



Firrhill High School

Course Choice Booklet

Senior School

January 2018

(Revised version – Contents Table corrected. All other content remains the same)

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Foreword

Dear Pupil and Parent/Carer

Welcome to the S5/6 options booklet. I hope that you find it useful in helping you to decide how you will use your final year(s) at Firrhill High School to continue to learn, grow and aim for success and happiness in your career and life ahead.

The majority of the booklet is designed to give you information on the opportunities available for pupils who have made a choice to return to Firrhill High School. We are very glad that you have made this choice. Our expectations of senior pupils are high and are described in the pages that follow. By making the choice to return you are making a commitment to live up to these expectations and to fulfil the role of a senior pupil at Firrhill High School. In particular you should understand that when you choose a course of study you are making a personal commitment to complete the course. These expectations will support your learning and personal development and give you the very best preparation for life beyond Firrhill. The wide range of opportunities described in this booklet will provide you with the chance to contribute to the life of the school and to that of the wider community.

It is also important to consider what you intend to do when you leave, one or two years from now. The majority of our pupils leave school to Further or Higher Education at University or College and you should now be researching progression routes if that is your wish. There are also many different employment or training opportunities. Your Guidance teacher and the Careers Officer, Caroline Graham, can help you in researching all of these.

I wish you well in whatever course of study you choose.

Yours faithfully

Mr G Hamilton
Headteacher

Returning to School



Mitch Wilkins 6C2

Although, coming back to school to complete your Highers in fifth year is not compulsory, it is important that you understand the value of making this year a success for your future. The exams get harder and the work load gets more intense. However I would encourage you to keep pushing and not quit, the year will be over before you know it.

If you are coming back for fifth year, my advice would be to choose the subjects you enjoy the most and pick the areas you are naturally best in. Even if you only have a small amount interest in a subject you will find that, due to this, it is much easier to find the motivation to revise throughout the year. The year can feel endless but in the long run, if you try your best and work hard throughout the year you will receive a satisfying and successful end result. Sixth year, however, is a completely different experience. You start to develop new and more equal relationships with teachers, gaining more independence within the school and in class. This is the opportunity to join new clubs and explore, to find your interests and use this knowledge to help make your next steps after school.

Although you'd hope to have tried your best and achieved all you could in fifth year, some may find that they didn't achieve all they hoped for. However, you have sixth year to make up for it to try and achieve the grades you want. Whether it be academically or socially, I recommended trying everything and enjoying this year because it flies by.



Alan Rowan 6C2

By now, most of you will have at least a vague idea of what you would like to do when you leave school. Whether this is a University or college course, an apprenticeship or even a job, your final years at Firrhill can equip you with the necessary knowledge and skills to improve your chances of success. Your future is yours to decide and so you should be confident that the subjects that you choose are relevant for your preferred destination. However, it is even more important to pick subjects that you find fun and interesting. Enjoyment and motivation make it so much easier to complete work and achieve the grade you want in the final exam.

Highers are often deemed to be the predominant qualifications for many possible destinations, particularly University. This is why many people consider S5 to be the hardest year of school, as the pressure to succeed has never been more demanding. You must keep on top of your workload throughout the year and regularly consolidate what you learn. Doing this you will give yourself the best chance to reach your full potential in your subjects.

Advanced Highers are an effective stepping stone to University courses as they introduce you to the more complex aspects of the subject. But S6 can also be a time for you to try your hand at other things. Picking up a new subject or taking part in extra-curricular activities is a common way to broaden your horizons before entering into the real world.

I wish you all success in your last years at Firrhill and whatever you do thereafter.

The S5 Experience

Expectations

At Firrhill High School we are committed to:

‘Providing learning opportunities of the highest quality’

We have the highest expectations of ourselves and also of you. It is our expectation that all of our S5 pupils will:

- Be ambassadors for Firrhill, within the school and local community
- Be respectful
- Be positive role models to our younger pupils
- Be smartly dressed in the Firrhill dress code
- Be committed to learning by achieving course targets
- Be reliable and responsible, punctual and diligent
- Be active in the life of the school, embracing opportunities

Routines

Tutor period: In S5 the Tutor continues to be an important source of information, advice and support. He/she will check attendance and progress and mentor pupils throughout the session. All pupils must attend their tutor period each day. Every day all pupils should be in school at 8.30 when the warning bell rings.

Dress Code: It is our expectation that all S5 pupils wear the full FHS dress code. We would like the senior pupils to set an appropriate example to younger pupils.

Reminder:

- black trouser/skirt (leggings can only be worn with a skirt)
- white shirt
- FHS tie
- black footwear
- we encourage wearing of the blazer
- for S6 pupils who aspire to be prefects there will be an expectation that you will wear a blazer

Timetable: We aim to ensure that all S5 timetables are academically challenging and rewarding. Following the publication of SQA results in August there may be some course changes which will be managed by the House Team and DHT Curriculum.

Pupils in S5 are committing to a year of academic study and will be expected to complete their courses. The House Team will monitor the progress of S5 pupils and highlight any concerns throughout the year with pupils and parents/carers.

Skills for Learning,

Life and Work: To fulfil our commitment to the Edinburgh Guarantee of every young person achieving a positive destination post-16, time is created through PSE to support transition from school.

In PSE S5 pupils will engage in individual target-setting and be supported in transition preparation. Health and Wellbeing will provide S5 pupils with the opportunity to continue participation in PE. These aspects of the timetable are an integral part of the S5 experience and are mandatory components of the S5 year at Firrhill High School.

**Educational
Maintenance****Allowance:**

If you are 16 before the end of February 2018 and are staying on at school after summer 2017 you may be entitled to EMA of £30/week. EMA is for young people from low income families and is paid every two weeks into your own bank account. You need to apply now. Look out for posters and applications in schools and libraries or check the Council website for information.

School Ethos:

There is an expectation that all S5 pupils will make a positive contribution to the wider life of the school and local community. This can be achieved by an active involvement in a variety of areas such as committees, peer mediation and extra-curricular clubs.

The S6 Experience

Expectations

At Firrhill High School we are committed to:

'Providing learning opportunities of the highest quality'

We have the highest expectations of ourselves and also of you. It is our expectation that all of our S6 pupils will:

- Be ambassadors for Firrhill, within the school and local community
- Be respectful
- Be positive role models to our younger pupils
- Be smartly dressed in the Firrhill dress code
- Be committed to learning by achieving course targets
- Be reliable and responsible, punctual and diligent
- Be active in the life of the school, embracing opportunities

Routines

Tutor Period: In S6 the Tutor continues to be an important source of information, advice and support. He/she will check attendance and progress and mentor pupils throughout the session. All pupils must attend their tutor period each day. Every day all pupils should be in school at 8.30 when the warning bell rings.

Private Study: Periods 1 – 2
Pupils who are not in a subject class will attend a supervised Private Study class indicated on their timetable. A register will be taken. Pupils are responsible for coming prepared to study with appropriate work.

Periods 3 – 6
Pupils who are not in a subject class can remain in school and undertake private study in the following areas:

- the Library
- the Dining Hall (provided the Assembly Hall is not in use)
- identified classrooms with the agreement of Curriculum Leaders

Signing in/out: During non-teaching times S6 pupils are permitted to sign out from Period 3 (10.55am) onwards. A designated “sign out” log is at Reception. It is vital, from a Health & Safety perspective that any S6 pupil leaving the building during the school day does actually sign out and on their return sign in.

Prom & other

S6 social events: Attendance at these events will be dependent on completion of S6.

Dress Code:

It is our expectation that all S6 pupils wear the full FHS dress code. We would like the senior pupils to set an appropriate example to younger pupils.

Reminder:

- black trouser/skirt (leggings can only be worn with a skirt)
- white shirt
- FHS tie
- black footwear
- we encourage wearing of the blazer
- for S6 pupils who aspire to be prefects there will be an expectation that you will wear a blazer

Timetable:

We aim to ensure that all S6 timetables are academically challenging. Pupils in S6 often undertake courses which have a high degree of personal preparation, and individual work. To recognise this commitment, we allow pupils in S6 to choose course options from 4 of the 5 columns. This provides each pupil with an opportunity to undertake up to 5 periods of private study each week.

Pupils in S6 are committing to a year of academic study and will be expected to complete their courses. The House Team will monitor the progress of S6 pupils and highlight any concerns throughout the year with pupils and parents/carers. It is important to understand that any pupil who wishes to ‘drop a course’ may subsequently be asked to leave school if their timetable is no longer viable.

Work placement: S6 pupils who are involved in work placements will negotiate arrangements with their Pupil Support Leader.

Skills for Learning,

Life and Work: To fulfil our commitment to the Edinburgh Guarantee of every young person achieving a positive destination post-16, time is created on Wednesdays to support transition from school.

In PSE S6 pupils will engage in individual target-setting and be supported in transition preparation. Health and Wellbeing will provide S6 pupils with the opportunity to continue participation in PE. These aspects of the timetable are an integral part of the S6 experience and are mandatory components of the S6 year at Firrhill High School.

Educational Maintenance

Allowance: If you are 16 before the end of February 2018 and are staying on at school after summer 2017 you may be entitled to EMA of £30/week. EMA is for young people from low income families and is paid every two weeks into your own bank account. You need to apply now. Look out for posters and applications in schools and libraries or check the Council website for information.

School Ethos: There is an expectation that all S6 pupils will make a positive contribution to the wider life of the school and local community. This can be achieved by an active involvement in a variety of areas such as committees, mentoring and extra-curricular clubs.

The S5/6 Curriculum

The S5/6 curriculum is designed to provide opportunities for pupils to progress from the broad general education of S1 to S3 and the qualifications studied during S4, the first year of the senior phase, to a positive destination post school. In S5 and S6 pupils choose subjects from 5 columns and continue their personal development through a core programme of PE and PSE. There are opportunities for further personal development through the wider curriculum.

Almost all of the courses in S5 and S6 are at National 4/5, Higher or Advanced Higher level. In some cases certification is also available at National 3 level.

(For reference National 3 replaces Foundation/Access 3; National 4 replaces General/Intermediate 1 and National 5 replaces Credit/Intermediate 2).

S5 Curriculum

In S5 all pupils must make 5 choices. Important points to note include: -

- There are no compulsory subjects.
- If a subject that you want to study is not available on the sheet then you may be able to study it at another school or college. Please note this in the box on the course choice form. In the meantime, pick 5 Firrhill courses in case travelling isn't possible and see below.
- It is strongly advised that choices should show progression from courses taken in S4. Pupils should not opt for a new subject unless there has been a discussion of this choice with their Pupil Support Leader and with the Curricular Leader of the subject. Pupils and Parents/Carers should note that such a choice will lead to a greater workload in an already pressured year and could lead to a lower grade or level of presentation.
- It is possible to choose to take part in the JET programme (see later in this booklet) instead of one choice. This is a combination of a work placement along with a certification of one unit at National 5 level.

Courses at other schools, Edinburgh College or Edinburgh College/Queen Margaret University

Sometimes a pupil would like to study a course which is not available at Firrhill or which is not viable due to small numbers. Examples of this have included: -

- (1) Some years ago there was only one pupil who chose Advanced Higher Business Management so it was arranged for her to study it at Heriots with their senior class.
- (2) Higher Psychology is not available at Firrhill but is offered at Edinburgh College, Sighthill Campus. Some years there are up to 12 pupils who travel to Sighthill every Tuesday and Thursday afternoon to study Higher Psychology.

There are also course like Photography, Digital Media Editing, Construction and many others.

If a class normally offered here is not available then you and your child do not need to do anything at first. Mr McClellan will identify those courses, identify possible schools or Edinburgh College and then make you aware of the options.

If there is a course that your child would like to study which is offered only at College then Guidance staff will help your child to make that application but we would stress that it is an application so he/she must choose a reserve course in Firrhill HS. Fuller information about the courses available at Edinburgh College is available on their website and can be found from their home page by following the menu links Home > Schools > Are you still at school? > SCP Programme > SCP Courses. However, this is the 2017/18 provision and it will be updated shortly to include a number of new courses.

In the same section of the website there are entries for two other particularly interesting sets of courses which are designed to help young people into jobs where there is currently a skills shortage. Several of our pupils have successfully and enthusiastically taken these courses in recent years. These programmes are: -

Foundation apprenticeships: one or two year courses at Higher level, also recognized by a number of universities. These courses are all in areas where there is currently a need for candidates for jobs.

1. Business Skills
2. Engineering
3. Civil Engineering
4. Financial Services
5. Software Development
6. Social Services & Healthcare.

Queen Margaret University Academies: also one year programme at National 5 or Higher level.

1. Health and Social Care
2. Hospitality and Tourism
3. Creative Industries.

Again, a pupil interested in these courses should discuss with his/her guidance teacher. More information will be published in due course.

