced Higher Geography • College/university courses (there are many Geography related courses, as well as studying Geography, such as Geology, Environmental Science, Anthropology, Sustainable Development, International Relations and Geographical Information Systems (GIS)) • National & Higher in other Social Subjects & Science |

Course Assessment

There will be internal assessments throughout the year.

Added Value Assignment - This is worth 27% of the final mark and is based on a fieldwork project. This will be assessed in school under strict exam conditions. Attendance for this is compulsory and a medical certificate is required for absence.











External Exam - This now consists of two papers worth 160 marks in total:

- **Paper 1** - 100 Marks - 46% of final grade
- **Paper 2** - 60 Marks - 27% of final grade

The course assessment will be graded A - D.

Careers in Geography

Geography can lead to many career opportunities - it is the perfect subject to study whether you know what you want to do or not. Every employer wants an employee who is aware of the social and environmental issues that impact us all! Some examples include:

| | |
|--|--|
|  Humanitarian aid work |  Retail management |
|  Environmental engineer |  Renewable energy |
|  Landscape architect |  Media |
|  Banking & financial services |  Armed Forces |
|  Business manager |  Emergency management |

To see more check out - <https://forrestersocsubs.blogspot.co.uk/p/s3.html>

NATIONAL 4 AND 5 GEOGRAPHY



Never a day goes by without something geographical in the news. Geography is weather, climate change, deserts, volcanoes, plastic pollution, population, poverty and disease. That is why it is one of THE most important subjects to study.

“Geography students hold the key to the world's problems”.

Michael Palin

~Travel television presenter & actor





Course Outline

Geography is fast becoming one of the most important subjects to study in a world affected by climate change, increasing natural disaster such as floods, cyclones, earthquakes and volcanoes, and population increase.




By studying geography, you will be able to understand everything that you see around you, from what is going on in the news to how the landscape is formed. It is a subject that looks at both the physical and human side of the world, allowing you to develop the knowledge and skills needed to take on any further education course or job!

In National 4/5 we will build the key skills and knowledge in physical, human, and global issues, learning about a range of different topics:

Physical Environments:

| | | | |
|------------------------------------|---|--------------------|---|
| Glaciated Landscapes |  | Coastal Landscapes |  |
| Land Use in a Glaciated Landscapes |  | Weather |  |

Human Environments:

| | | | |
|----------------------------|---|-------|---|
| Population and Development |  | Urban |  |
| Rural |  | | |

Global Issues:

| | | | |
|-----------------------|---|--------|---|
| Environmental Hazards |  | Health |  |
|-----------------------|---|--------|---|

Geographical Skills:



These are a range of map and graph reading skills that you will use in a number of the topics, as well as the assignment. This will include reading an OS map; being able to give grid references, interpret contour lines and analyse map symbols.

Assignment:



This is something you do independently, with guidance from your teacher, and counts towards 20% of your final grade. It develops your ability to carry out independent work and research a geographical topic of your choice.

Entry Requirements

These courses are ideal for students who have enjoyed their learning in S2 and S3 Geography. They build on knowledge gained which leads to a qualification at either National 4 or 5 level. Students should have attained a National 4 or 5 pass in any Social Subject for Level 5. It is recommended they have studied Geography up to the end of S3 but not compulsory.

Aims of Geography

- Develop an understanding of the key global issues that world faces and what we can do to positively influence them.
- Develop and enhance the key skills needed in any course or career, such as interpreting graphical information, writing reports and the use of digital technology.
- Give you the tools needed to be a responsible citizen in today's world and make a positive impact on the communities around you.

| Skills for Learning, Life and Work | Progression |
|--|---|
| Literacy – reading, writing, listening and talking Numeracy – time measurement, information processing, economic figures Health and Wellbeing – emotional intelligence & resilience, sharing ideas, debating opinions Employability, Enterprise & Citizenship – communication, teamwork, leadership, initiative, social awareness, global citizen Thinking skills – describing, explaining, analysing, evaluating | <ul style="list-style-type: none">• National 5 (if doing Nat 4)• Higher Geography• College/university courses (there are many Geography related courses, as well as studying Geography, such as Geology, Environmental Science, Anthropology, Sustainable Development, International Relations and Geographical Information Systems (GIS))• National & Higher in other Social Subjects & Science |

Course Assessment

The course assessment is based on:











- Question paper exam which is out of 80 marks
- Assignment (Added Value Unit) which is worth 20 marks.

The course assessment will be graded A – D.

At National 4 level it is assessed by the teacher. Unit assessments are required to be completed throughout the year for National 4 students or for those entered for Unit passes for National 5.

Careers in Geography

Geography can lead to many career opportunities - it is the perfect subject to study whether you know what you want to do or not. Every employer wants an employee who is aware of the social and environmental issues that impact us all! Some examples include:

| | |
|--|--|
|  Humanitarian aid work |  Retail management |
|  Environmental engineer |  Renewable energy |
|  Landscape architect |  Media |
|  Banking & financial services |  Armed Forces |
|  Business manager |  Emergency management |

To see more check out - <https://forrestersocsubs.blogspot.co.uk/p/s3.html>

NATIONAL 4 AND 5 TRAVEL AND TOURISM



CC <https://pixabay.com/en/tour-packages-travel-tourism-1180673/>

ENTRY REQUIREMENTS

Students should have one of the following: -

English at National 4 level or above

A National 4 or 5 in a Social Subject would be preferable but not essential

Anyone with an interest in Travel and Tourism

COURSE OUTLINE

This course is aimed at students who would like to work in the travel industry or in tourism. It is also suitable for any student who is interested in personal travel. The course has a skills for work focus and is intended to get students thinking about employment opportunities now and in the future. We have had some students who have pursued travel, tourism and hospitality this as a career option when leaving school and have been very successful. Some students have gained modern apprenticeships with travel companies or employment at the airport to name a few successful examples. The course is also intended to give students life skills that they need when leaving Forrester for the outside world and applying for jobs.

Travel and Tourism can be studied further at college and university level.

There are 4 units in the course at both National 4 and 5 level: -

TRAVEL AND TOURISM: - EMPLOYABILITY

This looks at what employers look for in people applying for jobs in the travel and tourism industry and what careers are available. It also involves planning for employment in a particular travel and tourism job.

TRAVEL AND TOURISM: - CUSTOMER SERVICE

This is learning about how to deal with the needs of customers. It involves learning communications skills, marketing and how to deal with issues and problems when they arise.

TRAVEL AND TOURISM: - SCOTLAND

In this unit, students will gain knowledge of holiday destinations and attractions in Scotland and be able to advise customers on suitable holiday itineraries. It also looks at the issues and impact of tourism in Scotland.

TRAVEL AND TOURISM: - UK AND WORLDWIDE

This unit will give students good knowledge of destinations in the UK, Europe and long haul countries.

More information is available on request from Social Subjects staff.

COURSE ASSESSMENT

To be successful in the course, students must be able to pass all the unit outcomes.

There is no external exam and this course is completed on a pass/fail basis. It is NOT graded.

CAREER/EMPLOYMENT OPPORTUNITIES

This course and qualification could lead to

| | | |
|----------------------------|-----------------------------|------------------------------|
| events management | hospitality industry jobs | travel agent work |
| flight attendant | tour guide | outdoor activities manager |
| holiday rep | tourist information manager | <i>and much more!</i> |
| hotel or resort management | tour manager | |

HISTORY DEPARTMENT

The History department is offering senior students the following courses this session:



HIGHER HISTORY



NATIONAL 4 & 5 HISTORY

Why study history?

History is the study of the past; the events and people that have shaped our world today. It continues to be one of the most popular subjects studied by Scottish students.

The study of history helps make sense of humankind. It also helps people understand the things that happen today and that may happen in the future. It is also important now more than ever that the history we learn is inclusive and takes into account a wider range of voices from the past.

History students develop skills in extended and analytical writing, explaining historical developments and events, evaluating sources and drawing conclusions. These are all skills that are valued in further education and by employers in a wide range of careers.

Curricular Leader – Mrs A Crawford

HISTORY



careers using history

politics
genealogy
library work
anthropology
archive work
administration

tourism
sociology
publishing
teaching
civil service
cultural heritage

law
journalism
archaeology
restoration work
diplomatic service
museum work



find out more at

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gateway




HIGHER HISTORY

ENTRY REQUIREMENTS

National 5 History (A-C) or any other Social Subject at National 5 or Higher, at the discretion of the Curricular Leader. A National 5 English pass is also advisory for the literacy requirements of the course.

COURSE OUTLINE

The Higher Course covers three areas:

-  Migration and Empire 1830-1939; Population movement and social and economic change in Scotland and abroad between 1830 and 1939.
-  Britain – 1851-1951; Development of the UK into a modern democracy and the development of the role of the state in the welfare of its citizens.
-  Appeasement and the Road to War, 1919-1939; Fascist foreign policy after 1933 and the reactions of the democratic powers to it. The development of the policy of appeasement, its failure and the outbreak of war in Europe in 1939.

COURSE ASSESSMENT



The Assignment

The Assignment is an extended essay, worth 30 marks and represents 27% of the overall course award. This is a mandatory aspect of the course and is completed in one hour & 30 minutes, under exam conditions.



Exam

The final exam assesses source analysis (36 marks) and extended writing skills (44 marks) in two assessments.

CAREER/EMPLOYMENT OPPORTUNITIES

This course and qualification could lead to

Administration
Anthropology
Archaeology
Archive Work
Civil Service
Culture heritage

Diplomatic service
Genealogy
Journalism
Law
Museum work
Politics

Publishing
Restoration work
Teaching
Tourism
Sociology

NATIONAL 4/5 HISTORY

ENTRY REQUIREMENTS

It is recommended students have studied History in S3. S5/6 students who have studied any other Social Subject at National 5 will also find National History accessible.

COURSE OUTLINE

National 4/5 History covers three topics:

Scottish: The Era of the Great War, 1910-1928

A study of the experiences of Scots in the Great War and its impact on life in Scotland.

British: The Atlantic Slave Trade 1770-1807

A study of the nature of the British Atlantic slave trade in the late eighteenth century, changing attitudes towards it in Britain and the pressures that led to its abolition, illustrating the themes of rights, exploitation and culture.

European and the World: Hitler and Nazi Germany, 1919-39

A study of attempts to establish democracy in Weimar Germany, the reasons for its collapse and the nature of the Nazi State.

