

# FIRRHILL HIGH SCHOOL



**Senior Course Choice**

For 2026/27

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## Foreword

Dear Pupil and Parent/Carer

Welcome to the Senior 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

## Course Choice - Instructions

The booklet contains 3 sections. Each section is important. You must understand what you are committing to if you choose to return for S5 and/or S6.

1. General information about S4, S5 & S6
2. The S4, S5/6 Curriculum
3. Course Choice Subject information

### S4 Pupils

You will study 7 subjects. All S4 pupils study English & Maths. You are advised to choose your remaining **5 subjects** from those you studied in S3. JET or college may be an option.

### S5 Pupils

You must select 5 subjects, and clearly indicate if you want to follow a JET path and/or college course

### S6 Pupils

You must select 4 subjects, and clearly indicate if you want to take a college course.

### College Courses

Whilst the colleges try to meet demand, you may not be successful in obtaining a suitable college course. For this reason you must select 5 subjects if you are in S5 and 4 subjects if you are in S6.

### Remember:

Read the course information carefully.

Consider what are the best options for you?

What courses and levels will help you achieve what you need, to pursue your future career options?

## Returning to School: The Senior School 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 Senior 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 senior part of the school 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 senior 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 S5/6 pupils who aspire to be prefects there will be an expectation that you will wear a blazer

## **Timetable**

We aim to ensure that all 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 are committing to a year of academic study and will be expected to complete their courses. The House Team will monitor the progress of all 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 pupils will engage in individual target-setting and be supported in transition preparation. Health and Wellbeing will provide pupils with the opportunity to continue participation in PE. These aspects of the timetable are an integral part of the senior school experience and are mandatory components of the year at Firrhill High School.

## **Educational**

### **Education Maintenance Allowance**

If you are 16 before the end of February 2024 and are staying on at school after summer 2024 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 senior 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.

## S6 Experience

### **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 6 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.

### **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 (10.40am) 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 & Others**

### **S6 Social Events:**

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

### **Work placement:**

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

## **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.

### **Courses at other schools, Edinburgh College or 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 courses 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 Isdale 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.*

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	Accountancy	6	Food & Drink Technology
2	Business Skills	7	Financial Services
3	Creative Digital Media	8	IT: Software Development
4	Civil Engineering	9	Scientific Technologies
5	Engineering		

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

1	Health & Social Care
2	Hospitality & 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.

## **S4 Curriculum**

In S4 all pupils must take 7 subjects. Important points to note include: -

- Mathematics and English are compulsory, within Maths there are 2 options –  
Mathematics and Applications of Mathematics.
- It is strongly advised that choices should show progression from courses taken in S3.  
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.

## **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.

## **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. 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 5<sup>th</sup> 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](http://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.

#### **JET Education Programme**





**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.

## **Support for Learning**

LSSN Involvement in Years 4, 5 and 6

Where a student requires support in senior phase 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.

## **Section 3: Course Choice Options**

**Below is a list of subjects offered at Firrhill - they are listed by faculty.**

### **Faculty of Wider Achievement**

Leadership and Personal Development Award

Volunteering Award

### **Faculty of English**

English, Media (N4, N5, H) & Drama

### **Faculty of Expressive Arts**

Art & Design, Hairdressing (N4, N5), Fashion, Music, Music Technology & Photography

### **Faculty of Mathematics**

Maths, Application of Maths, Mechanics of Maths (AH) & Statistics (AH)

### **Faculty of Modern Languages**

French, German & Spanish (Other Languages may be available studied at other schools)

### **Faculty of PE/Health & Wellbeing**

PE, Sport & Recreation, Sports Leaders (CSLA), Mental Health (N5 & L6), Exercise and Fitness (NPA Level 5 &6)

### **Faculty of Science**

Biology, Chemistry, Engineering, Human Biology (H), Physics, Lab Skills (L5 S5/6 only), Environmental Science (N5 S5/6 only)

### **Faculty of Social Subjects: Modern Studies, RMPS and Politics**

Modern Studies, RMPS, Politics (H).