S6 Curriculum

In S6 all pupils must make 4 or 5 choices. Important points to note include:

- There are no compulsory subjects.
- If a subject that you want to study is not available on the sheet then you may be able to study it at another school or college. Please note this in the box on the course choice form. In the meantime, pick 4 Firrhill courses in case travelling isn't possible, and see the section above.
- It is advised that choices should show progression from courses taken in S4 and S5. In some cases, however, pupils will opt for a new, "crash" Higher. You should note that this will involve extra workload and you should not take too many of these courses.
- Advanced Highers are an excellent preparation for University or other Higher Education courses. They often involve much more in the way of personal research and independent working. However, you should bear in mind that the workload is heavy and should be careful about choosing too many of these. Please consider:
 - Some English Universities require passes in 3 Advanced Highers for entry.
 - As a general rule, you should not consider choosing 3 Advanced Highers unless you are likely to gain at least 4 Higher passes at A or B (preferably A).
- If you make 4 choices then the 5th column will be available for private study. We will provide supervised study rooms for periods 1 and 2 (see S6 Expectations) and you must attend these in the same way that you attend any timetabled class. During periods 3 to 6 you may make other arrangements but you are expected to be studying or taking part in one of the personal development activities available.

Progression from S5/6

A major focus of S5/6 is the end-point – what you will be doing one or two years from now. The variety of possibilities is too great to capture in a booklet of this sort. However, there are four main possibilities: -

- Higher Education, which includes degree courses, or HNC/D programmes at Universities and Colleges.
- Further Education, which includes a wide variety of provision at College.
- Employment.
- Training.

Entry requirements

It isn't possible to describe all of these. You should research these yourself, bearing in mind that increasingly the minimum entry requirements for some courses are less important than the typical entry requirements contained in university and college prospectuses. The typical entry requirements will often be higher. It is very important that you check the online prospectus of any institution that you wish to attend. Equally you can phone and ask to speak to the admissions officer, or attend open days. As a rule though: -

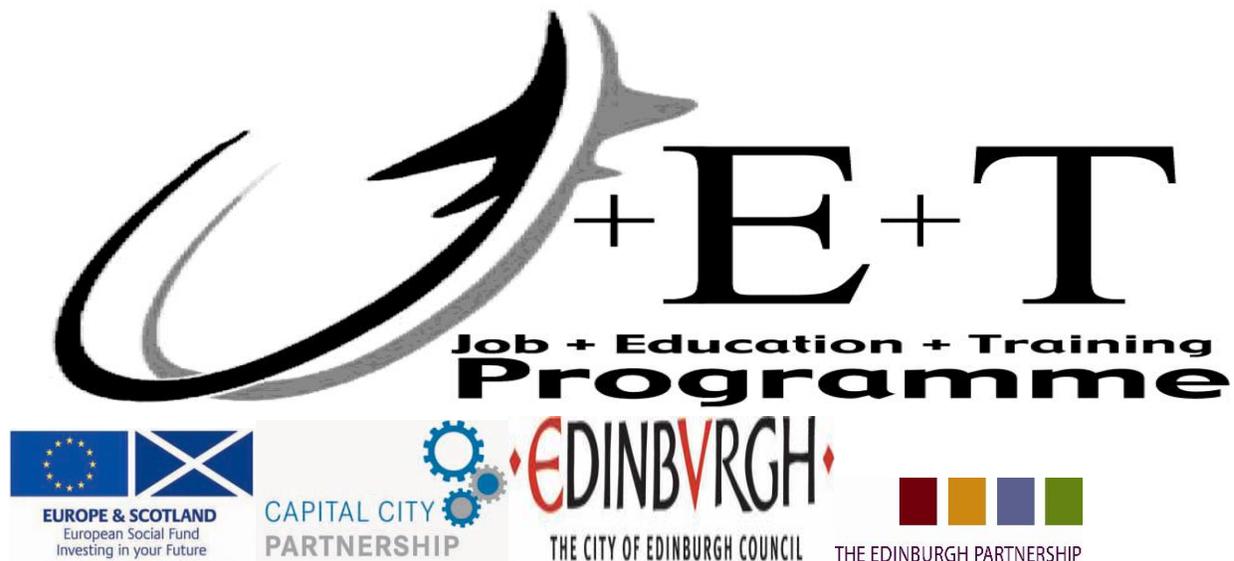
- Degree courses tend to have a minimum entry requirement of BBCC or BBBC at Higher, usually in one sitting. You should note that the more traditional universities like Glasgow or Edinburgh tend to be looking for BBBB (Edinburgh) or AABB (Glasgow) before they will consider making a conditional offer.
- HNC/D courses tend to have a minimum entry requirement of two Higher passes.

Applications

Support with applications for any course or job will be available through the S5/6 PSE programme, through your Pupil Support Leader or through the Careers Adviser, Caroline Graham. However, all pupils should be beginning to think through and research possibilities during S5. This is particularly true of those intending to apply to University who should be looking at the following: -

- www.ucas.com
- Individual University websites.
- Pathways to the Professions (Edinburgh University website).
- LEAPS (Edinburgh University website).

During the S5/6 PSE programme there will be presentations and advice from speakers from the universities and colleges.



THE JET (JOB + EDUCATION + TRAINING) PROGRAMME is a year long, work-based learning programme. Pupils work towards their exams in school, and achieve a Scottish Vocational Qualification, a City and Guilds Certificate or a Sports Leadership Level 1 Award. In addition, pupils work towards the SQA Employability Award - all of which are equivalent to a National 5 Level award. The JET Programme will provide the necessary employment skills and work experience essential in the working environment through

- A weekly work experience placement (every Friday, all day, during school-term time);
- Weekly training, underpinning the knowledge and skills necessary to meet the qualification standards and equip pupils with the confidence to develop in their work placement roles.

Pupils will also receive a number of learning experiences, including:-

- Personal, social and emotional development;
- Communication, language and literacy;
- Knowledge and understanding of the world of work;
- Important employability skills

On completion of the JET Programme, pupils will be in a position to either:-

- Apply for a full-time job relating to the area of their work placement;
- Continue with their education at school;
- Apply for an Apprenticeship – dependent on the area of their work placement;
- Apply to College to undertake further/higher education or training.

There are a limited number of places available and prospective candidates will be interviewed to determine their suitability before advancing to the next stage of the application process. If successful, pupils will be required to select subjects from **4 columns** in order to accommodate JET.

Art & Design

Provision and Progression: All Expressive Arts subjects offer certification from S4 at National 3, National 4 and National 5. Depending on attainment in S4, students can build on these qualifications in S5 and S6 up to and including Advanced Higher level.

Entrance Requirements: It is beneficial if students taking an expressive arts subject in S5 have studied it in S4, but it is still possible to pick up an expressive art in S5 or S6 even if students have not studied it to certification level.

Art & Design: National 3, National 4, National 5, Higher

The Courses have an integrated approach to learning at all levels, and include a mix of practical learning and knowledge and understanding of art and design practice. In the Courses learners will draw upon their understanding of the main factors influencing artists' and designers' work and practice. Learners will experiment with and use a range of art and design materials, techniques and/or technology to develop their own creative art and design work. Learners will use problem solving skills and self-reflect on their creative choices and decisions when developing their creative ideas.

The Courses consist of two mandatory Units and the Course assessment.

Art and Design: Expressive Activity

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

Art and Design: Design Activity

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

Homework:

Students will be expected to regularly carry out research and complete written work at home. This will include practise exam questions. Students are encouraged to work in the art dept on their folios at lunchtimes and after school.

Course Assessment:

Students answer a question paper and make a personal selection of work to present as a folio (Nat 5 and Higher) Students also complete final outcomes in both design and expressive units (all levels)

Advanced Higher Art & Design

Entrance Requirements:

Higher Grade Art & Design at pass. Higher English is also desirable.

Students planning to apply to study Art & Design at Further or Higher Education are strongly advised to also take the Art & Design Folio course.

In Advanced Higher Art, students choose to specialise in either Design or Expressive elements. In both elements, there is a requirement for students to study the work of practitioners who influence their own work, and produce analysis of work by these practitioners.

Design:

The Design qualification develops learners' aesthetic understanding, creativity and awareness of Design. It encourages candidates to use a range of media and technology to respond to their environment. It promotes creative thinking, independent thought and problem solving. Learners will gain the ability to think creatively and independently through an intensive study within a chosen area. They will develop their skills in visual perception, observation and investigation, through research in response to a design brief. This will reinforce their skills in handling materials, techniques and processes. They will be able to make informed analytical and critical evaluations.

Expressive:

The Expressive qualification develops learners' aesthetic understanding, creativity and awareness of expressive arts. It encourages candidates to use a range of media and technology to respond to their environment. It promotes creative thinking, independent thought and problem solving.

Learners will gain the ability to think creatively and independently through an intensive study within a chosen area. They will develop their skills in visual perception, observation and investigation, as part of an in-depth expressive arts project. This will reinforce their skills in handling materials, techniques and processes. They will be able to make informed analytical and critical evaluations.

In both options students must pass both unit assessments to gain the course award. There is no exam, but the final folio is externally graded by SQA.

Homework:

Working on sketchbooks, practitioner analysis, development work and final pieces in their own time is essential for students completing the Advanced Higher course.

Skills for Work Courses in Expressive Arts

These are an exciting new addition to the Expressive Arts Faculty. As learners work through the Courses, they will gain an awareness of the opportunities and jobs in the different sectors — and they will develop transferable employability skills, including:

- an understanding of the workplace and the employee's responsibilities (e.g. time-keeping, appearance, customer care)
- self-evaluation skills
- positive attitude to learning
- flexible approaches to solving problems
- adaptability and positive attitude to change
- confidence to set goals, reflect and learn from experience
- skills to become effective job-seekers and employees

National 5 Skills for Work: Hairdressing

Hairdressing courses will be delivered in the purpose built school Hair Salon by experienced hairdresser and hairdressing tutor Ms J.Lamont

National 5 Skills for Work: Hairdressing develops the skills, knowledge and attitudes needed for work in the hairdressing industry, but also develops wider, generic employability skills.

The Course provides a broad introduction to hairdressing, with practical experience of general salon duties, reception skills, communication and customer care. The focus is on experiencing the salon environment and developing vocational skills, knowledge and understanding. Candidates will develop their skills in shampooing, conditioning, basic scalp massage, drying hair, colouring hair and cutting hair, and will learn about current fashion trends, with the opportunity to experiment to produce an image that reflects these. Emphasis throughout all Units is on employability skills and attitudes.

Students will work with real clients to the salon, and complete live briefs such as styling for school fashion shows and drama productions.

Homework:

Students will be expected to carry out research, practise practical skills and complete some written work at home.

Course assessment

Learners must successfully complete each Unit to achieve the Course. Units are assessed internally through a combination of practical and written activities. There is no external exam for this course.

It carries 24 SCQF points.

Biology

National 4/5 Biology

Biology is the study of the living world around us. Biology aims to find explanations and answer many questions in the world today. Biology explores the world of living things through the study of animals, plants and microbes. The use of genetic modification to produce new plants and drugs, devising fertility treatments, curing genetic diseases and developing new sources of food are all important reasons for studying Biology. We need to better understand the impact of humans on the living world.

The Biology course will develop knowledge and understanding of biological issues and aims to build learners' interest and enthusiasm for the subject.

Progression

The Biology course builds on prior learning from S1 – S3. After completing the S4 Biology course pupils will be able to progress to a qualification at, National 4, National 5 or Higher in S5. Higher Biology is available alongside Advanced Higher in S6.

What will I learn?

All courses involve the study of 3 main areas – Cell Biology, Multicellular Organisms and Life on Earth.

Cell Biology -Students will learn about the structure of cells and important processes that take place. The importance of DNA, proteins and biotechnology will be studied alongside the importance of cells.

Multicellular organisms - Students will investigate systems in organisms through biological processes including defence mechanisms and reproduction. Learners will also consider ethical and topical issues within this unit.

Life on earth - In this unit students will investigate ecosystems and biodiversity. Through investigating interdependence students will learn about adaptations for survival alongside factors that affect population growth. Biodiversity and animal behaviour along with energy and nutrient cycles will also be a focus in this unit. There will also be consideration of ethical, topical and environmental issues.

How will I learn?

The course will use a variety of approaches to develop knowledge and understanding alongside development of important scientific skills. Investigations, active learning, teamwork and IT skills will be further developed in learners. Numeracy and literacy skills are also developed alongside knowledge of health and wellbeing.

The coursework includes

- Building knowledge and understanding
- Taking part in practical work
- Investigations
- Opportunities to present ideas using IT and multimedia.

Higher Biology

Entrance requirement:

It is recommended that you have a pass in National 5 Biology. Other performances require negotiation with Biology staff and must be approved by the Curricular Leader of Science.

Course:

The Higher Biology Course offers a broad and up-to-date selection of concepts and ideas relevant to the central position of life science within our society. Learners develop deeper understanding of the underlying themes of biology - and the scale of topics ranges from molecular through to whole organism and beyond.

Structure:

1. DNA and the Genome

The Unit covers the key areas of structure and replication of DNA, gene expression, and the genome. It also explores the molecular basis of evolution and biodiversity.

2. Metabolism and Survival.

The Unit covers the key areas of metabolisms as essential for life. Analytical thinking and problem solving skills will be developed in context, through investigation of how cellular respiration is fundamental to metabolism and by examining the stages of respiration. In addition, it examines the importance of the manipulation of metabolism in microorganisms, both in the laboratory and in industry, including ethical considerations.

3. Sustainability and Interdependence.

The Unit covers the key areas of the science of food production, interrelationships and dependence, and biodiversity. Analytical thinking and problem solving skills will be developed in context usually within these topics. The Unit also covers interrelationships and dependence, through symbiosis and social behaviour.

Assessment:

Each pupil must pass each of the end of unit assessments, including added value work on breadth, challenge and application. Unit passes may be awarded, but to receive a whole course award pupils must pass the question paper (77%) and assignment task (23%).