COURSE ASSESSMENT

National 4 is assessed internally with end of unit assessments. Students will also be required to complete an Added Value Unit with support and guidance from the class teacher.

National 5 is assessed using an Assignment and the final exam. The Assignment (20 marks) is completed in school, under exam conditions and then uplifted by the SQA for external marking.

The final exam Question Paper (80 marks) assesses content across all three units of study on both knowledge & understanding, as well as source analysis skills questions.

CAREER/EMPLOYMENT OPPORTUNITIES

This course and qualification could lead to

Administration
Anthropology
Archaeology
Archive Work
Civil Service
Culture heritage

Diplomatic service
Genealogy
Journalism
Law
Museum work
Politics

Publishing
Restoration work
Teaching
Tourism
Sociology
and much more

HOME ECONOMICS DEPARTMENT

The Home Economics Department is offering senior students the following courses this session:



NATIONAL 5 – HOSPITALITY – PRACTICAL COOKERY



NATIONAL 5 – HOSPITALITY – PRACTICAL CAKE CRAFT



NATIONAL 4/5 – EARLY LEARNING AND CHILDCARE

Curricular Leader – Mr Carter

NATIONAL 5 HOSPITALITY

PRACTICAL COOKERY

ENTRY REQUIREMENTS

Entrants will be considered following discussion with the faculty.

Attendance is essential as this course has continual assessment throughout the academic year. It is beneficial if you have taken part in a Home Economics course previously, demonstrating your progression.

COURSE OUTLINE

Why study Hospitality: Practical Cookery?

Healthy, tasty food is crucial to our wellbeing. The course will suit you if you love food and cooking and want to develop your skills in this area.

Being able to cook for yourself and others is a valuable life skill and can lead to a range of careers, including working in hotels and restaurants, the health sector and the food industry.

What will I study?

This course is practical and relevant to the world of work. You will develop your skills in choosing ingredients, preparing dishes and presenting them appropriately. You will learn more about the importance of safety and hygiene when preparing and presenting food.

COURSE ASSESSMENT

2 ½ hour practical assessment producing a 3 course meal.

2 hour written assessment for time plan, along with an annotated detailed drawing for service of food.

45 minutes written assessment during SQA diet.

Students will draw on their knowledge; understanding and skills developed across the course, students will produce a three-course meal for four people within a set time scale.

Students will have an opportunity to sit the REHIS Hygiene Certificate recognized by the food industry.

NATIONAL 5 HOSPITALITY

PRACTICAL CAKE CRAFT

ENTRY REQUIREMENTS

New entrants will be considered after discussion with the faculty.
Attendance is necessary as this course has continual assessment.
Previous courses within the department demonstrating progression are beneficial.

COURSE OUTLINE

Why study Hospitality: Practical Cake Craft?

This course will teach you how to plan, prepare and bake cakes that look good, taste good and are safe to eat. Baking and decorating cakes will suit you if you enjoy using art and design skills in a creative and practical way.

Cake production is part of the Scottish hospitality industry, which is vibrant and growing. The course is a springboard for a range of careers in the hospitality industry, which employs a significant proportion of the nation's workforce.

What will I study?

The course is practical and relevant to the world of work. You will learn how to research recipes, trends and designs, and experiment with recipes, cake designs and finishing techniques. You will also learn how to interpret a design brief to create your own innovative cakes and biscuits.

COURSE ASSESSMENT

45-minute written assessment during SQA Summer examinations. Students are assessed in all practical lessons; therefore, good attendance is essential.

The external assessment will be a Practical Assignment, which has three stages: planning, developing and evaluating. The final examination will always be externally assessed, in either February or May and these cakes are retained within school until verification is finalised.

All written work and final annotated designs are sent to SQA for external examination.

National 4/5 – Early Learning and Childcare

Entry requirements

New entrants will be considered after discussion with Faculty

Good attendance





Previous courses within the department demonstrating progression

Course Outline




Why study Early Education and Childcare?

Educating or caring for young children is a very rewarding career. You are in a position to develop and enhance the lives of children and young people, and your enthusiasm will sow seeds which can grow right through life!

Early Education and Childcare offers good opportunities for students who enjoy:

-  Working with children
-  Communicating with others
-  Organising activities
-  Using their imagination

You will complete 3 mandatory units within the course:

-  Development and Wellbeing of Children and Young People
-  Play in Early Learning and Childcare
-  Working in Early Learning and Childcare

Your teacher will also select one further optional unit to study within the course.

Course Assessment

There is no external assessment for this Course. Learners must successfully complete each Unit to achieve the Course.

The Units are internally assessed by centres and externally verified by SQA.

MATHEMATICS DEPARTMENT

The Mathematics Department is offering senior students the following courses this session:



ADVANCED HIGHER MATHEMATICS



HIGHER MATHEMATICS



NATIONAL 5 MATHEMATICS



NATIONAL 5 APPLICATIONS OF MATHEMATICS



NATIONAL 4 MATHEMATICS

Curricular Leader - Mr M Cunningham

MATHEMATICS

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careers in mathematics

actuarial work
construction
accountancy
economics
pharmacy
administration
engineering
retail and sales
air traffic control
industrial design
ophthalmics and orthoptics

science
architecture
insurance
software development
astronomy
investment analysis
sound technology
banking
management
statistics
bookmaking

market research
stockbroking
buying
meteorology
surveying
clerical work
medical technology
teaching
computer games design
network management
transport and logistics



planit 

gateway

 SQA

mappit 



ADVANCED HIGHER MATHEMATICS (NEW)

ENTRY REQUIREMENTS

Higher Maths qualification at A/B level

COURSE OUTLINE

Advanced Higher Maths is most suitable for those who have a passion and keen enjoyment of the subject and wish to pursue a career or university course involving mathematics.

Mathematics is important in everyday life, allowing us to make sense of the world around us and to manage our lives.

Using mathematics enables us to model real-life situations and make connections and informed predictions. It equips us with the skills we need to interpret and analyse information, simplify and solve problems, assess risk and make informed decisions.

The course consists of three units:

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.

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.

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.

COURSE ASSESSMENT

To gain an award the student must pass a final external exam.

HIGHER MATHEMATICS

ENTRY REQUIREMENTS

National 5 Maths qualification at A/B level

COURSE OUTLINE

Higher Maths is most suitable for students that have an interest in mathematics and enjoy solving mathematical problems and would like to pursue a career in Maths, Science, Engineering, Computing or Business.

Mathematics is important in everyday life, allowing us to make sense of the world around us and to manage our lives.

Using mathematics enables us to model real-life situations and make connections and informed predictions. It equips us with the skills we need to interpret and analyse information, simplify and solve problems, assess risk and make informed decisions.

The course consists of three units:

Expressions and Formulae

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

Relationships

To develop knowledge and skills that involve solving equations and to introduce differential and integral calculus. The outcome covers algebra, geometry, calculus and skills in mathematical reasoning and modelling.

Applications

To develop knowledge and skills that involve geometric applications, sequences and calculus.

COURSE ASSESSMENT

To gain an award the student must pass a final external exam.

NATIONAL 5 MATHEMATICS

ENTRY REQUIREMENTS

National 5 Applications of Maths or National 4 Mathematics pass, where students have shown the potential required to study at National 5 level.

If you are unsure whether you should pick National 5 Maths or National 5 Applications of Maths, please seek advice from your Maths teacher or Mr Cunningham.

COURSE OUTLINE

The National 5 course is most suitable for those with an interest in problems solving and learning complex models of mathematical situations.

Mathematics is important in everyday life, allowing us to make sense of the world around us and to manage our lives.

Using mathematics enables us to model real-life situations and make connections and informed predictions. It equips us with the skills we need to interpret and analyse information, simplify and solve problems, assess risk and make informed decisions.

The course consists of three units:

Expressions and Formulae

Students develop skills linked to mathematical expressions and formulae across number, algebra, geometry and reasoning.

Relationships

Students solve and manipulate equations, work with graphs and carry out calculations on the lengths and angles of shapes.

Applications

In this unit students investigate the applications of mathematics within real-life contexts using trigonometry, geometry, number processes and statistics.

COURSE ASSESSMENT

To gain an award the student must pass a final external exam.

NATIONAL 5 APPLICATIONS OF MATHEMATICS

ENTRY REQUIREMENTS

National 4 Mathematics pass, where students have shown the potential required to study at National 5 Applications of Mathematics level.

If you are unsure whether you should pick National 5 Maths or National 5 Applications of Maths, please seek advice from your Maths teacher or Mr Cunningham.

COURSE OUTLINE

The National 5 Applications of Mathematics course explores the applications of mathematical techniques and skills in everyday situations, including financial matters, statistics, and measurement. The skills, knowledge and understanding in the course also support learning in other curriculum areas, such as technology, health and wellbeing, science, and social studies.

The course consists of six sections:

Numeracy Skills

Carrying out calculations; selecting appropriate units; recording and interpreting measurement

Financial Skills

Income, budgeting, best deals, currency conversion, calculating interest

Statistical Skills

Investigating risk, drawing graphs, comparing data,

Measurement Skills

Scale drawing, bearings, efficient container packing, time management and precedence tables, effects of tolerance

Geometric Skills

Gradient, composite shapes, volume of solids, Pythagoras' Theorem

Graphical Data and Probability Skills

Reading charts, graphs and tables and interpreting their data, probability

COURSE ASSESSMENT

To gain an award the student must pass a final external exam.

PROGRESSION

Students passing National 5 Applications of Maths in S4 could progress to National 5 Maths in S5, and potentially Higher Maths in S6. There is no direct progression from National 5 Applications of Maths to Higher Maths. For further information, please consult your Maths teacher or Mr Cunningham.

NATIONAL 4 MATHEMATICS

ENTRY REQUIREMENTS

National 3 Mathematics Lifeskills or experience at CfE Level 3/4.

COURSE OUTLINE

The course is most suitable for those who wish to continue with maths but want to consolidate the learning undertaken in 3rd year. The course covers a variety of everyday problem solving and algebraic manipulations which are necessary for further study of maths.

Mathematics is important in everyday life, allowing us to make sense of the world around us and to manage our lives.

Using mathematics enables us to model real-life situations and make connections and informed predictions. It equips us with the skills we need to interpret and analyse information, simplify and solve problems, assess risk and make informed decisions.

This course will develop Mathematical skills for further learning, as well as skills for life and work. The course consists of three units:

Expressions and Formulae

The outcomes of this unit cover aspects of algebra, geometry, statistics and reasoning.

Relationships

In this unit students will be expected to solve equations, understand graphs and work with trigonometric ratios.

Numeracy

The general aim of this Unit is to develop students' numerical and information handling skills to solve straightforward, real-life problems involving number, money, time and measurement.

COURSE ASSESSMENT







Each unit includes an end of unit assessment.

The course includes an added value assessment which covers all aspects of learning across the three units.

There is no external examination at the end of the course.

MODERN LANGUAGES DEPARTMENT

The Modern Languages department is offering senior students the following courses this session:

-  NATIONAL 4 FRENCH
-  NATIONAL 4 SPANISH
-  NATIONAL 5 FRENCH
-  NATIONAL 5 SPANISH
-  HIGHER FRENCH
-  HIGHER SPANISH



**Languages
Work**

Curricular Leader - Mrs P Hastings

MODERN LANGUAGES



careers in modern languages

hospitality
retailing
interpreting
finance
local government
journalism
customs and immigration

translating
law
civil service
airline cabin crew
publishing
transport and distribution
broadcasting

travel and tourism
teaching
diplomatic service
catering
importing/exporting
call centre work
marketing and sales



NATIONAL 4 FRENCH / SPANISH





ENTRY REQUIREMENTS

Students who are currently working at Level 3 of CfE in S3 will progress to National 4 in S4.

COURSE OUTLINE




National 4 Modern Languages further develops language skills in the real life contexts of Society, Learning, Employability and Culture. Learning a language enables students to make connections with different people and their cultures and to play a fuller part as global citizens. The study of a language contributes to the development of cultural awareness and enables students to communicate directly with people from different cultures. The course encourages students to communicate, be critical thinkers and be creative. Knowledge of a foreign language is a great asset in the modern day workplace.

This course offers students opportunities to develop and extend a wide range of skills. In particular, the Course aims to enable students to develop the ability to:

-  Read, listen and talk in a modern language
-  Understand and use a modern language
-  Apply knowledge of a modern language
-  Plan, research and apply language skills

The practice and use of these skills aim to develop: employability, enterprise, citizenship and thinking skills.

The Course is made of 3 units:

-  Modern Languages: Understanding Language
-  Modern Languages: Using Language
-  Modern Languages: Added Value Unit - Assessment

COURSE ASSESSMENT

All three Units are internally assessed on a pass / fail basis within centres

NATIONAL 5 FRENCH / SPANISH

ENTRY REQUIREMENTS




Students who are currently working at Level 4 of CfE in S3 will progress to National 5 in S4.

COURSE OUTLINE

This course provides candidates with opportunities to continue to acquire and develop skills for learning, skills for life and skills for work. The course provides students with the opportunity to develop skills in listening and talking, reading and writing, which are essential for learning, work and life: to use different media effectively for learning and communication; and to develop understanding of how language works, and use language to communicate ideas and information. Foreign language skills are often highly regarded in the workplace of today.



This course offers students opportunities to develop and extend a wide range of skills.

In particular, the Course aims to enable students to develop the ability to:

-  Read, listen and talk in a modern language
-  Understand and use a modern language
-  Apply knowledge and understanding of a modern language

Students will develop broad, generic skills which will encourage employability, enterprise, citizenship and thinking skills.

This Course is made of 2 units

-  Modern Languages: Understanding Language
-  Modern Languages: Using Language

COURSE ASSESSMENT

There is a combination of an internally completed Writing Assignment, which is marked by the SQA, an internally assessed Speaking Presentation and Conversation in March, and external course assessment in May.

HIGHER FRENCH/SPANISH

ENTRY REQUIREMENTS

Students who have passed the National 5 FRENCH/SPANISH Course at A or B.

The relevance of Modern Languages



Nowadays many employers feel that knowledge of another language is an important skill in the modern workplace. We live in a multilingual world and must take account of other languages and cultures.

Our economic wealth depends on trade and knowledge of languages allows us to compete in the global marketplace. Furthermore, countless university courses offer the possibility to study abroad. Learning another language also opens a window to another culture.

Finally, while learning a foreign language we are acquiring concepts, skills and habits that make acquiring other foreign languages much easier and these life skills are highly valued by employers.

COURSE OUTLINE

The course consists of two units:

-  Understanding Language
-  Using Language

Higher Modern Languages provides learners with the opportunity to develop their skills in listening and talking, reading and writing, and to further develop an understanding of how language works.

The areas of study are the real life contexts of Society, Learning, Employability and Culture.

COURSE ASSESSMENT


There is a combination of an internally completed Writing Assignment, which is marked by the SQA, an internally assessed Speaking Conversation in March, and external course assessment in May.

MODERN STUDIES DEPARTMENT

The Modern Studies Department is offering senior students the following courses this session:

 **ADVANCED HIGHER MODERN STUDIES**

 **HIGHER MODERN STUDIES**

 **NATIONAL 4/5 MODERN STUDIES**

Curricular Leader – Mrs Crawford

MODERN STUDIES

careers using modern studies

police
banking
politics
marketing
community work
welfare rights
trade union work
broadcasting and media

law
teaching
economics
journalism
social work
administration
management
charity work

sociology
fundraising
civil service
anthropology
social sciences
clerical work
local government
information/advice work



find out more at

[planitplus.net](https://www.planitplus.net)





A JOURNEY IN MODERN STUDIES

Welcome



S1

Citizen Me!



Human Rights

Pressure Groups project



North Korea

The Stans

Democracies vs. Dictatorships

Life in Scotland



Dictatorship project

S2

Causes of Terrorism



Consequences of Terrorism



The Rise & Islamic State



COBRA Assessment



The Migrant Crisis

S3

A United Kingdom?
(inequality in the UK)

What is deviance?



How do we catch a criminal?



Responses to Crime

Deviance
& Crime



Measuring Crime



Subcultures

Dictators & Terrorists



Global Inequality

Race & Ethnicity



BLACK LIVES MATTER

Gender Inequality



PRIDE

N

Power & Status



Power in the UK



Power in the World



Research Skills & AVU

Causes of Crime

The Police



community

Powers of MSPs & First Minister

Devolved Democracy

VOTE

Democracy in Scotland

The USA

Inequality in the USA

Representation & Participation

Assignment

US Political System

Racial Inequality

Health Inequality

Gender Inequality

International Influence

Holding the PM to account

Assignment

US Political System

Inequality in the USA

Voting Behaviour

Scotland's Future

Democracy in the UK

The USA

International Influence

Health Inequality

Gender Inequality

International Influence

Democracy in the UK

The USA

International Influence

Health Inequality

Gender Inequality

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ADVANCED HIGHER MODERN STUDIES

ENTRY REQUIREMENTS

Prior study of Modern Studies not essential but is highly recommended. You should have achieved, or are predicted to achieve, a strong pass in Higher English or a strong pass at Higher in another Social Subject. You can discuss your options with any Social Subjects teacher.

COURSE OUTLINE

Unit 1: Understanding Criminal behaviour

- ✓ Definitions, measurements, and perceptions of crime.
- ✓ Biological and psychological causes of criminal behaviour.
- ✓ Sociological and economic causes of criminal behaviour.
- ✓ The impact of crime on groups in society.



Unit 2: Responses to Crime

- ✓ Theories behind punishment of criminals.
- ✓ The prison system in the UK, the USA, and beyond.
- ✓ Alternative punishments in the UK, the USA, and beyond.
- ✓ Other methods to reduce crime including the police.

Unit 3: Research Methodology

- ✓ Qualitative research methods to research crime.
- ✓ Quantitative research methods to research crime.
- ✓ Testing the reliability of evidence.
- ✓ Arguing the advantages and disadvantages of research methods.



Unit 4: Advance Higher Dissertation



- ✓ Dissertation project on an aspect of the course.
- ✓ Analysing and evaluating theme within criminology.
- ✓ Comparing crime in the UK with international examples.
- ✓ Synthesising evidence to support and sustain an argument.

COURSE ASSESSMENT

Advanced Higher

- Question Paper (60% of final grade – 3-hour SQA examination).
 - 2x extended essay responses from a choice of questions.
 - Marks are awarded based on your depth of knowledge, and your level of analysis, evaluation, synthesis, and comparisons.
 - 2x source question extended responses.
 - Marks are awarded based on your depth of analysis, evaluation, and linking of real-world examples to hypothetical research scenarios.
- Dissertation Project (40% of final grade - research your chosen topic then write report for SQA)
 - Your report should identify a relevant criminology issue.
 - You will explore two or three themes relevant to this issue and include international comparisons throughout.
 - You will evaluate the reliability of your own research including the sources you used.

PROGRESSION ROUTES:

-  Another social science course – Higher Politics, NPA Criminology, Nat 5/Higher Sociology, Nat 5/Higher Psychology.
-  Another social subject course - History, Geography, RMPS, Philosophy, Travel & Tourism, People in Society.

COLLEGE & UNIVERSITY COURSES:

- ✓ Social Sciences, Media, Education, Journalism, Politics, International Relations, Sociology, Criminology, Law, and Public Policy, Social Work, Tourism, Economics, Psychology.

CAREER/EMPLOYMENT OPPORTUNITIES

This qualification leads to a wide range of courses and professional careers:

- | | | |
|--------------------------|--------------------|--------------------|
| ❖ Anthropology | ❖ Journalism | ❖ Politics |
| ❖ Banking | ❖ Fundraising | ❖ Prison Officer |
| ❖ Broadcasting and Media | ❖ Law | ❖ Social Sciences |
| ❖ Charity Work | ❖ Local Government | ❖ Social Work |
| ❖ Civil Service | ❖ Marketing | ❖ Teaching |
| ❖ Community Work | ❖ Management | ❖ Trade Union Work |
| ❖ Economics | ❖ Police | ❖ Welfare Rights |

HIGHER MODERN STUDIES

ENTRY REQUIREMENTS

No prior study of Modern Studies is needed. It is recommended that you have achieved, or are predicted to achieve, at least National 5 English or a strong pass in another Social Subject. You can discuss your options with any Social Subjects teacher.

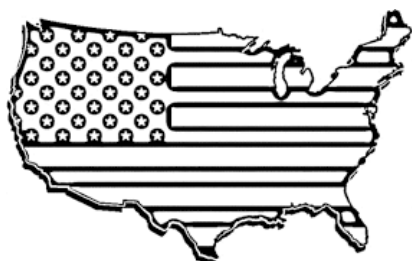
COURSE OUTLINE

Unit 1: Inequality in the UK

- ✓ Causes of poverty and inequality.
 - ✓ Causes of health inequality, including mental health.
 - ✓ Gender and sexuality issues.
 - ✓ Discrimination and racism against minorities.
 - ✓ Government failures to address poverty and inequality.
 - ✓ The role of charities and voluntary groups.
- Skills focus – testing reliability.