Homework:

Regular weekly homework is provided to enhance students' understanding and confidence in exam-type questions. This is recorded for assessment purposes and report-writing to parents when required.

Supported Study:

Pupils will be invited to attend regular supported study to improve attainment as required during the course. Help is available to increase knowledge and understanding of Biology coursework along with assistance with homework and preparation for tests and exams.

Advanced Higher Biology

Please also see the entry for Science Baccalaureate on page 23.

Entrance requirement:

Higher Biology pass.

Course:

The purpose of the Advanced Higher Biology Course is to develop a critical understanding of the role of biology in scientific issues and relevant applications, including the impact these could make on the environment/society. Pupils will develop and apply the skills to carry out complex practical scientific activities, including the use of risk assessments, technology, equipment and materials. Advanced Higher Courses place more demands on learners as there will be a higher proportion of independent study and less direct supervision

The course is divided into three Units:

Unit 1 – Cells and Proteins. This unit focusses on the key role that proteins play in the structure and functioning of cells and organisms.

Unit 2 – Organisms and Evolution. This Unit explores the importance of parasites in evolution. It builds on the understanding of genomics, inheritance, parasitism and disease developed in the Higher course.

Unit 3 – Investigative Biology. Opportunities will be provided throughout the course to develop a sound understanding of the Scientific methods and principals involved in experimentation. This unit includes the research, planning and execution of a 20 hour practical investigation. Pupils will be encouraged to use their own initiative and work independently with reduced input by the teacher.

Structure:

The course is taught using a variety of resources including online material, printed notes and textbooks. Pupils will be given experience of working through practice exam questions and will engage in a variety of practical experiences throughout the course. Pupils will be encouraged to take responsibility for their own learning and will complete an investigation independently with staff taking a step back and guiding pupils when needed.

Assessment:

Each pupil must pass each of the end of unit assessments, including added value work on breadth, challenge and application. Unit passes may be awarded, but to receive a whole course award pupils must pass the question paper (100 marks) and complete the project (30 marks).

Homework:

Homework tasks will involve exam question practice, supplementing class notes and research for their final project. Pupils will be given appropriate deadlines and will be expected to take responsibility for completing these tasks to the required standard.

Scottish Baccalaureate in Science

The Science Baccalaureate provides a challenging and rewarding experience for pupils in S6.

The Science Baccalaureate requires two, different eligible Science courses, at least one of which must be at Advanced Higher level. The mandatory components of the Science Baccalaureate are:

- Interdisciplinary Project Unit at Advanced Higher level.
- 2 eligible courses at Advanced Higher level – see table below
- 1 further eligible course at Higher or Advanced Higher level – see table below.

Higher or Advanced Higher Maths must have been passed in S5 or be one of the Courses studied in S6.

The Interdisciplinary Project Unit is graded A, B or C.

The Science Baccalaureate is awarded at Pass and Distinction and is given UCAS points equivalent to half an Advanced Higher level.

Eligible Courses

Core courses

Biology*

Chemistry*

Physics*

Broadening courses

Computing*

Graphic Communication*

Product Design*

Geography*

Psychology (studied at Edinburgh College)

* Currently available at Advanced Higher level.

Interdisciplinary Project

The Interdisciplinary Project Unit is based on a Science project, which will allow pupils to apply or extend existing subject knowledge and skills in a relevant context.

The Interdisciplinary Project is designed to encourage independent learning and to allow pupils to draw on many subject areas from across the curriculum and to make connections between Science and the world in which they live, learn, and work.

The Project context should provide a broadening and different experience for pupils and provide valuable opportunities for developing generic as well as cognitive skills. Pupils will therefore gain an awareness of the value and transferability of these skills and this, in turn, will support their transition into higher/further education and the workplace. Firrhill has already formed strong partnerships with other schools, colleges and universities to deliver project work in Science. Some students like to take the initiative however, and make their own mini-partnerships to get access to expertise, equipment and resources.

Interested?

To find out more information about the Science Baccalaureate then please tick the box towards the foot of the course choice sheet or talk to a member of the Science Faculty.

Business Education

National 5 Economics

Economics is part of our everyday lives and study of this course will give learners an appreciation of how markets and governments work as well as the importance of international trade to our economy. It will also enable learners to make better choices relating to their life and work. Every day some economic problem is mentioned in the news, on the radio and on television and by studying economics, students will become better-informed and more responsible citizens.

A main feature of the course is the development of numeracy, problem-solving, decision-making and IT skills, all of which are essential in enhancing employment opportunities. The course will enable learners to understand and make use of economic information to explain the actions of individuals, businesses and governments.

By studying Economics learners will have the opportunity to participate in different group/individual and team-building activities. Using a variety of resources e.g. worksheets, newspapers, videos, TV programmes, textbooks and mini projects, learners will explore the economic problems faced by individuals, businesses and governments. Learners will also use computer simulations and IT to evaluate real life economic situations and make informed judgements.

Course Content includes:

- **Economics of the Market (National 5):** how the basic economic problem of unlimited wants in relation to limited resources affects the daily choices we all make; how supply and demand can drive resource allocation in a market economy
- **UK Economic Activity (National 5):** UK government policy objectives (inflation, unemployment, growth) and the role of Scotland in the UK economy
- **Global Economic Activity (National 5):** the importance and purpose of trade between the UK, the EU and other countries, including the effect of currency fluctuations and the role of aid given to developing countries

Assessment

- **Continuous assessment of classwork**
- **Unit assessment for each of the above 3 units**
- **Economic Assignment** – the assignment will be submitted to SQA for marking and will be worth 30% of the final course mark
- **External Question Paper (Written)** – 70% of the final course mark

Homework:

Students must keep themselves well-informed of economic events by watching appropriate TV news/documentary programmes and by internet research/reading a good newspaper. Formal homework will be set each week, approximately one hour.

Progression

Pupils may opt to continue their studies in Economics into S5, where they will undertake the Higher course. Advanced Higher Economics will then be offered in S6.

Higher Economics

Entrance Requirement:

This is a one-year course, therefore the following is recommended:

S4/S5: Economics Nat 5 pass or a good pass in Business Management at Nat 5 level.
(Students should also have Nat 5 passes in English and Maths).

S6: Highly suitable for those Students who have already gained **2 or more passes at Higher Grade, including Maths**, and who have an interest in Business and Enterprise.

Content:

The main areas of study include: an understanding of the fundamental economic problem of allocating scarce resources; markets; international trade; the role of the Government in the economy; employment; economic growth and inflation. Students are required to keep abreast of current affairs.

Structure:

Students will be exposed to a variety of methods designed to aid and develop skills in the interpretation, analysis and evaluation of economic information. The course comprises 3 units: Economics of the Market, UK Economic Activity and Global Economic Activity.

Assessment:

To gain an award students must pass the unit assessments as well as the external assessment. External assessment consists of a written paper, 70% of total mark and coursework 30% of total mark.

Homework:

Students must keep themselves well-informed of major economic events by watching appropriate TV news/documentary programmes and by reading a good quality newspaper. There will be the need to complete and consolidate classwork. Formal homework will be set each week. Average two hours of work each week.

Additional Information:

The study of Economics provides qualifications which can be used for University entrance and employment in the world of Banking, Insurance, Marketing and Business Administration.

This course also provides an excellent basis for further study in general areas such as Business, Social Studies, and Management or for Professional Qualifications in Law, Accountancy, and Engineering etc.

National 5 Business Management

Study of this subject aims to develop an understanding and awareness of the role of business, its operation and management. Business Management focuses on the development of your entrepreneurial, problem-solving, decision-making and IT skills, all of which are essential in enhancing your employment opportunities.

By studying Business Management you will have the opportunity to participate in different group/individual activities, enterprise and team-building activities, as well as use IT to manage business information. These activities will help you examine the nature/importance of business, the purpose of business, how businesses acquire/manage resources and how individuals contribute to business. The aim of this course is the development of your skills and knowledge in allowing you to understand and contribute to today's business and information environment.

Course Content includes:

- **Understanding Business:** the way in which businesses operate, different types of business and the effects of external influences on business
- **Managing People and Finance:** the role of finance in a business and the use of financial information; recruitment and selection, training & employee development
- **Management of Marketing and Operations:** the importance of Marketing, Market Research, Advertising, methods of production and the management of quality.

Assessment - National 3, 4 and 5:

- **Continuous assessment of classwork** at all levels of study, including a unit assessment for each of the 3 units.
- **Business Assignment (National 4 and 5)** – At National 4 the assignment will be internally assessed and at National 5 the assignment will be submitted to SQA for marking.
- **External Question Paper (National 5 only)**

Homework:

In addition to classwork, regular homework of approximately 1 hour per week will be given.

Progression:

Pupils may opt to continue their studies in Business Management into S5, where they will undertake either National 5 or Higher courses. Advanced Higher Business will then be offered in S6.

Career Pathways:

Business Management leads into different careers such as setting up your own business, human resources, financial management, engineering, events management and many more. Business Management helps develop the skills beneficial within further or higher education (most courses have a core business element included). The combination of practical and theoretical aspects and ICT-based learning will enable pupils to apply their skills and knowledge to real-life business contexts.

Higher Business Management

Entrance Requirement:

S5 Nat 5 pass in Business Management.

S6 Highly suitable for those students who have already gained **2 or more passes at Higher Grade, including English**, and who have an interest in Business and Enterprise.

Content:

This exciting course concentrates on decision-making in management and the collection, analysis and interpretation of information which makes this possible. The areas of study include:

Understanding Business, Marketing & Operative and People & Finance

Structure:

The course will involve a mixture of teacher input, case studies, practical management exercises, input from industrialists and visits to firms. The course comprises 3 units: Understanding Business, Marketing & Operative and People & Finance

Assessment:

To gain an award students must pass the unit assessments as well as the external assessment. External assessment consists of a written paper of 2 hours 15 minutes, 70 marks and Investigating a business assignment 30 marks

Homework:

Classwork to be completed at home, as well as additional exercises. Consolidation and revision of course work. Approximately 2 hours per week.

Additional Information:

This course is recommended for students who wish to study Business Studies at College or University, or pursue a career in business. It will also form a good basis for further study in general areas such as Sports and Leisure Management, Hospitality, Public Relations, Science and Technology.

Advanced Higher Business Management

A vibrant and innovative business culture is a vital component of Scotland's economic success. The purpose of this Course is to prepare learners to play an active part in this culture by equipping them with an understanding of the national and global nature of business. This will include the challenges posed by globalisation and the effect it has on Scotland's businesses and environment, business and management theories, and principles of effective management used in different organisations. Learners will develop analytical and research skills by investigating real organisations in a range of contexts.

Entrance Requirement: Higher Business Management pass.

Content/Structure:

The course comprises three units:

1 External Business Environment

Analyse the activities of multinational and global companies and assess the impact of external factors on a business

2 Internal Business Environment

Evaluate and analyse approaches used by managers with teams and individuals and understand theories and practices adopted by managers to improve effectiveness

3 Evaluating Business Information

Research, analyse and evaluate a range of business data for effective decision making using a range of analytical techniques

The course provides opportunities for a variety of learning and teaching approaches such as independent research and study, case studies, practical work, outside speakers and visits to firms.

Assessment:

To gain a course award, students must pass the three unit assessments as well as the external assessment which consists of:

A written question paper – 80 marks (2 hours 45 minutes)

A project – 50 marks (completed during class time and submitted to SQA for marking)

Homework:

Students will be required to undertake wide reading and research and also review class work in preparation for unit assessments.

Additional Information:

The course is recommended for students who wish to study Business Studies at University. It will also form a good basis for further study of general management issues. Successful completion of this Course opens up a wide range of progression routes for learners. These include Higher National Diplomas (HNDs) or degrees in Business Studies and other business-related disciplines, and careers in a wide range of management functions within the private, public or third sectors.

Chemistry

National 5 Chemistry

Chemistry is finding out about the world around us by experimenting. Chemists devise experiments to see how different chemicals interact. They carefully record what they have learned and try to put the information to good use.

Studying Chemistry gives you a wide range of skills which are highly sought after by employers.

Chemists are excellent problem solvers and investigators. They have strong communication and numerical skills and a broad scientific knowledge which helps in scientific, engineering and many other careers.

If you are curious about the world around you then chemistry is the subject for you!

Progression:

The Chemistry course builds on prior learning from S1 – S3. After completing the S4 Chemistry course pupils will be able to gain an award at National 4, National 5 or Higher in S5. Higher Chemistry is available alongside Advanced Higher in S6.

What will I learn?

The majority of Pupils will follow a course involving the following units:

Chemical Changes and Structure. Students will find out about basic atomic structure: what atoms are made of and why they react. They will find out about different chemical reactions involving acids and alkalis. The importance of acids in food and drink, and their impact on health will be studied.

Nature's Chemistry. Students will study how chemistry relates to our everyday energy needs on both an individual level (food and drink) as well as society as a whole. How chemistry can be used to tackle large scale environmental issues is an integral part of this unit.

Chemistry in Society. This unit will focus on the earth's limited resources, including the use of metals and new materials. Environmental and economic issues are considered throughout this unit.

How will I Learn?

There are a range of different strategies and activities that will be used throughout the course: too numerous to mention them all. The list below includes a flavour of what students will experience throughout the course.