Unit 2: World Powers – The USA!



- ✓ The political system in the USA.
 - ✓ The rights Americans have including gun ownership.
 - ✓ Racial inequalities in the USA.
 - ✓ Crime in the USA and its impact.
 - ✓ Poverty in the USA and its impact.
 - ✓ Government responses to inequality.
- Skills focus – supporting and opposing evidence.

Unit 3: Democracy in Scotland & the UK

- ✓ The Independence debate – yes or no?
 - ✓ The influence of the media and other groups.
 - ✓ The Powers of the Government and Prime Minister.
 - ✓ Influences on voting behaviour.
 - ✓ Voting and electoral systems.
- Skills focus – drawing conclusions.






COURSE ASSESSMENT

Higher

- Question Paper 1 (47% of final grade – 1h 45m SQA examination).
 - 3x extended essay responses from a choice of questions.
 - Marks are awarded based on your depth of knowledge, and your level of analysis and evaluation.
- Question Paper 2 (25% of final grade – 1h 15m SQA examination).
 - 3x enquiry skills analysis responses – no choice of questions.
 - Marks are awarded based on your ability to analyse information, link evidence, and make evaluative judgements.
- Assignment (28% of final grade - research your chosen topic then write report for SQA)
 - Your report should identify a political, social, or international issue.
 - You will explore two or three solutions to this issue, providing evidence, analysis, and evaluative comments.
 - You will evaluate the reliability of your own research including the sources you used.

PROGRESSION ROUTES:

-  Advanced Higher Modern Studies.
-  Another social science course – Higher Politics, NPA Criminology, Nat 5/Higher Sociology, Nat 5/Higher Psychology.
-  Another social subject course - History, Geography, RMPS, Philosophy, Travel & Tourism, People in Society.

COLLEGE & UNIVERSITY COURSES:

- ✓ Social Sciences, Media, Education, Journalism, Politics, International Relations, Sociology, Criminology, Law, and Public Policy, Social Work, Tourism, Economics, Psychology.

CAREER/EMPLOYMENT OPPORTUNITIES

This qualification leads to a wide range of courses and professional careers:

- | | | |
|--------------------------|--------------------|--------------------|
| ❖ Anthropology | ❖ Journalism | ❖ Politics |
| ❖ Banking | ❖ Fundraising | ❖ Prison Officer |
| ❖ Broadcasting and Media | ❖ Law | ❖ Social Sciences |
| ❖ Charity Work | ❖ Local Government | ❖ Social Work |
| ❖ Civil Service | ❖ Marketing | ❖ Teaching |
| ❖ Community Work | ❖ Management | ❖ Trade Union Work |
| ❖ Economics | ❖ Police | ❖ Welfare Rights |

and the further study of Social Subjects, Politics, International Relations, Sociology, Criminology, Law and Public Policy

NATIONAL 3/4/5 MODERN STUDIES

ENTRY REQUIREMENTS

No prior study of Modern Studies is needed. It is recommended, but not essential, that you have achieved, or are predicted to achieve, National 5 English to study National 4/5 Modern Studies. A strong pass in another Social Subject would also be beneficial. You can discuss your options with any Social Subjects teacher.

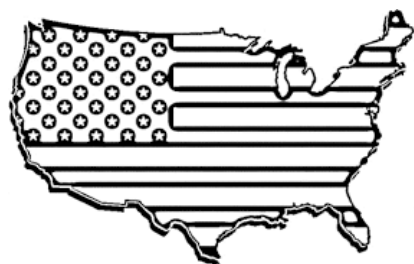
COURSE OUTLINE

Unit 1: Crime and the Law

- ✓ What makes a criminal?
 - ✓ Causes of crime – including psychological.
 - ✓ Consequences and impact of crime.
 - ✓ The prison system.
 - ✓ The court system and punishments.
 - ✓ The role of the police and government.
- Skills focus – supporting and opposing evidence.



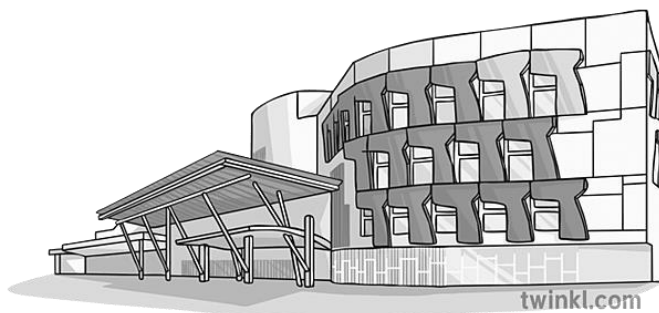
Unit 2: World Powers – The USA!



- ✓ The political system in the USA.
 - ✓ The rights Americans have including gun ownership.
 - ✓ Racial inequalities in the USA.
 - ✓ Crime in the USA and its impact.
 - ✓ Poverty in the USA and its impact.
 - ✓ Government responses to inequality.
- Skills focus – making decisions.

Unit 3: Democracy in Scotland

- ✓ Powers of the Scottish Parliament
 - ✓ The influence of the Media.
 - ✓ Participation and representation.
 - ✓ The First Minister and MSPs.
 - ✓ Voting Systems
- Skills focus – drawing conclusions.



COURSE ASSESSMENT

National 5

- Question Paper (80% of final grade – 2h 20m SQA examination).
 - 9x knowledge questions & 3x skills questions.
- Assignment (20% of final grade - research your chosen topic then write report for SQA)



National 4

- Three Unit Assessments – political issues, social issues, international issues. (Assessed by your teacher in class).
- Added Value Unit (research your chosen topic - assessed by your teacher in class).

National 3

- Three Unit Assessments – political issues, social issues, international issues. (Assessed by your teacher in class).

PROGRESSION ROUTES:

-  National 4/5 or Higher Modern Studies.
-  History, Geography, RMPS, Philosophy, Criminology, Sociology, Politics, Psychology, Travel & Tourism, People in Society.

COLLEGE & UNIVERSITY COURSES:

- ✓ Social Sciences, Media, Education, Journalism, Politics, International Relations, Sociology, Criminology, Law, and Public Policy, Social Work, Tourism, Economics, Psychology.

CAREER/EMPLOYMENT OPPORTUNITIES

This qualification leads to a wide range of courses and professional careers:






- | | | |
|--------------------------|--------------------|--------------------|
| ❖ Anthropology | ❖ Journalism | ❖ Politics |
| ❖ Banking | ❖ Fundraising | ❖ Prison Officer |
| ❖ Broadcasting and Media | ❖ Law | ❖ Social Sciences |
| ❖ Charity Work | ❖ Local Government | ❖ Social Work |
| ❖ Civil Service | ❖ Marketing | ❖ Teaching |
| ❖ Community Work | ❖ Management | ❖ Trade Union Work |
| ❖ Economics | ❖ Police | ❖ Welfare Rights |

Higher and Advanced Higher Courses:

Modern Studies, History, Geography, RMPS, and Philosophy

MUSIC DEPARTMENT

The Music Department is offering senior pupils the following courses this session:

-  ADVANCED HIGHER MUSIC
-  HIGHER MUSIC
-  NATIONAL 5 MUSIC
-  NATIONAL 4 MUSIC
-  MUSICAL THEATRE NPA LEVEL 6

Curricular Leader - Miss M Sheail



MUSIC

careers in music

acoustics
event management
music therapy
arts administration
music journalism
musical instrument technology
radio broadcasting

performing
composing
music recording
music production
promotions management
sound technology
music publishing

deejaying
audio engineering
teaching
artist management
sound operations
conducting
community arts music



ADVANCED HIGHER MUSIC

ENTRY REQUIREMENTS

Students would normally have passed

Higher Music

Grade 4 or Higher performing units on at least one instrument

COURSE OUTLINE

Please note, these are subject to SQA updates and are correct at time of print.

Throughout the year, students will prepare a programme of music on two instruments, experiment and develop original music compositions, and develop their knowledge and understanding of key musical styles and concepts. Although support will be given on choice of instrument and pieces, students must practise in their own time.

COURSE ASSESSMENT




Performance (50%)

Students will prepare a programme of music which will be performed to an external visiting examiner in Apr/May. This programme will demonstrate performance on two instruments (one may be voice) at Grade 5 level. The performance will last 18 minutes in total, with a minimum of 6 minutes on one instrument.

Assignment – Composition & Analysis of Music (15%)

The purpose of the assignment is to analyse, explore and develop musical ideas to create music.

The assignment has three parts:

-  composing one piece of music
-  reviewing the composing process
-  analysis and discussion of music in essay format

The composed piece may be in any style/genre and must last between a minimum of 1 minute and a maximum of 2 minutes and 30 seconds. The essay should be around 500 words. The assignment is worth 15% of the overall course award.



Question Paper (35%)

The purpose of the question paper is to assess learners' knowledge and understanding of music concepts and music literacy. Learners will demonstrate conceptual knowledge and understanding of music by responding to music excerpts and an associated range of questions in challenging musical contexts. All questions in the paper are compulsory.

HIGHER MUSIC

ENTRY REQUIREMENTS

Students would normally have passed

-  National 5 Music
-  Grade 3 on at least one instrument

COURSE OUTLINE

Please note, these are subject to SQA updates and are correct at time of print.

Throughout the year, students will prepare a programme of music on two instruments, experiment and develop original music compositions, and develop their knowledge and understanding of key musical styles and concepts. Although support will be given on choice of instrument and pieces, students must practise in their own time.

COURSE ASSESSMENT



Performance (50%)

Students will prepare a programme of music which will be performed to an external visiting examiner in Feb/March. This programme will demonstrate performance on two instruments (one may be voice) at Grade 4 level. The performance will last 12 minutes in total, with a minimum of 4 minutes on one instrument.

Assignment – Composition (15%)

The purpose of the composing assignment is to explore and develop musical ideas to create music.

The assignment has two parts:

-  composing one piece of music
-  reviewing the composing process

The composed piece may be in any style/genre and must last between a minimum of 1 minute and a maximum of 2 minutes and 30 seconds. The assignment is worth 15% of the overall course award.