- Practical work by following instructions
- Investigative work by developing their own experiments
- Presentations/power points/demonstrations
- Homework/project work
- Individualised learning plans
- Debate and discussion
- Range of different assessment strategies

Higher Chemistry

Entrance requirement:

It is recommended that you have a pass in National 5 Chemistry. Other performances require negotiation with Chemistry staff and must be approved by the Curricular Leader of Science.

Course:

The Higher Chemistry course develops learners' curiosity, interest and enthusiasm for chemistry in a range of contexts. The skills of scientific inquiry and investigation are developed throughout the course, and the relevance of chemistry is highlighted by the study of the applications of chemistry in everyday contexts. The course content has been selected to allow learners to study key chemical areas within situations of personal relevance using up-to-date contexts. Skills of scientific investigation, communication skills, literacy and numeracy are all developed within the course. The 4 units (Chemistry in Society, Chemical Changes and Structure, Nature's Chemistry and Researching Chemistry) offer opportunities for collaborative and independent learning, set within familiar and unfamiliar contexts, and for high-quality experimental work.

Structure:

The Chemistry department uses the commercial package "Challenge Chemistry", alongside the new Curriculum for Excellence Higher Chemistry textbook and online resources from Education Scotland and Scholar. The course encourages an element of self-pacing and enables pupils to take more responsibility for their learning, in line with the Curriculum for Excellence philosophy. A mixture of teacher-led as well as self-led learning is employed throughout the course and hands-on practical activities feature frequently throughout each unit.

Assessment:

Each pupil must pass each of the end of unit assessments, including added value work on breadth, challenge and application. Unit passes may be awarded, but to receive a whole course award pupils must pass the question paper and assignment task.

Homework:

Regular weekly homework is provided to enhance students' understanding and confidence in exam-type questions. This is recorded for assessment purposes and report-writing to parents when required.

Advanced Higher Chemistry

Entrance requirement:

Higher Chemistry pass.

Course:

The purpose of the Advanced Higher Chemistry Course is to develop learners' knowledge and understanding of the physical and natural environments beyond Higher level. The Course builds on Higher Chemistry, continuing to develop the underlying theories of chemistry and the practical skills used in the chemistry laboratory. The Course also develops the skills of independent study and thought that are essential in a wide range of occupations. The 3 units (Inorganic and Physical Chemistry, Organic Chemistry and Instrumental Analysis and Researching Chemistry) offer opportunities for collaborative and independent learning, set within familiar and unfamiliar contexts, and for high-quality experimental work. The Course content has been selected to allow learners to study key chemical concepts within situations of personal relevance, using up-to-date contexts. Skills of scientific investigation, communication skills, literacy and numeracy are all developed within the Course.

Structure:

The Chemistry department uses the online resource "Scholar", alongside resources from various textbooks and materials provided by the chemistry staff. The course encourages independent studying to enhance classwork and enables pupils to take more responsibility for their learning, in line with the Curriculum for Excellence philosophy. A mixture of teacher-led as well as self-led learning is employed throughout the course, and hands-on practical activities from the Researching Chemistry unit are experienced alongside the theoretical work.

Assessment:

Each pupil must pass each of the end of unit assessments, including added value work on breadth, challenge and application. Unit passes may be awarded, but to receive a whole course award pupils must pass the question paper (100 marks) and complete the project (30 marks).

Homework:

Homework for Advanced Higher Chemistry takes the form of experimental write-ups, project research, supplementing existing notes and completing revision questions. Pupils will be given deadlines to complete each task, but are expected to take responsibility for completing a suitable level of work.

Computing

Within a nurturing environment our Faculty will inspire all to achieve their potential as confident, considerate contributors in an evolving global community. This is reflected in our commitment to provide dynamic, stimulating and challenging technological experiences.

Computing Science

The development of Computing over the last few decades has been spectacular in speed and scope. Computing provides us with many increasingly powerful hardware and software tools. Our society requires more and more individuals who have the skills to use those tools, who understand how they work and who have the ability to develop new and improved tools. Computer Science is not only about learning to use current hardware and software. It is designed to provide candidates with both the necessary knowledge and understanding and the practical problem solving skills to enable them to be the ICT tool designers of the future.

National 5 Computing

Content:

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

Structure:

The course consists of 3 units
Software Design and Development
Information System Design and Development
Computing Science Assignment

Homework:

Regular homework will be set to reinforce the theoretical elements of the course. Students will also be expected to review class work at home and to complete unfinished tasks where appropriate. Independent study to support work in class will be expected.

Progression:

National 5, Higher and Advanced Higher Computing will be available in S5 and S6.

Career Pathways:

Computers are used in business, industry, the media, engineering, science and the arts so qualifications in Computer Science can lead to a wide range of exciting careers.

Higher Computing

Content

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

Entrance Requirement

Recommended National 5 Computing Science.

Structure

The course consists of 3 units

- Software Design and Development
- Information System Design and Development
- Computing Science Assignment

Homework

Regular homework will be set to reinforce the theoretical elements of the course. Students will also be expected to review class work at home and to complete unfinished tasks where appropriate. Independent study to support work in class will be expected, including the use of Scholar.

Progression

Advanced Higher Computing and the Cyber Security NPA may be available in S6 at SCQF 5/6.

Career Pathways

Computers are used in business, industry, the media, engineering, science and the arts so qualifications in Computer Science can lead to a wide range of exciting careers.

Design and Technology

National 4/5: Graphic Communication

Content:

3 units of work: 3D and Pictorial Graphic Communication
2D Graphic Communication
Graphic Communication Added Value Assignment

Structure:

Students will achieve the course on completion of the three units listed above and the course assessment. By the end of this unit, pupils will be able to: -

- 1 Produce and interpret simple pictorial sketches, pictorial drawings and 3D models
- 2 Produce simple pictorial and 3D colour illustrations
- 3 Create simple pictorial or 3D promotional displays (unit 1)
- 4 Produce and interpret simple 2D sketches and drawings
- 5 Produce preliminary 2D colour designs and illustrations for single-page promotional displays
- 6 Create simple 2D promotional graphic layouts (unit 2)
- 7 Combine all of the above elements to produce new graphic items (unit 3).

Assessment:

National 4

Pupils will complete an Added Value Unit design, based on a brief supplied by the teacher. This will involve planning through sketching and board work as well as computer production methods. This will be marked internally and pupils will achieve a pass/fail. Pupils will have some element of choice as to what they make in this unit.

National 5

2D Graphic Communication

In this Unit, evidence will be required that the learner can produce a series of straightforward 2D graphics, to a given standard, in familiar and some new contexts. Knowledge and understanding will also be assessed.

3D and Pictorial Graphic Communication

In this Unit, evidence will be required that the learner can produce a series of straightforward 3D and pictorial graphics, to a given standard, in familiar and some new contexts. Knowledge and understanding will also be assessed.

Course assessment structure:

Component 1 — question paper 50 marks

Component 2 — assignment 50 marks

Total marks 100 marks

Homework:

There will be homework which will focus on the theoretical aspects of the course and some computer graphics work. This however will not require the pupil to own a computer as departmental time out of the normal school working day will be made available.

Higher Graphic Communication

Entry Requirement: N5 Graphic Communication

Units of Work:

2D Graphic Communication

3D and Pictorial Graphic Communication

Method of Unit Delivery: Unit by Unit

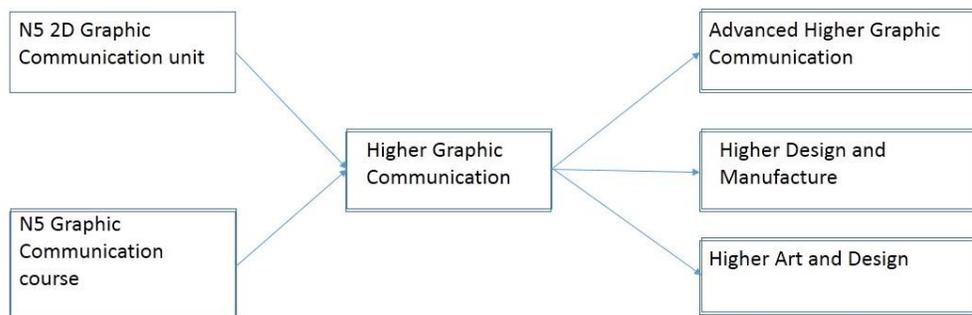
Course Content:

Pupils will work on Preliminary, Production and Presentation graphics in both a 2D and 3D setting. Skills gained will include the ability to:

- Produce and interpret 3D pictorial sketches and drawings and 2D orthographic sketches and drawings.
- Produce 2D and 3D CAD models and production drawings.
- Produce pictorial and 3D illustrations of geometric forms and everyday objects.
- Produce preliminary 2D designs and illustrations for a multi-page layout.
- Plan and produce pictorial and/or 3D models for promotion.
- Create a multi-page 2D promotional publication and a project set of promotional publications

Assessment: Question paper – 70 marks – 50%
Course Assignment – 70 marks – 50%

Progression route:



National 4/5 Design and Manufacture

Content:

3 units of work:

- Design
- Materials and Manufacturing
- Design and Manufacture Assignment (Nat 4) or Course Assessment (Nat 5)

Structure:

Students will achieve the course on completion of the three mandatory Units including the Added Value Unit. Students will learn about the design process- how to design and manufacture effective products and gain the necessary skills to communicate their ideas, including sketching, rendering and model making in the classroom, on the computer and occasionally in the workshop.

Students should appreciate that there will be theory lessons included in the course.

Assesment:

National 4

Students will complete an Added Value Unit, which draws on their experiences and skills developed throughout the year. This will take the form of producing a response to a design challenge. There will be scope to allow for personalisation and choice in how the student responds to the design challenge, drawing on their individual skills. This will be assessed in-house and will be pass-fail.

National 5

Students will complete both the 'Design' and 'Materials and Manufacturing' units over the course of the year. These will be assessed internally and will be pass/fail. Students will also undertake the Course Assessment, which will take the form of a response to a design challenge and a question paper. Students will draw on experiences and skills developed during the course to produce a response to a design brief, which will include designs and models. The question paper will assess depth of understanding of the content of the units.

N.B

Due to the nature of the course there will be costs involved in modelling as well as printing designs. Due to the open nature of the Added Value element these costs will fluctuate on a pupil by pupil basis, i.e. if hardwood is used for a model rather than cheaper materials. To cover the initial costs for both the National 4 and 5 there is a suggested contribution of £10 for each pupil which would be due before the course begins, unless there are special financial circumstances in which case you should contact your child's Guidance Teacher.

Higher Design and Manufacture

Entry Requirement: N5 Design & Manufacture at pass.

Content:

2 Units of work: Design
 Materials and Manufacturing
In Addition: Course Assessment
 Question Paper

Structure:

Students will attain the course award on completion of the two Units as well as the Course Assessment. Students will also sit a written question paper.

By the end of the units, pupils will be able to:

- Investigate design briefs as well as design specifications
- Produce design proposals in both 2D and 3D
- Evaluate commercial products
- Plan for Manufacture, both mass manufacture and workshop based.
- Select appropriate materials and processes for manufacturing products
- Manufacture prototypes in the workshop
- Evaluate the manufacture of prototypes

Assessment:

Pupils will be required to pass both Units as well as the Course Assessment. The Course Assessment will be a design task which is set by the SQA. The candidate will produce design proposals in answer to a Brief and Specification and is required to evaluate and justify their decisions throughout. The candidate will produce a prototype in the workshop. The Assessment is marked internally.

Pupils will sit a Question Paper set by the SQA. This will evaluate the pupils understanding of design issues and how these affect products, as well as materials and manufacturing choices,

Course Assessment (Total-100 marks) Design (60) Manufacture of prototype (40)

Question paper (Total 100 marks)

National 5 Practical Metalworking

Units:

- Bench Skills
- Machine Processes
- Fabrication and Thermal Joining

Projects to be produced:

Pupils make four models from metal, including a final project which makes up 100% of the course award.

Models do not involve design, but there are opportunities to add "personal choice" to each model.

Teaching Approach:

- You will come to Practical Metalworking 5 periods per week
- You will achieve the course assessment on completion of the three units listed above, and the course assessment. Each of the three units will be taught mainly in the workshop.
- Around one period a month may be spent in the classroom, teaching theory and making choices about design.

Skills Developed:

- You will develop a range of skills and techniques in metalworking, involving using hand tools and machine tools to shape, join and finish metal.
- Skills covered include welding, turning, forgework, drilling, threading, fitting, riveting, measurement, sawing and filing.

Assessment:

The course assessment will be a practical activity, prescribed by SQA, covering the skills and processes covered in all three units. It is anticipated that this will be completed in the period from January to Easter. Pupils presented at National 4 are marked as pass or fail; pupils presented at National 5 are graded A to D, based on a mark out of 80 for the final project they undertake. There is no final written exam in Practical Metalworking

National 4 / 5:

The decision on whether you will be presented for National 4 or National 5 will take place in December 2014. This decision will be based on the standards achieved in the three projects completed up until December.

Homework:

There is no homework associated with this course.

Cost: approximately £20 per year

National 5: Practical Woodworking

Content:

3 units of work:

- Flat frame construction
- Carcass construction
- Machining and Finishing

Structure:

Students will achieve the course on completion of the three units listed above and the course assessment. Each unit involves manufacture of one or more woodworking projects and some theory work to help students understand the materials, tools and processes involved. Students should appreciate there will be occasional theory lessons.