Question Paper (35%)

The purpose of the question paper is to assess learners' knowledge and understanding of music concepts and music literacy. Learners will demonstrate conceptual knowledge and understanding of music by responding to music excerpts and an associated range of questions in challenging musical contexts. All questions in the paper are compulsory.

NATIONAL 5 MUSIC

ENTRY REQUIREMENTS

Students would normally have passed

-  National 4 Music
-  Grade 2 on at least one instrument

COURSE OUTLINE

Throughout the year, students will prepare a programme of music on two instruments, experiment and develop original music compositions, and develop their knowledge and understanding of key musical styles and concepts. Although support will be given on choice of instrument and pieces, students must practise in their own time.

COURSE ASSESSMENT



Performance (50%)

The purpose of the performance is to allow candidates to demonstrate skills on either two selected instruments, or on a selected instrument and voice. Each instrument is marked out of 30. The overall performance should last 8 minutes, with a minimum of 2 minutes on one instrument. Candidates should perform a minimum of two contrasting pieces of music on each of the two selected instruments, or instrument and voice at Grade 3 level. This will be externally assessed by a visiting examiner in Feb/March.

Assignment – Composition (15%)

The purpose of the composing assignment is to explore and develop musical ideas to create music.

The assignment has two parts:

-  composing one piece of music
-  reviewing the composing process



The composed piece may be in any style/genre and must last between a minimum of 1 minute and a maximum of 2 minutes and 30 seconds. The assignment is worth 15% of the overall course award.

Question Paper (35%)

The purpose of the question paper is to assess candidates' knowledge and understanding of music concepts and music literacy. Candidates demonstrate their conceptual knowledge and understanding of music by responding to questions that relate to excerpts of music in different styles.

A range of question types are used in the question paper. All questions in the question paper are mandatory.

The question paper gives candidates an opportunity to demonstrate the following skills, knowledge and understanding:

-  aural perception and discrimination
-  knowledge and understanding of a range of music styles, concepts and music literacy

The question paper has 40 marks (35% of the overall course award).

NATIONAL 4 MUSIC

ENTRY REQUIREMENTS

Students would normally have passed



S3 Music



Grade 1 on at least one instrument

COURSE OUTLINE

Music: Performing Skills

This unit involves preparing and performing 2 pieces of music on 2 different instruments, minimum Grade 2 standard. Students are supported in their choice of instrument and piece, although a great deal of self-directed study in the form of individual practise is required. Students must be prepared to practise regularly out with class time. A written reflection on each piece is also required.

Music: Composing Skills

This unit requires students to demonstrate their ability to use melody, harmony, rhythm, timbre, structure and form to create a folio of original compositions. Music technology can be used to support this.

Understanding Music

In this unit, students will demonstrate knowledge and understanding of key musical concepts. They will listen to music in a variety of styles and develop their knowledge and understanding of musical literacy.

COURSE ASSESSMENT

To gain a National 4 award, the candidate must achieve all three mandatory units as well as the added value unit.

Performance – Added Value Unit

Students will prepare a programme of music which will be performed to their teacher in April/May. This programme will demonstrate performance on two instruments (one may be voice) at Grade 2 level. The performance will last 8 minutes in total, with a minimum of 2 minutes on one instrument.

MUSIC PRODUCTION / MUSIC BUSINESS NPA LEVEL 6

ENTRY REQUIREMENTS

Students would normally have

An interest in sound engineering, music production and business.

COURSE OUTLINE

Please note, these are subject to SQA updates and are correct at time of print.

This course will provide an introduction to working in the areas of the music business and sound production. Due to the closely linked nature of these two subjects and their ongoing economic growth in the creative industries, the course provides an excellent opportunity to gain a grounding in this area of employment by taking part in projects involving the creation and marketing of musical products.




COURSE ASSESSMENT

All elements are internally assessed and subject to external moderation from SQA. There is no final exam, but each element must be passed in order to achieve the course award.

An Introduction to the UK Music Industry

The purpose of the assignment is to explore the key roles within the UK Music Industry.

The assignment has three parts:




-  Explore the function of key organisations in the UK music industry
-  Describe a range of job opportunities within the industry
-  Investigate the impact of key legislation within the industry

This will be assessed through written essays and teacher observation.

Promotion in the UK Music Industry

The purpose of the assignment is to explore the role of promotion in the UK Music Industry



The assignment has three parts:

-  Identify three key roles in promotion
-  Produce a plan to promote a music service or product
-  Produce a selection of (at least three) promotion materials

Evidence will be gathered through product folios, written reports and teacher observations

Appreciation of Music

The assignment has two parts:

-  Investigate the key musical features and contributors to a variety of music genres
-  Investigate the key musical features, background and a key contributor to a music genre









Evidence will be gathered through a written research project, listening logs and teacher observations.

Music Production

This course will take elements of the NPA in Sound Production and the NPA in Music, allowing learners freedom and flexibility in their course choice. Students following the Music NPA will be expected to perform for the Sound Production candidates to allow them to complete the live recording element of the course.

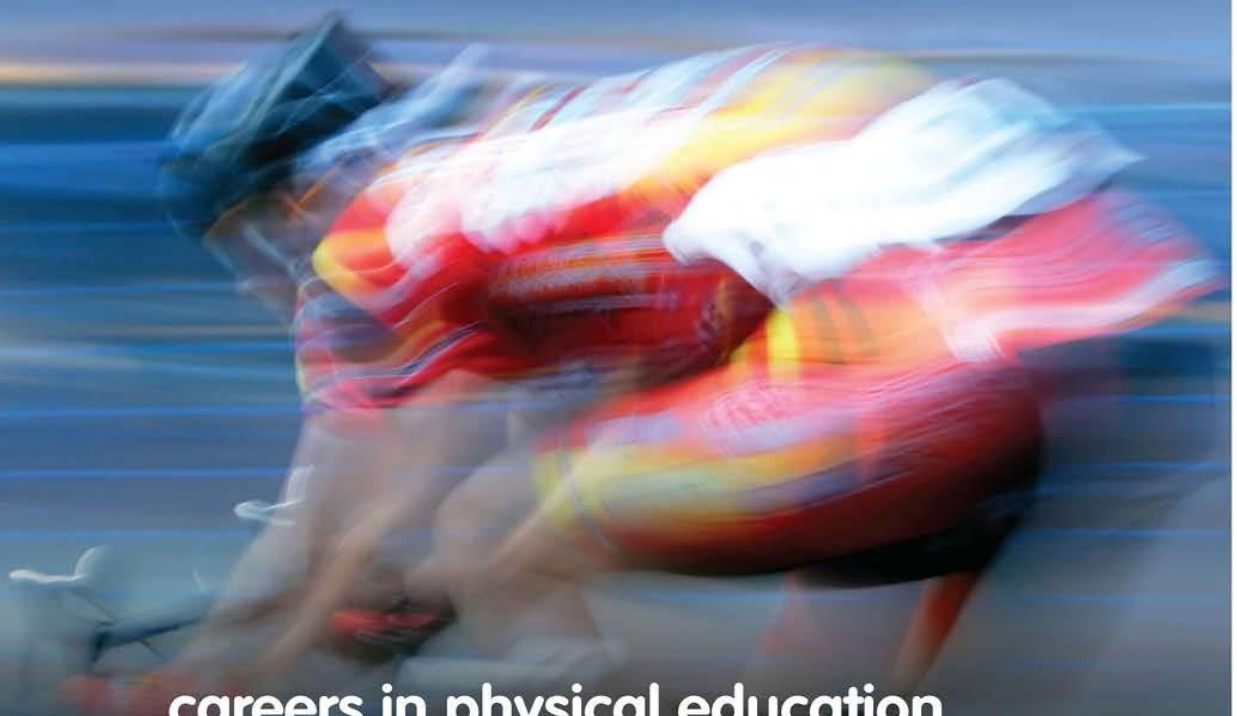
PHYSICAL EDUCATION DEPARTMENT

The Physical Education Department is offering senior students the following courses this session:

-  HIGHER PHYSICAL EDUCATION
-  NATIONAL 5 PHYSICAL EDUCATION
-  NATIONAL 4 PHYSICAL EDUCATION
-  NATIONAL 5 DANCE
-  HIGHER DANCE
-  SQA SPORTS LEADERSHIP AWARD/ Exercise and Fitness (S4 Only)
-  SQA SPORTS LEADERSHIP AWARD/ Exercise and Fitness Leadership (S5&6 Only)
-  EXCELLENCE IN SPORT – FOOTBALL

Acting Curricular Leader – Miss Templeton

PHYSICAL EDUCATION



careers in physical education

armed services
sport journalism
sport retailing
sport broadcasting
sport centre management
sport administration
sport coaching
health promotion

sports medicine
community sports
outdoor pursuits
sports science
diving
physiotherapy
teaching
fitness instruction

police
travel and tourism
ground keeping
professional sport
fire fighting
physiology
personal training
leisure and recreation



planit 

gateway

 SQA

mappit 



HIGHER PHYSICAL EDUCATION



ENTRY REQUIREMENTS

Students should have passed National 5 P.E. at a minimum A pass and should be sitting English at National 5 or Higher.

This course is suitable for students who have an interest and enthusiasm for developing their physical and performance skills, and who want to pursue a career in Physical education or to broaden their learning experience.

This is a very demanding course and students need to be flexible with activity choice. There is a high expectation that students bring a full change of P.E. kit every lesson and are committed to Physical activity. (This will include Swimming)

Students should be part of a team or club outside of school or attending an extra-curricular sports club in school. Pupils need to be competent in at least two practical activities at Higher level.

Entrance to Higher P.E. will be based on a wide range of factors. Practical ability, effort, behaviour, previous written evidence, level of English, last year's homework and prelims, attitude, maturity, attendance, injuries and kit history.

Pupils should be scoring 45+/60 in their two one off performances in National 5

COURSE OUTLINE

Performance: 60 marks two one off performance (Internally assessed)
Exam : 50 marks (2hr 30mins) (Externally marked)



COURSE ASSESSMENT

Exam (50 marks) + Performance (60 marks) = 110

NATIONAL 5 PHYSICAL EDUCATION



ENTRY REQUIREMENTS

This Course is suitable for all students who have an interest and enthusiasm for developing their physical and performance skills, either to pursue study and career options related to Physical Education or to broaden their learning experience. Students can continue their study in S5/6 with Higher Physical Education.

Students should have achieved a Pass at National 4 level, or achieved Level 4 in majority of activities in S3.

This is a very demanding course and students need to be flexible with activity choice. There is a high expectation that students bring a full change of PE kit every lesson and are committed to Physical activity. (This will include Swimming)

Students should be part of a team or club outside of school or attending an extra-curricular sports club in school. Pupils need to be competent in at least two practical activities at National 5 level.

Entrance to National P.E will be based on a wide range factors. Practical ability, effort, behaviour, previous written evidence, level of English (Nat 5), last year's homework and prelims, attitude, maturity, attendance, injuries and kit history.

COURSE OUTLINE

Performance: 60 marks (two one off performances - Internal assessment)

Portfolio : 60 marks (Externally assessed)

The portfolio has three sections:

Section 1

Understanding factors that impact on performance

In this section, the candidate must explain the impact of mental, emotional, social and physical factors on performance.

Section 2

Planning, developing and implementing approaches to enhance personal performance. In this section, the candidate must select two of the factors from section 1 and one activity in which to demonstrate personal performance development. The Candidate will gather data on their performance and identify areas for development. The candidate will be required to plan and complete a Personal Development Programme, justifying decisions they made and describing the approaches selected to develop their performance.



Section 3

Monitoring, recording and evaluating performance development.

In this section, the candidate will show how they have used information from monitoring and recording to evaluate their performance development and make decisions on their future development needs.

COURSE ASSESSMENT

Portfolio worth 60 marks

Two one off performance worth 60 marks

Total= 120 marks

NATIONAL 4 PHYSICAL EDUCATION

ENTRY REQUIREMENTS

Students should have achieved Level 4 in most Experiences and Outcomes at National 3.

This is a very physically demanding course and students need to be flexible with activity choice. There is a high expectation that students bring a full change of PE kit every lesson and are committed to physical activity. (This includes Swimming)

COURSE OUTLINE

Physical Education: Factors Impacting on Performance (Internally assessed pass/fail)

Outcome 1

Demonstrate knowledge of factors that impact on personal performance in physical activities.

Outcome 2

Develop personal performance in physical activities.

Outcome 3

Review the performance development process.



Physical Education: Performance Skills in two activities (Internally assessed)

Demonstrate a range of movement and performance skills in physical activities.

The task is for students to demonstrate in two physical activities a range of performance and movements skills and provide evidence of their ability to select, use, demonstrate and adapt these skills. Students must also demonstrate the ability to respond to and meet the physical demands of the performance in a safe and effective way.

Added Value Unit Physical Education: Performance (PASS/FAIL)

COURSE ASSESSMENT

All units are internally assessed. This will be on a pass/fail basis.

DANCE



careers in dance

dance performance
youth work
dance teaching
health and fitness

choreology
choreography
dance art direction
project development

community dance
arts administration
dance management
dance movement therapy



planit 

gateway

 SQA

mappit 



NATIONAL 5 DANCE



ENTRY REQUIREMENTS

This course is suitable for students who have an interest and enthusiasm for developing their technical dance skills, knowledge and understanding of a range of dance techniques, choreographic skills, and an appreciation of theatre arts.

Entry to this course is at the discretion of the department. However, a suitable dance background and a successful year in S3 Got 2 Move course, with a pass at NPA would provide a sound foundation for this course. Students can continue their study in the senior phase with Higher Dance.

This course requires students to bring a full change of Dance kit, including dance shoes to every lesson. Students should be fully committed to performing solos/duets in front of an audience, completing weekly homework tasks and leading their own choreography rehearsals for two people.

COURSE OUTLINE

Students will:

- 🎭 Perform a range of dance skills and techniques
- 🎭 Apply choreographic principles, devices and structures in choreographed sequences
- 🎭 Understand and apply safe dance practice in relation to physical well-being
- 🎭 Evaluate own and others work
- 🎭 Respond to stimuli using imagination and creativity to create choreography
- 🎭 Convey thoughts, meaning and ideas through movement
- 🎭 Explore and gain understanding of a range of theatre arts relevant to dance
- 🎭 Develop and evaluate the creative process through choreography



COURSE ASSESSMENT

The assessment consists of three components:

Component 1 – Question paper: (30 Marks)

Section 1 - Evaluation of Own Work/Personal Performance (10 marks)

Section 2 - Knowledge and Understanding of a Chosen Dance Style (10 marks)

Section 3 - Evaluation of Professional Choreography (10 marks)

Component 2

Performance of a tutor choreographed technical solo in a selected genre. (35 Marks)

Component 3

Section 1 - Choreography - Students follow a choreographic process to create and present a dance for two students, excluding self, lasting between 1.5-2 minutes. (35 Marks)

Section 2 - Choreography Review - Students respond to set questions regarding their planning, development and evaluation of their own choreography. (30 Marks)

HIGHER DANCE



ENTRY REQUIREMENTS

This course is suitable for students who have an interest and enthusiasm for developing their technical dance skills, knowledge and understanding of a range of dance techniques, choreographic skills, and an appreciation of theatre arts.

Students should have passed National 5 Dance. However, a suitable dance background and a successful year in S3 Got 2 Move course would provide a sound foundation for this course.

This course requires students to bring a full change of Dance kit, including dance shoes to every lesson. Students should be fully committed to performing solos/duets in front of an audience, completing weekly homework tasks and leading their own choreography rehearsals for three people.

COURSE OUTLINE

Students will:

- 🎯 Develop a broad range of technical dance skills
- 🎯 Understand and apply knowledge of a range of choreographic skills to create a dance for a group
- 🎯 Work imaginatively and demonstrate creativity through problem solving, critical thinking, analysis and reflective practice
- 🎯 Co-operate, support and work with others
- 🎯 Consider how theatre arts can enhance a performance
- 🎯 Develop knowledge, understanding and appreciation of dance practice
- 🎯 Apply the principles of safe dance practice
- 🎯 Evaluate their own and the work of others
- 🎯 Developing and evaluating the process of creating choreography
- 🎯 Conveying a range of themes, ideas and emotions through movement
- 🎯 Applying a range of choreographic principles, devices and structures in choreographed sequences



COURSE ASSESSMENT

The assessment consists of three components:

Component 1

Question paper- 2 hours (40 Marks)

Dance appreciation in context

Study of professional choreography

Component 2

Performance – Students will perform two solos each in different genre. The purpose of this is to assess the student's ability to apply and combine technical skills and performance skills. (35 Marks for each solo- 70 Marks combined)

Component 3

Practical Activity- The student will create and present a choreography for a minimum of 3 dancers (35 Marks) and review the choreography process (35 Marks) (Total Marks to be awarded - 70 Marks)

SQA SPORTS LEADERSHIP AWARD (S4 Only)

PE Leadership Award - National 5 (SCQF level 5)



ENTRY REQUIREMENTS

Students should have a keen interest in Physical activity and a possible view to pursue sport as a future vocation.

The course is mainly practical but students will be expected to plan and deliver sessions and volunteer to help with sports clubs both within and out with school.

Pupils will be expected to complete a 6 week placement and coach our cluster Primary schools.

COURSE OUTLINE

The PE Leadership Award consists of two Units:

- An Introduction into Leadership (enabling learners to develop an understanding of what is meant by Leadership)
- Leadership in practice (providing learners with a practical experience of taking a leading role)

Pupils will also achieve their Wellbeing Award and

The aim of this course is to

Give students who have a keen interest in PE, access to an educational platform which will develop their practical performance skills as well as their coaching and leadership skills. Students will be taught how to lead, motivate and communicate by organising safe and inclusive sporting activities for small groups of younger children within their community.



Candidates will learn about:

The meaning of leadership by finding out about different leadership styles, skills and qualities.

They will be able to consider what makes an effective leader.

Learners will be able to use this knowledge to help them consider their own potential for leadership.

Learners will also be able to develop their leadership abilities, as they will be given the opportunity to take on a leading role for an activity. This Award will give learners an opportunity to explore the relationship between leadership and teamwork. Therefore, this Award should promote opportunities, which allow individuals to build self-confidence and self-esteem.

| Skills for Learning, Life and Work | Progression |
|--|---|
| <p>Literacy – Communicating, reading, writing, listening and talking. Problem Solving at SCQF level 5</p> <p>Working Co-operatively with Others at SCQF level 5</p> <p>Numeracy – Measurement of training zones, heart rate, distance, match analysis, timing</p> <p>Health and Wellbeing – Mental, Emotional, Social and Physical Wellbeing.</p> <p>Employability, enterprise and citizenship – So, if you want to become the next Sporting Star than this is the course for you!</p> <p>Thinking skills – Remembering, understanding, applying, describing, evaluating, analysing, and explaining.</p> | <p>SQA Leadership Level 6 (Higher) Career/Employment Opportunities</p> <p>This course and qualification could lead to Progression from PE Leadership Award SCQF level 5 to SCQF level 6</p> <p>Increase employment opportunities following on from the transferable skills and knowledge developed within this award</p> <p><i>Further career progression</i></p> <p>NQ Sport and Fitness HNC/HND Fitness Health and Exercise HNC/HND Sports coaching and Development of Sport NQ/NNN Professional Stage Dance NQs in instructing Exercise and Fitness, Exercise with Music PE teacher</p> |

Exercise and Fitness Leadership (SCQF Level 6)

ENTRY REQUIREMENTS

Students should have a keen interest in Physical activity and a possible view to pursue sport as a future vocation. This award is taught in conjunction with SQA Level 6 Leadership Award.