Assessment:

National 5

The course assessment will be a practical project drawing on the knowledge, understanding and skills developed across the course. The activity will require learners to produce a “final project” in wood. This activity will determine the grade they will achieve.

Homework:

There is no homework associated with this course; however pupils are expected to maintain a record of progress (learning log) and this should be kept up-to-date.

NB:

Nat 5:

Due to the amount of practical work involved in this course, students should be aware there is a cost of approximately **£10** to cover the cost of materials. As the course contains an element of choice in the final project, it may be necessary to request extra payment if a pupil chooses to make something large, or using more expensive materials e.g. hardwoods. Please note that a contribution is required, unless there are special financial circumstances in which case you should contact your child’s Guidance Teacher. An initial payment is required before the course begins.

Drama

National 3, National 4, National 5 Higher and Advanced Higher

Drama: National 3, National 4, National 5, Higher

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

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

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

Drama Skills.

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

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

Drama: Production Skills

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

Homework:

Students will be asked to participate in homestudy activities which may include written tasks, research, learning lines and theatre visits.

Course Assessment:

Performance (all levels) and question paper (National 5 and Higher)

Advanced Higher Drama

The course consists of two mandatory Units and the Course Assessment

Drama Skills (Advanced Higher)

In this Unit, learners will be required to provide evidence to demonstrate their knowledge and skills in devising, directing and performing through the exploration of a key practitioner. They will use their skills to create and present a devised drama. Learners will evaluate their work.

Drama: Production Skills (Advanced Higher)

In this Unit, learners will provide evidence to demonstrate their knowledge and understanding of drama through the exploration of a key practitioner. They will view and analyse a live theatrical event, considering performance concepts and effectiveness. They will develop and apply production skills in their chosen role as either an actor or director or designer.

A minimum of two practitioners should be studied, with each Unit exploring a different practitioner.

Course Assessment

This takes the form of a performance assessed by a visiting assessor, and a written dissertation.

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

- challenge
- application

The learner will draw on, extend and apply the skills they have learned during the course. This will be assessed through a drama performance and a project. The drama performance will involve analysing their chosen text (historical, social and cultural contexts, previous productions and their own concept) to create and present drama. The project will require demonstration of a depth of knowledge and understanding from the Units in the course. As part of the performance, learners will be required to produce a preparation for performance. This will focus on the process which the learner undertook in order to arrive at the concepts for the performance.

The project adds value by requiring integration and application of knowledge and skills from across the Units. Learners will demonstrate their knowledge of relevant performance theories and practice in the form of a dissertation.

Duke of Edinburgh Award

Duke of Edinburgh Award Scheme Bronze Level – S5 beginners

Doing a Duke of Edinburgh award is a real adventure from beginning to end – it doesn't matter who you are or where you're from. During S5 you have the option to complete your bronze award. The award has four sections: -

- Volunteering – This is a chance to make a real difference by helping someone, your community, the environment or an organisation. Past activities have included working with The Green Team in the Pentlands.
- Physical – You can choose any sport, dance or fitness activity to get fitter, keep fit and get better at it! Past activities have ranged from fencing to skiing.
- Skills – Is there something you've always wanted to try, or do you want to get better at your favourite hobby? Play the guitar or learn to paint, go karting or make honey.
- Expedition – Highs, lows, great laughs, amazing memories – you'll experience it all as you plan, train for and complete an adventurous journey in the hills of Scotland. At Bronze level a two days, one night expedition in The Pentland Hills, of six hours per day at least three of which must be spent journeying.

The best bit is, because you get to choose what you do, your programme can be full of activities and projects that get you buzzing with anticipation. Along the way you'll pick up experiences, friends and talents that will stay with you for the rest of your life.

Successful completion of a Bronze award gives you a great foundation to progress to Silver and Gold awards in years to come.

Pupils interested in the Duke of Edinburgh's Award Scheme should note that it is also available through a number of other organisations/activities, including Scouts, Guides, Boy's Brigade and Cadets.

Please note that there is a cost involved in this course. It will include £17 for the logbook as well as transport/camping for the practice and final expeditions and some other activities. This cost should not prevent participation – instalments can be negotiated and families facing financial difficulty can get assistance from the school or from the Duke of Edinburgh organisation itself. If you would like to discuss the cost please contact your child's guidance teacher or Mr McClellan in the first instance.

More information on the award can be found at www.dofe.org

Duke of Edinburgh Award Scheme Gold Award

Doing a Duke of Edinburgh award is a real adventure from beginning to end – it doesn't matter who you are or where you're from. During S6 you have the option to complete your gold award. The award has five sections: -

- Volunteering – This is a chance to make a real difference by helping someone, your community, the environment or an organisation. Past activities have included working with The Green Team in the Pentlands.
- Physical – You can choose any sport, dance or fitness activity to get fitter, keep fit and get better at it! Past activities have ranged from fencing to skiing.
- Skills – Is there something you've always wanted to try, or do you want to get better at your favourite hobby? Play the guitar or learn to paint, go karting or make honey.
- Expedition – Highs, lows, great laughs, amazing memories – you'll experience it all as you plan, train for and complete an adventurous journey in the hills of Scotland. At Gold level there are two four day, three night expedition in the Cairngorms and Kintail, of eight hours per day, at least four of which must be spent journeying.
- Residential - If you're going for your Gold DofE Award, you need to complete an additional Residential section. You can choose from a range of residential activities – from helping at a National Trust site in the UK to working with children in India. You'll spend five days and four nights taking part in a shared, worthwhile activity with people you've never met before. A DofE residential will boost your independence and confidence and is a great way to leave a positive footprint on your life and other people's.

The best bit is, because you get to choose what you do, your programme can be full of activities and projects that get you buzzing with anticipation. Along the way you'll pick up experiences, friends and talents that will stay with you for the rest of your life.

Successful completion of a Gold award takes you out of your comfort zone and into a place where you'll push yourself and have amazing new experiences. You'll build confidence, resilience, skills and friendship groups. Both future employers and universities rate a Gold Award very highly.

Pupils interested in the Duke of Edinburgh's Award Scheme should note that it is also available through a number of other organisations/activities, including Scouts, Guides, Boy's Brigade and Cadets.

Please note that there is a cost involved in this course. It will include £24 for the logbook as well as transport/camping for the practice and final expeditions and costs for the residential. This cost should not prevent participation – instalments can be negotiated and families facing financial difficulty can get assistance from the school or from the Duke of Edinburgh organisation itself. If you would like to discuss the cost please contact your child's guidance teacher or Mr McClellan in the first instance.

More information on the award can be found at www.dofe.org

English

National 4 English

Entry Requirements:

Pupils who take the National 4 course will have had experience of working at Level 3 in English. For pupils who may find the National 4 course too challenging, there is the opportunity to opt for National 3.

Course and Structure:

The course is divided into 4 units.

The Analysis and Evaluation unit develops pupils' ability in reading and listening. Pupils' skills will be assessed through outcomes such as close reading and listening tasks, and critical essays.

The Creation and Production unit develops pupils' skills in writing and talking. Pupils' skills will be assessed through outcomes such as presentations and group discussions, as well as a variety of written pieces.

The Literacy unit focuses on reading, writing, talking and listening in a specifically non-fiction context.

The Added Value unit allows to pupils to display these skills more independently while researching a topic of their choice.

Assessment:

Pupils' progress in the course will be assessed within the English department. Evidence of pupil assessment will be collated by the department. There is no external exam or folio.

National 5 English

Entry Requirements:

Pass at English N4 or equivalent.

Content and Structure:

Pupils' skills in listening and talking is assessed through outcomes such as presentations and group discussions. It is internally assessed and does not count towards their final award.

Pupils will complete a folio of two pieces of writing in different genres.

There will also be a final exam testing their reading skills and essay writing.

Assessment:

The folio will be submitted to the SQA for external assessment. This comprises 30% of the pupils' final grade.

The final exam consists of a test of Close Reading; a Critical Essay on a text studied in class, and answering questions on a Scottish text from a set list. The Close Reading comprises 30% of the pupils' final grade, while the Critical Essay and Scottish text questions are worth 20% per task.

Communication skills are vital in today's society. They can help you talk yourself out of a difficult situation, write a convincing, cogent argument and even propose! The English course will give you the chance to develop your communications skills both writing and talking. You will study a variety of novels, plays, poetry and texts, introducing you to both new and familiar worlds.

Higher English

Purpose and Aims

The main purpose of the Course is to provide learners with the opportunity to develop the skills of listening, talking, reading and writing in order to understand and use language. As learners develop their literacy skills, they will be able to process information more easily, apply knowledge of language in practical and relevant contexts, and gain confidence to undertake new and more challenging tasks in a variety of situations.

Building on literacy skills, the Course develops understanding of the complexities of language, including through the study of a wide range of texts. The Course develops high levels of analytical thinking and understanding of the impact of language.

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

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

Content and Structure:

Pupils' skills in listening and talking is assessed through outcomes such as presentations and group discussions. It is internally assessed and does not count towards their final award.

Pupils will complete a folio of two pieces of writing in different genres.

There will also be a final exam testing their reading skills and essay writing.

Learners will be required to provide evidence of their talking and writing skills to create and produce detailed and complex texts in a chosen context. Learners will be required to demonstrate technical accuracy in written texts.

The Exam

Reading for Understanding, Analysis and Evaluating

1 hour 30 minutes – 1 paper worth 30 marks (30%)

Critical Reading

1 hour and 30 minutes – write 1 critical essay worth 20 marks and answer questions on Scottish text worth 20 marks (40%)

Folio

2 pieces of writing worth 15 marks each (30%)

Advanced Higher English

Purpose and aims of the Course

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

The Course provides personalisation and choice for learners by allowing them to choose to develop skills in different types of writing, and by developing their awareness of the relationship between text and context in the analysis and evaluation of literary texts.

The Course aims to provide opportunities for learners to develop the ability to:

- critically analyse and evaluate a wide range of complex and sophisticated literary texts, as appropriate to purpose and audience
- apply critical, investigative and analytical skills to a literary topic of personal interest
- create a range of complex and sophisticated texts, as appropriate to different purposes and audiences

Learners will apply knowledge and understanding of complex language in a wide range of contexts and use creative and critical thinking to synthesise ideas and arguments.

The Course Specifications

Component 1 - portfolio

Dissertation

The dissertation will be at least 2,500 words long and will have 30 marks (30% of the total mark)

Writing

Learners will produce two pieces of writing for two different purposes. This section will have 30 marks (30% of the total mark). Up to fifteen marks will be awarded for each essay selected for the portfolio.

Component 2 – question paper

Learners will choose one question from a range of questions to provide an extended written response. Learners will select from prose or drama. This will have 20 marks (20% of the total mark).

The text(s) chosen must not be the same as those used in the dissertation.

Learners will also complete a textual analysis of an unseen poem or extract from a play, novel or piece of non-fiction. This will have 20 marks (20% of the total mark).

The question paper will have 40 marks (40% of the total mark).

Geography

National 5 Geography

The purpose of this course is to develop the learner's understanding of our changing world and its human and physical processes. Opportunities for practical activities, including fieldwork, will be encouraged. The contexts for study are local, national, international and global.

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

Structure of the Course:

There are three sections to the course and a research assignment.

1. Physical Environments – glaciated and coastal scenery.
2. Human Environments – population issues in the developed and developing world.
3. Global Issues – environmental hazards and development and health.

Assessment:

The course is assessed through an exam in May and the assignment. The assignment involves undertaking research on a geographical issue, processing the information that has been collected and writing up the results. This is worth 20% of the final mark.

Higher Geography

Entrance Requirements:

Recommended pass at National 5 Geography.

Content:

Unit 1: Physical Environments

Atmosphere - global heat budget, redistribution of energy by atmosphere and oceanic circulation, cause and impact of the Intertropical Convergence Zone.

Hydrosphere - hydrological cycle within a drainage basin, interpretation of hydrographs.

Lithosphere - formation of erosional and depositional features in glaciated and coastal landscapes, rural land use conflicts and their management.

Biosphere - properties and formation processes of podzol, brown earth and gley soils.

Unit 2: Human Environments

Population - methods and problems of data collection, consequences of population structure, causes and impacts relating to forced and voluntary migration.

Rural - the impact and management of rural land degradation related to a rainforest or semi-arid area within the developing world.

Urban - the management of housing and transport in a developed and in a developing world city.

Unit 3: Global Issues

Development and health - validity of development indicators, differences in levels of development between developing countries, a water borne disease: causes, impact, management, primary health care strategies.

Global climate change - physical and human causes, local and global effects, management strategies and their limitations.

The Assignment:

The assignment will give learners an opportunity to demonstrate higher-order cognitive skills. They will identify a geographical topic or issue, carry out research, collect a range of information, process this information, evaluate, analyse and synthesise this information and reach a well-supported conclusion.

Assessment:

Internal assessment after each unit.

External assessment: Component 1 — question paper worth 60 marks

Component 2 — assignment worth 30 marks

Homework:

One piece of written homework each week.

Advanced Higher Geography

Entrance Requirements:

Pass at Higher Geography.

Content:

There is an emphasis on skills development and the application of those skills. By undertaking the course, learners will develop a wide range of important and transferable skills, including the ability to carry out independent fieldwork/research and the use, interpretation, evaluation and synthesis of information from a wide range of sources. The ability to use a range of maps and statistical and fieldwork/research techniques to interpret, explain and analyse geographical phenomena will also be developed.

There are two mandatory units:

Unit 1: Geographical Skills

These include:

Mapping skills, graphical techniques and a range of statistical techniques for analysing and interpreting data, investigating skills while undertaking independent research, plan and manage a complex programme of research, collect and record appropriate and reliable primary and secondary information, methods of independent fieldwork, techniques to present findings using appropriate conventions and how to evaluate research methodology.

Unit 2: Geographical Issues

Developing critical thinking and the ability to evaluate sources and viewpoints on current geographical issues.

Assessment:

Internal assessment after each unit.

External assessment: Component 1 – question paper worth 50 marks

Component 2 – project: folio worth 100 marks

The folio has two sections. Folio Section A: The Geographical Study is worth 70 marks.

Folio Section B: Geographical Issues is worth 30 marks.

Homework:

Homework includes: collecting fieldwork data, researching and reading geographical texts, writing and developing the folio and regular written homework for each unit.

History

National 5 History

Entrance Requirement:

Pass in National 4 History.

Content:

Three different topics will be studied and students will undertake a research assignment.

- **The Making of Modern Britain, 1880-1951** - A study of the changing role of central government in tackling the problem of poverty, considering the themes of ideas and rights and the development of new relationships between the people of Britain and their government. This is a study of the forces which created modern Britain and the “welfare state” we know today.
- **Free at Last? Civil Rights in the USA, 1918–1968** - A study of the development of race relations in the USA during the years 1918–68, illustrating themes of ideas, identity and power. This unit focuses on the increasing hostility towards immigrants during the 1920s and the development of the Civil Rights Movement.
- **Migration and Empire, 1830–1939** - A study of the causes and results of the movement of population into and away from Scotland during the period 1830-1939. Topics covered include the reasons for the migration of Scots, either within Scotland or overseas; the experiences of immigrants in Scotland; and the impact of Scottish emigrants in places such as North America, India and Australasia.

Assessment:

Students must complete a research assignment, worth 20% of their final mark, which will be externally assessed. Students will then sit a final exam in May, which will be also be externally assessed and is worth 80% of their total mark. Achieving a good pass in the Senior National 5 History course provides excellent preparation for for students to progress to Higher History in S6.

Higher History

Entrance Requirements:

Pass at National 5 History.

Content:

Unit 1: Britain 1851 – 1951

A study of the development of the United Kingdom into a modern democracy and the development of the role of the state in the welfare of its citizens, illustrating the themes of authority, ideology and rights.

1. Evaluation of the reasons why Britain became more democratic, 1851–1928
2. Assessment of how democratic Britain became, 1867–1928
3. Evaluation of the reasons why women won greater political equality by 1928
4. Evaluation of the reasons why the Liberals introduced social welfare reforms, 1906–14
5. Assessment of the effectiveness of the Liberal social welfare reforms
6. Assessment of the effectiveness of the Labour social welfare reforms, 1945–51

Unit 2: Migration and Empire, 1830 – 1939

A study of population movement and social and economic change in Scotland and abroad between 1830 and 1939, illustrating the themes of empire, migration and identity.

1. The migration of Scots
2. The experience of immigrants in Scotland
3. The impact of Scots emigrants on the Empire
4. The effects of migration and empire on Scotland, to 1939

Unit 3: USA, 1918 – 1968

A study of the growing tensions in American society, focusing on racial divisions, economic difficulties, the growth of federal powers and the struggle for civil rights, illustrating the themes of ideology, identity and rights.

1. Evaluation of the reasons for changing attitudes towards immigration in the 1920s
2. Evaluation of the obstacles to the achievement of civil rights for black people up to 1941
3. Evaluation of the reasons for the economic crisis of 1929–33
4. Evaluation of the reasons for the development of the Civil Rights campaign, after 1945

The Assignment:

The assignment will give learners an opportunity to demonstrate higher-order cognitive skills. They will identify a historical topic or issue, carry out research, collect a range of information, process this information, evaluate, analyse and synthesise this information and reach a well-supported conclusion.

Assessment:

Internal assessment after each unit.

External assessment: Component 1 — question paper
Component 2 — assignment

Homework:

One piece of written homework each week.

Advanced Higher History

Entrance Requirement:

Good pass at Higher History.

Content:

Field of Study 1: Northern Britain from the Iron Age to 1034.

This topic studies the development of Scotland during the early historic period and investigates the beginnings of the Scottish nation. Topics covered include the nature of Celtic society during the Iron Age; the impact of the Roman invasions on Northern Britain; the development of post-Roman societies such as the Picts and Scots; the impact of the Vikings; and the origins of the Kingdom of Alba – the foundation of modern Scotland.



Structure:

The course builds upon note-taking, essay-writing and source-handling skills which will have been developed at Higher level. Whilst all relevant course notes are provided by the department in order to enable students to successfully complete the examination, there is a greater emphasis on private research in Advanced Higher History. Students are expected to read widely and engage fully with current historical debates. Extensive materials for researching the Dissertation are available within the department's own library, but students will also be expected to make use of online resources and Edinburgh libraries, including the Central Library and the University. Fieldwork to museums and archaeological sites will take place in order to learn from relevant primary evidence.

Assessment:

The final examination is of three hours' duration and requires students to answer two essay questions (from a choice of five) and three compulsory source questions. The Dissertation is a 4,000-word essay on a topic chosen by the student. Guidance and class time will be provided to assist students in producing the Dissertation, which is worth around 37% of the total mark. However, the bulk of the research and writing will be undertaken in the student's own time, including during study periods.

Homework:

Students are expected to keep up-to-date with course notes and to meet deadlines for the completion of essays and source questions. They are also required to undertake extensive research on the Dissertation. The emphasis in Advanced Higher History is on self-motivation and the course provides excellent progression to further studies in higher education.

Food and Consumer Technology

National 5 Practical Cake Craft

Units:

The course is comprised of two units:

- Cake Baking
- Cake Finishing

Teaching approach: Units by unit, integrated etc.

The course will be delivered by an integrated approach; this means that both units will be delivered at the same time and both units will be assessed together.

Candidates will be involved in written tasks in the single period; this could be designing and planning for practical tasks.

During double periods candidates will be baking and finishing products and these lessons will be practical activities.

Skills developed:

- a variety of cake making techniques
- a variety of cake finishing techniques
- planning skills
- organisational skills
- evaluative skills

Assessment (Including format of Course Awards):

During December you will design and make a Gingerbread House. This activity will involve candidates completing a planning booklet and producing a Gingerbread House, if a satisfactory standard is achieved candidates will pass both units.

The final course assessment will involve candidates designing and making a celebration cake for a special occasion. Candidates will complete a planning booklet and evaluate the cake they have produced. A mark out of 100 will be allocated and cakes and the written work will be externally verified by SQA.

There is no written exam for this subject.

Homework:

Any homework will be research based, and we would encourage candidates to bake regularly at home and watch programs such as 'The Great British Bake Off'.

Cost:

Due to the regular use of expensive ingredients such as fondant and marzipan the cost for the course is approximately £70.

This can be paid in full or in instalments:

- August £35
- November £20
- February £15

Please bring in a box sized at least 30cm² to take cakes home.

Progression routes into Senior Phase:

A lateral progression into Nat 5 Hospitality is possible if it has not already been undertaken by candidates.

National 5 Hospitality - Practical Cookery

Entry Requirements:

- Hospitality N4 or equivalent
- Keen interest in food preparation

Content:

3 units of work:

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

Structure:

Students will achieve the course on completion of the three units listed above and the course assessment. Each unit involves practical cookery and some theory work to help students understand the ingredients they are using and to have an insight of the Hospitality Industry.

Students should appreciate there will be a weekly theory lesson.

Assessment:

The course assessment will be a practical activity drawing on the knowledge, understanding and skills developed across the course. The activity will require learners to extend cookery related knowledge, understanding and skills and to apply them in the production of a meal to a given specification.

Learners will plan, prepare and cook a three-course meal for a given number of people within a given timescale.

Homework:

Students will be expected to cook at home on a regular basis.

NB:

Due to the amount of practical work involved in this course, students should be aware there is a cost of approximately £30 per term to cover the cost of ingredients and containers.

Please note that a contribution of £60 is required, unless there are special financial circumstances in which case you should contact your child's Support for Pupils Leader. An initial payment of £30 is required before the course begins.

National 4/5 Health & Food Technology

Content:

3 units of work

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

Structure:

Students will complete an integrated unit approach to complete the course content. Each unit involves both theory and practical tasks to develop their skills and knowledge of food related topics. Students should appreciate there will be a weekly practical lesson.

Assessment:

National 4

Pupils will complete an Added Value Unit which will draw on the knowledge and skills gained through the course. This will include a practical task which will be marked internally and pupils will achieve a pass/fail.

National 5

The course assessment will be an external exam along with a practical assignment which will involve pupils working through a project brief to create their own product; this will be completed in school and externally marked.

A combination of the project and exam will determine the final grade awarded.

Progression:

Students can progress onto Nat5/Higher in the Senior Phase.

Homework:

Students will be expected to complete homework on a regular basis.

NB:

Due to the amount of practical work involved in these courses, students should be aware there is a cost of **£35** to cover the cost of ingredients and containers.

Higher Health and Food Technology

Entry Requirements:

National 5 English, and preferably National 5 Health & Food Technology or National 5 Biology

Units of Work:

Health and Food Technology: Food for Health

Health and Food Technology: Food Product Development

Health and Food Technology: Contemporary Food Issues

Course assessment

Method of Unit Delivery:

Combined Unit Assessment or Unit by Unit Assessment

There will be minimal Practical work

Detail on Course Content:

This course encourages the development of thinking and practical skills. Practical, experiential learning in relevant contexts promotes development of knowledge, understanding and skills.

Food for Health - develop learners' knowledge, understanding and skills to enable them to analyse the relationship between health, food and nutrition. Learners will also analyse dietary needs for individuals at various stages of life and explain current dietary advice.

Food Product Development - to allow learners to develop knowledge and understanding of the functional properties of ingredients in food and their use in developing food products. Learners will develop an understanding of the stages involved in developing a food product. Through a problem-solving approach, learners will produce food products to meet a range of consumer needs. They will also apply knowledge and understanding of safe and hygienic food practices and techniques.

Contemporary Food Issues- learners will investigate a range of contemporary food issues. They will analyse how these issues influence decisions taken by consumers when making food choices.

Forms of Assessment:

Candidates will be assessed by an assignment and a question paper. The assignment will require application of skills, knowledge and understanding from across the units. Learners will develop a product(s) to meet a given brief.

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

Progression route:

Advanced Higher Health & Food Technology

Skills for Work – Early Education and Childcare National 5

This course is ideal for any pupil interested in working within early education, primary education or childcare sectors. The course helps to develop employability skills and many transferable skills which are valuable in the workplace.

Entrance Requirements:

Grade 3 Standard Grade English or above

Content:

4 units of work

- Child Development and Health
- Play in Early Education and Childcare
- Working in Early Education and Childcare

And either:

- Care and Feeding of children or
- First Aid

Structure:

Students will complete the 4 units through real or simulated settings with an emphasis on group based activities. Where possible an integrated approach will be used and if possible pupils will participate in a work placement in the local community. Some aspects of the course such as employability skills may be taught by specialist out with the department e.g. Careers Adviser.

Students should be aware this is not a course with a large proportion of practical cookery.

Assessment:

There are written assessments for each unit and students will also build up a folio of evidence of the tasks they have undertaken.

There is no external exam.

Homework:

There will be some homework tasks that pupils are required to complete, but these will be practically based where possible.

NB:

As there will be some practical activities, students will be asked to contribute towards the cost of resources.

Support for Learning

LSSN Involvement in Years 5 and 6

Where a student requires support in S5 and S6 this is made available within the existing constraints of time and staffing.

For students requiring Assessment Arrangements, submissions are made on their behalf to the Scottish Qualifications Authority.

An opportunity for S6 students:

S6 students are offered the chance to work with younger students. Activities are varied. They include participation in reading schemes and acting as mentors to younger children within their subject classrooms.

Mathematics

An Overview of Entry Routes to the Various Courses Offered by the Department of Mathematics

Level passed		Possible Courses	
National 5	→	S5 Higher	S6 Advanced Higher
National 4	→	National 5	Higher
National 3	→	National 4	National 5

National 4 Mathematics

Entrance Requirements:

National 3 Lifeskills Maths or Personal Finance award and a positive recommendation from S4 Maths teacher.

Content:

National 4 broadly equates with General Level at Standard Grade and Intermediate 1

Structure:

There are three 40 hour units each consisting of an average of four learning outcomes.

Assessment:

Assessment is holistic at the end of each unit and also includes an added value unit which assesses the entire course. Candidates must pass all three units as well as the added value unit to be given a course award. Partial credit for any individual units will be shown on the candidate's certificate.

Homework:

Homework may involve finishing off classwork, doing a formal exercise, learning new concepts, or revising previous work.

National 5 Mathematics

Entrance Requirements:

Pass at National 4 Maths.

Content:

National 5 broadly equates with Credit Level at Standard Grade and Intermediate 2.

Structure:

There are three 40 hour units each consisting of an average of four learning outcomes.

Assessment:

Assessment is holistic at the end of each unit and also includes an external exam.