COURSE OUTLINE

The course will cover 3 out of a possible 5 units:

Cardiovascular Training

Exercise to music

Circuit Training

Free weights Training

Fixed weights Training

The aim of this course is to:

- 🏋️ Improve students' knowledge in the Sport and Fitness industry
- 🏋️ Students will be taught how to lead, motivate and communicate by organising safe and inclusive sporting activities for small groups of younger children within their community.
- 🏋️ Students will achieve their National Progression Award in Exercise and Fitness



Candidates will learn about:

- 🏋️ Current practices, thinking and philosophies of sport and fitness and their impact on specific aspects of industry.
- 🏋️ Planning, implementing and evaluating aspects of the sport and fitness industry
- 🏋️ CV machinery knowledge and correct safety procedures
- 🏋️ Leading exercise classes to a group of clients
- 🏋️ Designing personalised exercise programmes/ circuits
- 🏋️ How various training can impact on client performance

| Skills for Learning, Life and Work | Career/Employment Opportunities |
|---|--|
| <p>Literacy – Communicating, reading, writing, listening and talking</p> <p>Problem Solving at SCQF level 6</p> <p>Working Co-operatively with Others at SCQF level 6</p> <p>Numeracy – Measurement of training zones, heart rate, distance, match analysis, timing</p> <p>Health and Wellbeing – Mental, Emotional, Social and Physical Wellbeing</p> <p>Employability, enterprise and citizenship – So, if you want to become the next Sporting Star than this is the course for you!</p> <p>Thinking skills – Remembering, understanding, applying, describing, evaluating, analysing, explaining.</p> | <p>This course and qualification could lead to Increased employment opportunities following on from transferable skills and knowledge developed through this National Progression Award.</p> <p>Progression:</p> <p>HNC/D</p> <p>Sports Coaching with Sports Development</p> <p>Fitness Health and Exercise</p> <p>Sport and Recreation Management</p> <p>Sports Therapy</p> <p>Applied Sports Science</p> <p>Sports Leader</p> <p>Coach</p> |

SQA SPORTS LEADERSHIP AWARD (S5/6 Only)

PE Leadership Award - Higher (SCQF level 6)



ENTRY REQUIREMENTS

Students should have a keen interest in Physical activity and a possible view to pursue sport as a future vocation. S5 and S6 pupils should be involved in leadership activities within mainstream school or other educational establishment.

COURSE OUTLINE

The course is mainly practical but students will be expected to plan and deliver sessions and volunteer to help with sports clubs both within and out with school.

The aim of this course is to:

- Give students who have a keen interest in PE, access to an educational platform which will develop their practical performance skills as well as their coaching and leadership skills.
- Students will be taught how to lead, motivate and communicate by organising safe and inclusive sporting activities for small groups of younger children within their community.
- Students will achieve their First Aid Certificate
- Students will achieve their National Progression Award in Sports Development



Candidates will learn about:

- The meaning of leadership by finding out about different leadership styles, skills and qualities.
- They will be able to consider, through comparing a variety of leaders, what makes an effective leader.
- Learners will be able to use this knowledge to help them consider their own potential for leadership.
- Learners will also be able to develop their leadership abilities, as they will be given the opportunity to take on a leading role for an activity.
- This Award will give learners an opportunity to explore the relationship between leadership and teamwork. Therefore, this Award should promote opportunities, which allow individuals to build self-confidence and self-esteem.
- Develop understanding of Sports Development and its impact on communities and sport in general.
- Investigation into the sporting industry.

- Contribute to Governments targets regarding lifelong learning, health initiatives and sport and fitness targets.

| Skills for Learning, Life and Work | Career/Employment Opportunities |
|---|---|
| <p>Literacy – Communicating, reading, writing, listening and talking</p> <p>Problem Solving at SCQF level 6</p> <p>Working Co-operatively with Others at SCQF level 6</p> <p>Numeracy – Measurement of training zones, heart rate, distance, match analysis, timing</p> <p>Health and Wellbeing – Mental, Emotional, Social and Physical Wellbeing</p> <p>Employability, enterprise and citizenship – So, if you want to become the next Sporting Star than this is the course for you!</p> <p>Thinking skills – Remembering, understanding, applying, describing, evaluating, analysing, explaining.</p> | <p>This course and qualification could lead to Increased employment opportunities following on from transferable skills and knowledge developed through this award.</p> <p>Increase employment opportunities following on from the transferable skills and knowledge developed within this award.</p> <p><i>Further career progression</i></p> <p>NQ Sport and Fitness</p> <p>HNC/HND Fitness Health and Exercise</p> <p>HNC/HND Sports coaching and Development of Sport</p> <p>NQ/NND Professional Stage Dance</p> <p>NQs in instructing Exercise and Fitness, Exercise with Music</p> <p>PE teacher</p> |

Excellence in Sport: Football



ENTRY REQUIREMENTS

Students should have a strong interest in football and be playing regularly out with school. It is recommended that students are attending and playing club football and are studying English at Nat 5 level.

This course is suitable for students who have an interest in developing and maintaining their personal levels of fitness, learning about the rules and governing of the game of football while investigating and developing their own footballing performance

This is a very physically demanding course, with great emphasis on strength, fitness and conditioning in relation to football performance. Students will also have to work hard throughout practical sessions to develop their own ability. Student must also complete a portfolio throughout the year and meet deadlines. Full expectation that students bring iPads, football boots and change of PE kit to every lesson.

Entrance to Excellence in Sport will be based on a wide range of factors. Football ability, effort, behaviour, previous written evidence, level of English, attitude, maturity, attendance, injuries and kit history.

COURSE OUTLINE

Students will:

- 👤 Investigate their own football performance using data collection
- 👤 Plan and implement performance development plans
- 👤 Complete a 'pre-season' fitness block
- 👤 Continue with Strength and Conditioning development throughout the year
- 👤 Complete match analysis
- 👤 Analyse roles and responsibilities within a football team relevant to formations, tactics and positions
- 👤 Study the rules and ethics of football's governing body FIFA
- 👤 Complete a 'refereeing' unit involving refereeing school football games

COURSE ASSESSMENT

Portfolio split in to three sections (pass/fail):

- Ethics, rules and refereeing
- Strength and conditioning
- Football analysis and development

Practical Performance (pass/fail):

- Football performance
- Refereeing



PHYSICS

SCIENCE DEPARTMENT

The Science Department is offering senior students the following physics courses this session:



CfE ADVANCED HIGHER PHYSICS



CfE HIGHER PHYSICS



NATIONAL 5 PHYSICS



NATIONAL 4 PHYSICS

Curricular Leader - Ms L McIntosh

PHYSICS

careers in physics

radiography
geophysics
physiotherapy
civil aviation
medicine
astronomy
computing
medical physics
research and development
construction

architecture
surveying
dentistry
meteorology
teaching
electronics
oceanography
telecommunications
engineering
sound technology

medical technology
audiology
engineering technology
astrophysics
finance
ophthalmics/orthoptics
renewable energy science
auto-electrical repair
toolmaking
patent examination



planit



gateway

SQA

mappit



ADVANCED HIGHER PHYSICS

ENTRY REQUIREMENTS

Higher Physics at Grade A or B **and** Higher Mathematics at Grade A or B




COURSE OUTLINE

The Advanced Higher Physics course is structured in order to allow students a deeper knowledge of the nature of physics and its applications.

Students will develop the skills to apply their knowledge and understanding in a wide variety of theoretical and practical problem solving contexts.

In addition, the skills associated with carrying out experimental and investigative work in physics and analysing the information obtained will be exercised.

The course organised into the following units

-  Rotational Motion and Astrophysics
-  Quanta and Waves
-  Electromagnetism

COURSE ASSESSMENT (Advanced Higher)

External assessments

Component 1 — question paper (75% of total mark)

The question paper will have 155 marks and consists of two sections – Section 1 (multiple choice) + Section 2 (extended response questions). Three hours are allowed for this exam.

Component 2 — project (25% of total mark)

Project: The project will have 30 marks. The project will assess the application of skills of scientific inquiry and related physics knowledge and understanding.

HIGHER PHYSICS




ENTRY REQUIREMENTS

Pass at Physics National 5, or Intermediate 2 pass at A or B **and** National 5 Mathematics

COURSE OUTLINE

The Higher Physics course is designed to provide an opportunity for reinforcing and extending the student's knowledge and understanding; developing the ability to solve problems; and carrying out experimental and investigative work. The course is based on the development of relevant knowledge and understanding, problem solving and practical activities. Positive attitudes such as being open minded and willing to recognise alternative points of view are promoted.

The course organised into following three mandatory units:

-  Our Dynamic Universe
-  Particles and Waves
-  Electricity

This course provides a rewarding insight into real Physics in the real world.

COURSE ASSESSMENT

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

Question Paper

The question paper will have 155 marks – Section 1 (multiple choice) 25 marks + Section 2 (extended response questions). Three hours are allowed for this exam.

Controlled Assignment

The controlled assignment will have 20 marks. Consists of a research stage followed by a communication stage where the report is written under exam conditions.

Both assessment elements are externally marked by SQA.

NATIONAL 5 PHYSICS










ENTRY REQUIREMENTS

National 4 Physics




There may also be progression from National 4 Chemistry, National 4 Environmental Science, National 4 Biology or National 4 Science Courses.

COURSE OUTLINE

The main aims of this course are to



-  develop and apply knowledge and understanding of physics develop and understanding of the role of physics in scientific issues and relevant applications of physics, including the impact these could make on society and the environment
-  develop scientific inquiry and investigative skills
-  develop scientific analytical thinking skills in a physics context
-  develop the use of technology, equipment and materials, safely, in practical scientific activities
-  develop planning skills
-  develop problem solving skills in a physics context
-  use and understand scientific literacy, in everyday contexts, to communicate ideas and issues and to make scientifically informed choices
-  develop the knowledge and skills for more advanced learning in physics
-  develop skills of independent working

The course comprises 24 SCQF credit points within three content areas:

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

COURSE ASSESSMENT

In order to gain an award at National 5 level, the student must:

-  Complete an investigative research assignment (Added Value Assignment- 20% of final mark)
-  Complete a graded (A-D) Question Paper (80% of final mark)

NATIONAL 4 PHYSICS








ENTRY REQUIREMENTS

Learners would normally be expected to have attained the skills and knowledge required through the study of Physics in S3, to continue into the National 4 award.




COURSE OUTLINE

The Course gives learners an insight into the underlying nature of our world and its place in the universe. From the sources of the power we use, to the exploration of space, it covers a range of applications of the relationships that have been discovered through experiment and calculation, including those used in modern technology.

The main aims of this course are to:

-  develop an understanding of the role of physics in scientific issues and relevant applications of physics in society and the environment
-  develop scientific inquiry and investigative skills
-  develop scientific analytical thinking skills in a physics context
-  develop the use of technology, equipment and materials, safely, in practical scientific activities
-  develop problem solving skills in a physics context
-  use and understand scientific literacy, in everyday contexts, to communicate ideas and issues
-  develop the knowledge and skills for more advanced learning in physics

The course is organised into three units:

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




COURSE ASSESSMENT

To achieve the award at National 4 level, the student must:

Pass an investigative research assignment and the three unit assessments.

RELIGIOUS, MORAL & PHILOSOPHICAL STUDIES DEPARTMENT

The Religious, Moral and Philosophical Studies Department is offering senior students the following courses this session:

-  HIGHER RELIGIOUS, MORAL AND PHILOSOPHICAL STUDIES
-  NATIONAL 5 RELIGIOUS, MORAL AND PHILOSOPHICAL STUDIES
-  NATIONAL 4 RELIGIOUS, MORAL AND PHILOSOPHICAL STUDIES

Why study Religious, Moral and Philosophical Studies?