Homework:

Homework may involve finishing off classwork, doing a formal exercise, learning new concepts, or revising previous work.

Higher Mathematics

Entrance Requirements:

Pass at National 5 Maths.

Content:

The course further develops skills already met in algebra, geometry and trigonometry. It also introduces differential and integral calculus.

Structure:

There are three 40 hour units each consisting of an average of four learning outcomes.

Assessment:

Assessment is holistic at the end of each unit and also includes an external exam.

Homework:

Homework may involve finishing off classwork, doing a formal exercise, learning new concepts, or revising previous work.

Advanced Higher Mathematics

Please also see the entry for Science Baccalaureate on page 23

Entrance Requirements:

Pass at Higher Maths.

Content:

The course offers a broad background of Pure Mathematics and meets the needs of students pursuing a wide range of post-school studies. It is particularly recommended for students who wish to pursue any mathematical based course at University including Engineering and the Physical Sciences.

Structure:

The Advanced Higher course consists of three 40 hour units each consisting of an average of four learning outcomes.

Assessment:

Assessment is holistic at the end of each unit and also includes an external exam.

Homework:

Homework may involve finishing off classwork, doing a formal exercise, learning new concepts, or revising previous work.

Media Studies

Higher Media Studies

The Higher Media course is a challenging and rewarding course for pupils who wish to increase their knowledge of the Media around them, or who are considering pursuing a career in the Media. The course consists of two units, a portfolio / product and a final exam. Over the two units, pupils must display their knowledge of Media analysis, examining the ideological, social (and sometimes political) choices behind Media content. This will be done with a wide variety of Media content, from films to entertain, to documentaries to inform, to propaganda or government produced media that wishes to educate or persuade. They must also complete a group collaborative unit, where they must create a piece of Media with pupils from the class, charting the project from the initial ideas and responses to the brief given, all the way to evaluating the completed piece.

These two units are assessed constantly throughout the year, and pupils will not often sit full, formal “assessments” for these – evidence for showing Media knowledge is naturally occurring, and for their creative pieces, pupils will be required to keep an assessed logbook. In addition, pupils must complete a Media project more independently, charting their research, ideas and justifying the choices they ultimately make in creating their Media text. This portfolio is worth 50% of each pupil’s grade, and is assessed externally by the SQA. Pupils will also complete a final, 50 mark question paper that will ask them about the content they have studied over the course of the year, as well as examine and argue about the role of the media, in a structured essay format.

This course is suitable to pupils who have confidently passed the National 5 Media course. Due to the requirements of the final exam, specifically the structured, argumentative role of the media question, this course is not suitable for any S6 who has not sat National 5 Media and is not predicted by their teacher to be passing Higher English.

Modern Languages

National 4/5 Modern Languages

- French National 4/5
- German National 4/5

Pupils will further develop the 4 skills of talking, writing, reading and listening as they broaden horizons by developing the language and exploring associated cultures. Pupils will develop skills that they can use and enjoy in work and leisure throughout their life. There will be conversation classes with the foreign assistant.

Opportunities for study and employment are no longer confined to our country of origin and more and more people are working in different countries. Learning a language may open the door to different opportunities such as promotion, working abroad, more foreign travel etc. It may be that at some point in the future an individual will have to learn a new language and will be able to transfer the skills and techniques learned through learning a foreign language in school.

Entrance Requirements:

National 3 or National 4

Course outline:

The course will offer pupils the opportunity to build on their skills and knowledge gained in S1-S4. Contexts covered will be society, learning, employability and culture.

Homework:

There will be regular, written exercises to do at home as well as revision and consolidation of classwork. Homework will be given after most classes.

Assessment:

National 4

Pupils are required to pass 1 unit assessment in each of the 4 skills of Reading, Listening, Writing and Talking. They must also complete an Added Value Unit which comprises 2 Reading assessments and a Talking and Listening assessment. There is no external exam.

National 5

Pupils are required to pass 1 unit assessment in each of the 4 skills of Reading, Listening, Writing and Talking.

For the final exam pupils complete a Talking and Listening assessment with the teacher and in May a Reading, Listening and Writing assessment.

Progression:

- Nat 5
- Higher

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Higher Modern Languages

Courses/Levels

- French Higher
- German Higher

Pupils will further develop the 4 skills of talking, writing, reading and listening as they broaden horizons by developing the language and exploring associated cultures. Pupils will develop skills that they can use and enjoy in work and leisure throughout their life. There will be conversation classes with the foreign assistant.

Opportunities for study and employment are no longer confined to our country of origin and more and more people are working in different countries. Learning a language may open the door to different opportunities such as promotion, working abroad, more foreign travel etc. It may be that at some point in the future an individual will have to learn a new language and will be able to transfer the skills and techniques learned through learning a foreign language in school.

Entrance Requirements:

Pass at National 5.

Course outline:

The course will offer pupils the opportunity to build on the skills and knowledge gained in S1-S4. Contexts covered will be society, learning, employability and culture.

Homework:

There will be regular, written exercises to do at home as well as revision and consolidation of classwork. Homework will be given after most classes.

Assessment:

Pupils are required to pass 1 unit assessment in each of the 4 skills of Reading, Listening, Writing and Talking.

In the external exam in May 40% of marks are allocated to the Reading and Writing paper, 30% of marks to the Listening and Writing paper and 30% of marks to the Performance (presentation and conversation) assessment which is done with the teacher.

Progression:

- Advanced Higher

Advanced Higher Modern Languages

Courses/Levels

- French Advanced Higher

Pupils will develop advanced skills of talking, writing, reading and listening as they broaden horizons by developing the language and exploring associated cultures. Pupils will develop skills that they can use and enjoy in work and leisure throughout their life. There will be conversation classes with the foreign assistant.

Britain is becoming increasingly integrated with Europe with more and more people working in different countries. Learning a language may open the door to different opportunities such as promotion, working abroad, more foreign travel etc. It may be that at some point in the future an individual will have to learn a new language and will be able to transfer the skills and techniques learned through learning a foreign language in school.

Entrance Requirements:

Pass at Higher.

Course outline:

The course will offer pupils the opportunity to build on the skills and knowledge gained in S1-S5. Contexts covered will be society, learning, employability and culture.

Homework:

There will be regular, written exercises to do at home as well as revision and consolidation of classwork. Homework will be given after most classes.

Assessment:

Pupils are required to pass 1 unit assessment in each of the 4 skills of Reading, Listening, Writing and Talking. Pupils will also complete a specialist study unit focusing on building skills required for planning and carrying out literature-based research.

In the external exam in May 35% of marks are allocated to the Reading and Translation paper, 35% of marks to the Listening and Writing paper, 15% of marks to the portfolio and 25% of marks to the Performance (presentation and conversation) assessment which is done with the teacher.

Modern Studies

Higher Modern Studies

Content:

1. Social Issues in the UK

Students will focus on a contemporary aspect of social inequality in the UK and the impact upon different groups within society. They will study inequalities within the UK in terms of health and wealth, analysing the theories and explanations which help explain these inequalities. They will then study the impact of these inequalities upon various groups and analyse the success of government policies in reducing health and wealth inequalities in the UK.

2. Democracy in Scotland and the UK

A study of the democratic process in Scotland and/or the United Kingdom. Focusing on the UK's constitutional arrangement, the power of the Prime Minister and the role of parliament in checking and scrutinising the work of the government. They will also analyse and evaluate the merits of the various voting systems used in the UK. Before finally investigating how people can participate in the democratic process beyond simply voting and what factors influence voting behaviour, such as the media and social class.

3. International Issue: The United States of America

A study of inequalities and politics in the US. Focussing on social and economic inequalities in the USA, comparing the successes of different ethnic groups and government policies to address these inequalities. They will then study the American political system looking at the powers of the President and how this power is controlled by both Congress and the Senate.

The Assignment:

The assignment will give learners an opportunity to demonstrate higher-order cognitive skills. They will identify a topic or issue, carry out research, collect a range of information, process this information, evaluate, analyse and synthesise this information and present a well-supported recommendation in the style of a report.

Assessment:

Internal assessment after each unit.

External assessment: Component 1 — question paper
Component 2 — Research assignment

Homework:

One piece of written homework every two weeks.

Music

Music: National 3, National 4, National 5, Higher

Provision and Progression: All Expressive Arts subjects offer certification from S4 at National 3, National 4 and National 5. Depending on attainment in S4, students can build on these qualifications in S5 and S6 up to and including Advanced Higher level.

Entrance Requirements: Students taking an expressive arts subject in S4 are expected to have studied the subject in S3. Any students who have not done this will need to discuss the extra work required with the Curriculum Leader of Expressive Arts.

Recommended level of entry to a Higher is an A or B pass at Nat 5 or Int 2. Students with a C pass would need to discuss this with the Curriculum Leader.

Students taking Advanced Higher should have an A or B at Higher.

Exceptions to this need to be discussed and agreed with the Curriculum Leader.

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

To achieve the Courses, learners must successfully complete the three mandatory Units, and the Course assessment:

Music: Performing Skills

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

Music: Composing Skills

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

Understanding Music

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

Homework:

Students are expected to do 30 minutes listening revision each week as homework. This should be revising concepts taught in class. Instrumental practise is essential, and students should aim for 20 – 30 minutes 5 times a week on each instrument.

Course Assessment:

Performance (all levels) and question paper (National 5 and Higher)

Advanced Higher Music

Entrance Requirements: Advanced Higher Music students' minimum entry level is grade 5 in ABRSM or Rock School exams. Pass at Higher Music is expected. Higher English is also desirable.

This Course consists of three 40 hour Units.

All candidates must take the **two mandatory** Units

- Music: Composing (40 hours)
- Music: Listening (40 hours)
and **one** of the following optional Units:
- Music: Performing (40 hours)
- Music: Performing with Technology (40 hours)

Engaging in some form of musical activity plays a prominent part in our cultural life. Through the study of Advanced Higher Music a candidate will experience music as performer, composer and listener. This broad approach provides candidates with opportunities to develop their general interests in music, but this Course also provides candidates with the opportunity to choose a particular focus on developing skills in performance or performance with the use of technology. It is designed to serve the needs of those who:

- wish to study the subject as part of a general education
- wish to pursue a leisure interest in music
- intend to follow a career in music

Emphasis is placed on the study of music through practical activities which include, depending on candidate choices:

- active participation in solo and group performing and accompanying
- the technologies of MIDI Sequencing and sound engineering and production
- listening to music from a wide range of genres, styles and cultures
- creative expression through composing, improvising or arranging

Through their connected and integrated experience of the three musical activities of performing, listening and composing, candidates will acquire practical knowledge and understanding of the subject, which contributes to personal development and enhances quality of life, while developing skills for further study and enjoyment of music.

Homework:

Students are expected to do 30 minutes listening revision each week as homework. This should be revising concepts taught in class. Instrumental practise is essential, and students should aim for 20 – 30 minutes 5 times a week on each instrument.

Assessment:

To achieve the Course award the candidate must pass the two mandatory Units and one optional Unit as well as the Course assessment. The candidate's grade is based on the Course assessment.

Course Assessment: Course assessment is based on two components, a Question Paper which is externally marked (40 marks) and, depending on candidate choice of optional Units, either a Practical Performance or a Production Folio, both of which are externally marked (60 marks). ***Please note: At present there is not sufficient equipment in the music dept to run the music with technology option.***

Physical Education

National 5 Physical Education

Entrance Requirements:

National 4 Physical Education pass. It is also highly recommended that pupils are participating in at least 1 sporting activity out of school.

Content:

The main purpose of the Course is to develop, demonstrate and improve practical and performance skills in physical activities. The Course also provides an opportunity to support the way that individual attitudes, values and behaviors are formed. By engaging in practical activities pupils can demonstrate initiative, decision making and problem solving. Pupils will also have the opportunity to develop team building skills and enhance their ability to compete, co-operate and collaborate. Pupils will participate in a variety of different activities for example: hockey, football, basketball and badminton. Pupil consultation will determine the exact activities covered.

The Course aims to enable pupils to:

- Develop and demonstrate understanding of the principles and factors underpinning and impacting on physical performance
- Explain factors which impact positively and negatively on sports participation
- Develop the ability and knowledge to improve performance
- Examine and analyse performance to assist personal improvement

Assessment:

Performance Assessment – Pupils are assessed within a one off practical performance situation within 2 activities (50%)

Portfolio Assessment – Pupils will complete a portfolio of written work over the course of the year which will be externally marked by the SQA (50%)

Homework:

On average 1 piece of homework will be issued weekly with this increasing closer to external examinations.

Sport and Recreation National 5: Skills for Work Course

National 5 Skills for Work: Sport and Recreation is an introductory qualification. It develops the skills, knowledge and attitudes needed for work in the industry.

The Course content covers the main practical activities involved in carrying out a supportive role in sport and recreation environments: sourcing information about career pathways, identifying and reviewing skills and experiences; assisting with planning, setting up and delivering activity sessions; dealing effectively and courteously with clients; assisting with emergency procedures; assisting with setting up, dismantling and checking equipment and resources; helping to plan and review a training programme; and establishing good practice in identifying and reviewing goals. The Course also covers health and safety legislation and risk assessment.

At National 5, pupils will learn about:

- assisting with planning, setting up and delivering activity sessions
- assisting with setting up, dismantling and checking equipment and resources
- assisting with accident and emergency procedures
- dealing effectively and courteously with clients, staff and others
- helping to plan and review a personal training programme
- establishing good practice in identifying and reviewing personal goals
- sourcing information about career pathways
- identifying and reviewing skills and experiences

Pupils will develop relevant vocational skills and a variety of employability skills in the context of a sport and recreation setting.

At SCQF level 5, learners work alone or with others on straightforward tasks with support.

The Sport and Recreation course is mainly a practical course assessed at pass or fail level through internal unit tests. The course covers the following modules:

- Assist with a Component of Activity Sessions
- Employment Opportunities in the Sport and Recreation Industry
- Assist with Fitness Programming
- Assist with Daily Centre Duties

These are covered through a variety of practical and theoretical activities. The aim of the course is to give pupils a practical and theoretical insight into Sport and Recreation employment opportunities. It also helps to develop a wide range of transferable skills such as leadership, planning and organisational skills. There will be an expectation for pupils to link up with local sports centres for elements of the course.

Higher Physical Education

Entrance Requirements:

Pass at National 5 Physical Education and, due to the written nature of the course, National 5 English pass. It is also highly recommended that pupils are participating in at least 1 sporting activity out of school.

Content:

The main purpose of the Course is to develop and demonstrate a broad and comprehensive range of complex skills in challenging contexts. Pupils will develop the ability to use strategies to make appropriate decisions for effective performance.

The main aims of the Course are to enable the learner to:

- develop a broad and comprehensive range of complex movement and performance skills, and demonstrate them safely and effectively across a range of challenging contexts
- select and apply skills and make informed decisions to effectively perform in physical activities
- analyse mental, emotional, social and physical factors that impact on performance
- understand how skills, techniques and strategies combine to produce an effective performance
- analyse and evaluate performance to enhance personal effectiveness

Structure:

There are two Units of study:

1. Practical Performance Unit - Pupils will participate in 3-4 main activities which will be determined after consultation with the group. Last year these were badminton, basketball, hockey and football. Pupils are internally assessed and must pass in a minimum of 2 activities.

2. Factors Impacting on Performance Unit - This written element of the course is split into three outcomes: knowledge of factors impacting on performance, ability to develop personal performance and ability to evaluate the performance development process. This is internally assessed through 8 pass/fail written tasks over the course of the year.

Assessment:

Performance Assessment – Pupils are assessed within a one off practical performance situation which includes a written preparation for, and evaluation of this performance (60%)

Exam – Pupils will sit an exam which requires extended essay responses and this is externally marked by the SQA (40%)

Homework:

On average 1 piece of homework will be issued weekly with this increasing closer to external examinations.

Advanced Higher Physical Education

Entrance Requirements:

Pass in Higher PE. It is recommended that due to the nature of assessment that pupils also have a pass at Higher English. Pupils must also be participating at regional level or above within their selected sport and demonstrate a serious commitment to this sport.

Content:

The main focus of this course is on researching and analysing factors which underpin and impact on performance, and using the knowledge gained to develop individual performance or the performance of others. Pupils will engage in research and undertake independent investigative work, developing skills of analysis, evaluation and communication. Pupils will also increase their understanding on how to develop consistency of performance in challenging environments and become proficient in their ability to analyse and apply strategies and techniques to make appropriate decisions about their personal performance.

The Course has six broad and inter-related aims to enable pupils to:

- investigate and evaluate how a range of factors impact on performance
- understand and apply methods to develop performance
- develop independent research and investigation skills to analyse how skills, techniques and strategies combine to produce effective performance
- select and apply a range of movement and performance skills, by making informed decisions during high-level performance
- carry out high-level personal performance in a selected physical activity
- analyse and evaluate the process of performance development

Pupils will be able to appreciate the demands of high-level performance, in particular the mental, emotional, social and physical demands, and make effective decisions as they select, combine and adapt skills and techniques

Structure:

There are **two** units of study:

1. Performance Skills Unit: Pupils will develop their movement and performance by selecting and consistently applying an appropriate repertoire of skills and techniques in chosen activities. They will learn how to problem solve and make effective decisions, while adapting these skills and techniques in challenging performance contexts.

2. Factors Impacting on Performance Unit: – Pupils will develop their independent research, analytical and evaluative skills by investigating a range of factors which have an impact on performance in physical activities. Pupils will investigate and consider how mental, emotional, social and physical factors can positively and/or negatively affect performance.

Assessment:

Component 1 – Performance (30%)

Component 2 – Project (70%)

This course may provide progression to Higher National Diplomas in areas such as sports science, sports coaching, or health and fitness and degrees in areas such as physical education, physical activity and health, sport and exercise science, health promotion, or sports psychology.

Sports Leader Award

The Sports Leader Award gives students the skills needed to plan and deliver safe sporting and recreational activities. The Award develops vital leadership skills such as communication, organisation and motivation, whilst instilling the confidence and desire in people to make a difference within their own communities. The qualification is practical in nature, with an emphasis on learning through doing and applying knowledge, rather than through theory.

Pupils will be given the opportunity to gain level 1 coaching qualifications in 2 to 3 sporting activities. They will also get the opportunity to develop their coaching skills through organising and delivering sports festivals and coaching sessions to pupils from our associated primaries and also with younger pupils within the school.

The course is most suitable for pupils who have an interest in sport and a desire to develop their leadership skills.

Physics

National 4/5 Physics

What is Physics?

Physics is the study of the laws of nature that govern the behaviour of the Universe, from the very smallest scales of sub-atomic particles to the very largest in the Universe. It applies these laws to the solution of practical problems and to the development of new technologies. Physicists engage a broad range of skills to undertake this work. A physicist might be a theorist puzzling over fundamental laws, a numerical modeller developing sophisticated computer algorithms to calculate how systems behave, an experimentalist developing new techniques to measure properties of nature or an engineer combining those theories and techniques into new technologies.

Progression

The Physics course builds on prior learning from S1 – S3. After completing the S4 course pupils will be able to progress to a qualification at National 4, National 5 or Higher in S5. Higher Physics is available, alongside Advanced Higher in S6.

What will I learn?

Pupils will follow a course that will cover a broad range of Physics topics at an appropriate level. The course will consist of 8 short units of work.

Kinetic Theory and the Gas Laws

- The relationships between temperature, pressure and volume of a gas

Electromagnetic Radiation

- The Electromagnetic spectrum
- Reflection, refraction, diffraction

Generating and Using Electricity

- Electromagnetism, motors and generators
- Alternating and direct current
- Electrical power
- Electronic systems and components

Vectors and Projectile Motion

- Vectors and scalars, adding vectors and velocity-time graphs
- Projectile motion and satellites

Nuclear Radiation

- Types, effects and uses of radiation
- Fission, fusion and power stations

Researching Physics

- Carrying out practical work, library and internet based research and reporting scientific findings

Energy

- Conservation of energy
- Types of energy
- Heat

Space

- The Universe
- Radiations and objects from space
- Space travel and the impacts of space exploration

How will I learn?

You will learn using

- A range of experiments involving a variety of equipment
- A virtual learning environment to access homework, notes and other resources
- Through individual tasks and through paired and group collaboration
- Computer simulations, animations and games

Higher Physics

Entrance Requirements:

Passes at National 5 Physics and National 5 Maths. Students who do not achieve these grades can still be considered on an individual basis in consultation with the department.

Content:

Students will be studying the CfE Higher Physics course. This course deals with the fundamental aspects of Physics as well as covering many areas of modern Physics such as cosmology and particle Physics.

The course comprises 4 Units covering topics on:

1. Our Dynamic Universe (Newton's Laws, projectiles, gravity, Special Relativity, the Doppler effect, Hubble's Law, the Big Bang)
2. Particles and Waves (The Standard Model of Particle Physics, electric and magnetic fields, particle accelerators, fission and fusion, photoelectric effect, wave-particle duality, wave properties, spectra)
3. Electricity (a.c. and d.c., electric fields, capacitors, semiconductors)
4. Researching Physics (research into a topical area of Physics, including a significant aspect of practical work)

The course will also look in detail at topical Physics issues and give students a chance to develop their critical thinking, analysis and research skills.

Structure:

A variety of teaching and learning styles are used including:

- resource-based
- teacher led with demonstrations
- computer interfacing equipment
- Heriot-Watt SCHOLAR ICT programme
- independent research
- practical work
- literature reviews

Assessment:

For units 1-3 students will need to pass an end of unit test. For unit 4 a scientific report must be produced which is submitted to the SQA for external assessment. This gives 20% of the overall mark, with the other 80% based on the final exam.

Homework:

There will be regular revision and written exercises to consolidate the theory covered in class. Tutorial sessions will be available in the department in which students can get additional help if required.

Advanced Higher Physics

Please also see the entry for Science Baccalaureate on page 23

Entrance Requirements:

Passes Higher Physics and Higher Maths. Students who do not achieve these grades can still be considered on an individual basis in consultation with the department.

Content:

Students will study the Advanced Higher Physics course. This course deals with the fundamental aspects of Physics as well as covering many areas of modern Physics such as astrophysics and quantum theory.

The course comprises 4 Units covering topics on:

- Rotational Motion and Astrophysics (Newton's Laws, angular motion, torque, inertia, angular momentum, gravity and orbital motion, General Relativity and spacetime, properties of stars, stellar evolution)
- Quanta and Waves (Quantum theory, The Uncertainty Principle, cosmic rays and the Solar wind, simple harmonic motion, interference, polarisation)
- Electromagnetism (electric fields and Coulomb's law, magnetic fields and induction, capacitors, inductors, unification of electricity and magnetism)
- Investigation

Structure:

A variety of teaching and learning styles are used including:

- resource-based
- teacher led with demonstrations
- computer interfacing equipment
- Heriot-Watt SCHOLAR ICT programme
- independent research
- practical work
- literature reviews

Assessment:

For each Unit students will need to pass an end of unit test. The overall award will be based on the final exam and the investigation.

Homework:

There will be regular revision and written exercises to consolidate the theory covered in class. Students will be expected to attend regular self-study periods within the department and take much more responsibility for their own homework.

Religious, Moral and Philosophical Studies

National 5 Religious, Moral and Philosophical Studies

The purpose of this Course is to develop knowledge and understanding of religious, moral and philosophical issues that affect the world today. Religious and non-religious perspectives will be included. The Course will help learners develop an understanding of religious, moral and philosophical issues of relevance in the world today. Learners will develop skills which are transferable to other areas of study and which they will use in everyday life.

Course Detail

There are **3 sections** to the course and an **Assignment**.

1. World Religion: The general aim of this Unit is to develop detailed factual and abstract knowledge and understand the impact and significance of religion today, through studying some key beliefs, practices and sources found within a major religions. **The choice of religion is taken from:** Buddhism, Christianity, Hinduism, Islam, Judaism and Sikhism.

2. Morality and Belief.

The general aim of this Unit is to express reasoned views about contemporary moral questions and responses. Learners will develop detailed factual and theoretical knowledge and understanding of contemporary moral questions and religious and non-religious responses.

The mandatory course for all sections are:

- Utilitarianism
- Following divine command/religious authority

The choice of issues included in this section are:

Religion and Justice, Religion and Relationships, Religion Environment and Global Issues, Religion, Medicine and the Human Body and Religion and Conflict.

3. Religious and Philosophical questions.

The general aim of this unit is to analyse religious and philosophical questions and responses.

The choice of topics include are: The origins of life. The Existence of God. The problem of suffering and evil. Miracles.

The Assignment: The purpose of this assignment is to demonstrate your ability to apply your skills and knowledge and understanding to research a religious, moral or philosophical topic or issue of your choice. This may be related to areas you have studied in class if you wish, but you are free to research any relevant topic or issue. The assignment is worth 20 marks. The marks contribute 20% of the overall marks for the Course assessment. The Course will be graded A–D.

Higher Religious, Moral and Philosophical Studies

Entrance Requirement:

Recommended Religious Studies at National 5 or any other social subject at National 5.

Content:

Morality in the Modern World: Crime and Punishment

This unit will cover the relationship between religion and moral values and the principles which an individual might use when making a moral decision. We will study the view that moral values are independent of religious belief (autonomy) as well as the opposite view that values are dependent upon religious belief (heteronomy). The unit finishes with a study of two moral questions in the field of Crime and Punishment, namely 'On what grounds can punishment be morally justified?' and 'Is Capital Punishment morally justifiable?'

Christianity: Belief and Science

Students will study the challenge of science to religion; scientific assumptions and method; the origins of the universe and the evolution of humanity; alternative religious and philosophical perspectives on reality; the dialogue and debate between religion and science.

Buddhism

Students will study Buddhist philosophy concentrating upon its unique analysis of the human condition. We will consider the goals of Buddhist life and the practical means through which Buddhists realise their aspirations.

Why study RMPS?

RMPS is an excellent subject for developing your critical thinking skills. It is highly valued by universities and employers for the analytical and evaluative skills it fosters. Firrhill students who have studied this subject in recent years have gone on to study a wide range of courses at university including Law, Medicine, Nursing, Teacher Training, Philosophy and Religious Studies as well as a wide range of jobs in the health service, the armed forces and so on.

Structure:

The course comprises three units each lasting 40 hours.

Assessment:

Each unit is completed with a formal unit assessment. There is also a final exam.

This course seeks to develop understanding and analysis of some complex arguments in the philosophy of religion as well as your ability to make considered judgements.