This course gives you the opportunity to investigate the nature and scope of religion and morality and to consider philosophical viewpoints on religious and other stances for living in the modern world. It helps you to reflect on your own life experiences and develop your personal beliefs and values. In addition, you will gain knowledge and understanding of the different beliefs and values of others and the ability to express your opinions and give informed comment.

The skills you learn in this course are valuable in a wide range of careers, and provide a valuable contribution to your personal, social and intellectual development.

Curricular Leader – Mrs A Crawford



RMPS

Religious, Moral and Philosophical Studies

careers using RMPS

social care
civil service
youth work
social work
broadcasting
charities administration

teaching
health care
psychology
counselling
community work
human resources

law
politics
fundraising
management
advisory services
religious leadership



find out more at

planitplus.net



HIGHER RELIGIOUS, MORAL & PHILOSOPHICAL STUDIES

ENTRY REQUIREMENTS

National 5 Pass in any Social Subject and or RMPS. A National 5 English pass is recommended to be able to access the literacy requirements of this course.

This course will be available to more mature candidates who have an interest in the subject matter and can demonstrate appropriate ability at this level.

COURSE OUTLINE

The course is split into 4 units:

World Religion

Candidates study religion and its impact, relevance and significance through studying some key beliefs and practices found in one major world religion, and the contribution these make to the lives of followers.

Morality and Belief

Candidates study moral issues and their background, implications and responses through studying one major moral issue and responses to it.






Religious and Philosophical Questions

Candidates study the issues raised by religious and philosophical questions, their implications and responses by studying one question and responses to it.

Added Value Unit

Assignment 30 marks

The assignment allows candidates to demonstrate the following skills, knowledge and understanding within the context of religious, moral and philosophical questions:

-  identifying an appropriate religious, moral or philosophical issue for study, about which there are alternative or different points of view
-  commenting on the significance or impact of the issue
-  using sources of information
-  drawing on knowledge and understanding to explain and analyse the issue and viewpoints, one of which must be religious, moral or philosophical
-  drawing and presenting a detailed and reasoned conclusion on the issue

The assignment has 30 marks out of a total of 110 marks.

COURSE ASSESSMENT

Component 1

Examination Paper I – 2 hrs 15 minutes

Total Marks 60

Section 1 – World Religion (30 marks)

Section 2 – Morality and Belief (30 marks)

Examination Paper II – 45 minutes

Religious and Philosophical questions (20 marks)

Component 2

Assignment 30 marks

The assignment allows candidates to demonstrate the following skills, knowledge and understanding within the context of religious, moral and philosophical questions:

- 👤 identifying an appropriate religious, moral or philosophical issue for study, about which there are alternative or different points of view
- 👤 commenting on the significance or impact of the issue
- 👤 using sources of information
- 👤 drawing on knowledge and understanding to explain and analyse the issue and viewpoints, one of which must be religious, moral or philosophical
- 👤 drawing and presenting a detailed and reasoned conclusion on the issue

The assignment has 30 marks out of a total of 110 marks.



NATIONAL 4 & 5 RELIGIOUS, MORAL & PHILOSOPHICAL STUDIES

ENTRY REQUIREMENTS

This course is open to anyone with an interest in the subject matter and can demonstrate appropriate ability at this level.

COURSE OUTLINE

The course is split into 4 units:

World Religion

Candidates study religion and its impact, relevance and significance through studying some key beliefs and practices found in one major world religion, and the contribution these make to the lives of followers.

Morality and Belief

Candidates study moral issues and their background, implications and responses through studying one major moral issue and responses to it.

Religious and Philosophical Questions

Candidates study the issues raised by religious and philosophical questions, their implications and responses by studying one question and responses to it.






COURSE ASSESSMENT

National 4: the three units will be assessed internally. There is no external exam.

Added Value Unit

Assignment 20 marks

The assignment allows candidates to demonstrate the following skills, knowledge and understanding within the context of religious, moral and philosophical questions:

-  identifying an appropriate religious, moral or philosophical issue for study, about which there are alternative or different points of view
-  commenting on the significance or impact of the issue
-  using sources of information
-  drawing on knowledge and understanding to explain and analyse the issue and viewpoints, one of which must be religious, moral or philosophical
-  drawing and presenting a detailed and reasoned conclusion on the issue

The assignment has 20 marks out of a total of 100 marks. The assignment is therefore worth 20% of the overall marks for the course assessment.

Examination Paper in National 5 – 2 hrs 20minutes

Examination Paper 80 marks

Section 1 – World Religion

Section 2 – Morality and Belief

Section 3 – Religious and Philosophical Questions

Total marks - 100 marks



LABORATORY SCIENCE SCIENCE DEPARTMENT

The Science Department is offering senior students the following National 5 Skills for Work course:



NATIONAL 5 LABORATORY SCIENCE

Curricular Leader - Mrs L McIntosh






Level 5 National Progression Award in Laboratory Science

ENTRY REQUIREMENTS

National 4 or National 5 Mathematics and one from National 4 Science, Biology, Chemistry or Physics.

The National 5 Award in Laboratory Science is a recognised qualification and will allow progression into further education and/or training in science laboratories.

This qualification will allow you to develop the following abilities:





-  learn to use scientific methods and equipment accurately
-  use problem solving to interpret experimental data
-  combine and present your ideas while communicating with others
-  develop a range of key skills that are aligned to industry standards
-  provide an entry level point for people who wish to pursue a career in STEM related areas

COURSE OUTLINE

The National 5 Award in Laboratory Science at SCQF level 5 has been designed to provide a qualification which will equip you with a range of skills and knowledge in key areas of science. These skills will be beneficial for progression to further qualifications and would also be considered as transferable skills that will travel with you wherever your future lies.

The awards will provide you with knowledge and understanding of biology, chemistry and physics as well as with practical laboratory skills in each area. You will use a variety of scientific techniques incorporating a range of equipment which will aid and enhance your learning experience and development. In addition, you will develop effective preparation skills and an awareness of health and safety required to carry out safe scientific work.

The Units are designed in order to ensure that you gain experience and skills in the following areas:

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

COURSE ASSESSMENT

In order to gain an award in the course, students must pass each of the Units above.

EXTERNAL ASSESSMENTS

There are no external assessments for this course.

Student's
Name: _____

Tutor Group: _____

New S4 students are required to follow a full timetable and must therefore choose a subject from every column.

New S5 students are required to choose a subject from Columns 1 to 5 only.

New S6 students are required to choose a subject from Columns 1 to 5 only

In order to assist you to make the correct choices, the recommendations sheet below must be completed prior to your course choice interview with your Guidance Teacher.

Please enter every subject which you are considering taking next session.

Please ask your subject teacher to enter the recommended level of study. If you are not taking the subject this year, please ask the Curriculum Leader to enter the recommended level of study.

| Subject | Recommended Level of Study based on Ability | | | Comments if Appropriate | Teacher's Initials |
|---------|---|----|----|-------------------------|--------------------|
| | S4 | S5 | S6 | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |

I note the above recommendation and am in full agreement with the courses chosen overleaf.

Students Signature: _____ Class: _____

Parent's Signature: _____

Please note below any subject and level you wish to study but are unable to due to column structure.

| |
|--|
| |
|--|

Forrester High School S4-6 Option Sheet 2023-2024

| Levels | SCQF 4 | | SCQF 5 | | SCQF 6 | | SCQF 7 | |
|--------|---|--|---|--|---|--|---------------------------------|--|
| | <i>Includes National 4, National Progression Awards level 4 and Skills for Work level 4</i> | | <i>Includes National 5, National Progression Awards level 5 and Skills for Work level 5</i> | | <i>Includes Higher, National Progression Awards level 6 and Skills for Work level 6</i> | | <i>Includes Advanced Higher</i> | |
| | | | | | | | | |
| | | | Accounts | | Accounts | | | |
| | | | | | Acting & Performance (S4-6) | | | |
| | | | Application of Maths | | | | | |
| | Admin & IT | | Admin & IT | | Admin & IT | | | |
| | Art & Design | | Art & Design | | Art & Design | | Art & Design | |
| | Biology | | Biology | | Biology | | Biology | |
| | Bus Management | | Bus Management | | Bus Management | | | |
| | Chemistry | | Chemistry | | Chemistry | | Chemistry | |
| | COLLEGE | | COLLEGE | | COLLEGE | | | |
| | Computer Games Dev | | Computer Games Dev | | Computer Games Dev | | | |
| | Computing | | Computing | | Computing | | Computing | |
| | Cyber Security | | Cyber Security | | | | | |
| | | | Dance | | Dance | | | |
| | Drama | | Drama | | Drama | | | |
| | Early Education & Childcare | | Early Education & Childcare | | | | | |
| | Engineering Skills | | Engineering Skills | | | | | |
| | English | | English | | English | | English | |
| | ESOL | | ESOL | | | | | |
| | | | | | Excellence in Sport (S5&6 only) | | | |
| | | | Film & Media | | Film & Media | | | |
| | French | | French | | French | | | |
| | Geography | | Geography | | Geography | | Geography | |
| | Graphic Comm | | Graphic Comm | | Graphic Comm | | | |
| | History | | History | | History | | | |
| | | | | | | | | |
| | | | | | Journalism (S4-6) | | | |
| | | | Lab Science | | | | | |
| | | | | | | | LEAPS Transition (S6 only) | |
| | Maths | | Maths (S4 only) | | Maths (S4 only) | | Maths | |
| | | | Maths (S5&6 only) | | Maths (S5&6 only) | | | |
| | Modern Studies | | Modern Studies | | Modern Studies | | Modern Studies | |
| | Music | | Music | | Music | | Music | |
| | | | | | Music Production (S4-6) | | | |
| | PE | | PE | | PE | | | |
| | | | PE Leadership | | PE Leadership | | | |
| | | | Photography | | Photography | | | |
| | Physics | | Physics | | Physics | | Physics | |
| | | | Practical Cake Craft | | | | | |
| | Practical Cookery | | Practical Cookery | | | | | |
| | Practical Woodwork | | Practical Woodwork | | | | | |
| | RMPS | | RMPS | | RMPS | | RMPS | |
| | Spanish | | Spanish | | Spanish | | | |
| | Travel & Tourism | | Travel & Tourism | | | | | |
| | | | | | | | | |