### **Faculty of Social Subjects: Geography and History**

Geography, History, Environmental Science (N5 S5/6 only)

### **Faculty of Technologies (Business & Computing)**

Accounting, Administration and IT, Business Management, Economics, Computing, Cyber Security & Games Design (NPA Level 5 and 6), Events Management (NPA)

### **Faculty of Design & Food Consumer Technology**

Design Manufacture, Graphic Communication, Metalwork, Woodwork, Health & Food, Practical Cookery (N5), Cake Craft (N5),

### **Duke of Edinburgh Award Programme**

Bronze, Silver & Gold

All available at N4, N5, Higher and Advanced Higher, unless stated otherwise.

## Faculty of Wider Achievement

### Level 6 Leadership and Personal Development Award

#### Why study Leadership and Personal Development Award?

The Leadership and Personal Development Award develops knowledge of leadership skills, styles and qualities. It is designed for learners who take, or plan to take, a leading role in their activities. Available at SCQF Level 6, the Award allows individuals to build self-confidence and self-esteem and encourages learners to respect the cultures and beliefs of others working alongside them. It also helps learners become more independent, contributing, and employable members of society.

In this course, the emphasis is on learning through doing and it is an opportunity for you to find out more about yourself and others. This course allows you to build your self-confidence and self-esteem, further develop your team working and communication skills and respect the cultures and beliefs of others working alongside you.

This course aims to develop your understanding of what it means to be a leader. You will take a leading role in an activity of your choice and reflect on your choices, challenges and leadership style over the course of the year.

#### How does this differ to other Level 6 courses such as Highers?

This course is internally assessed, meaning there is no final exam. We recommend this course to anyone who wishes to develop their leadership skills whilst applying them to their own leadership activity. Allowing pupils to make further contributions to school life and in the wider community.

## Leadership and Personal Development Award

Leadership Styles

Assessing your own skills and leadership qualities

Completing your own leadership activity that benefits the community

Project Manager	Teacher	Human Resources
Entrepreneur	Social Worker	Event Coordinator
Team Leader/Supervisor	Youth Worker	Customer Service Manager

**Entrance requirements:** A desire to exercise and develop your leadership skills whilst engaging in critical reflection of your skills throughout the process!

### **Structure of the Course:**

There are three sections to the Leadership and Personal Development Award:

#### **Unit 1: 'Introduction to Leadership'**

In this Unit, you will carry out research to find out about leadership principles and the leadership styles skills and qualities found in effective leaders. You are required to produce two reports on your findings and evaluate your own potential for leadership. You must also show that you have reflected on your own capacity for leadership.

#### **Unit 2: Self Awareness**

The unit is highly practical and focuses on self-reflection and personal growth, covering the following aspects:

- **Self-Evaluation Techniques** Learners are taught how to assess their own strengths and weaknesses, feelings, and knowledge using various self-evaluation techniques, which can include methods like a SWOT analysis.
- **Goal Setting and Project Planning** Based on their self-evaluation, individuals identify a specific aim for a personal project and break it down into detailed, manageable tasks. They must then monitor their progress and take appropriate action to ensure they complete their tasks.
- **Gathering External Feedback** A key aspect is gathering opinions from other people about their own qualities, which provides an external perspective and helps them understand how others perceive them.
- **Reflection and Review** The process requires continuous reflection. Upon completion of the project, learners review what they have learned about their own qualities and feelings and use this insight to describe personal goals for further development of their self-awareness.
- **Building Confidence and Self-Esteem** By successfully completing a project tailored to their abilities and needs, learners build self-reliance, self-esteem, and overall confidence.

#### **Unit 3: 'Leadership in Practice'**

In this Unit, you will take a leading role in an activity. The main goal is for learners to improve their ability to interact and collaborate effectively with others while contributing to their society. You will prepare to carry out the activity by considering the factors involved such as resources, people, time and potential risks. You will then carry out the activity, monitoring progress and making changes as needed. A core element is the conscious effort to develop skills like negotiation, cooperation, communication, and social interaction. Before starting, learners evaluate their own strengths and limitations in interpersonal skills, set personal development

targets, and then gather feedback and analyse their progress upon completion. At the end, you will review your experience, drawing conclusions about yourself as a leader. **You must store all evidence in a folio.**

Your folio will be made up of **meeting logs**, photos, comments, evidence of things you have created as part of your activity and anything else which helps show your involvement in your activity as a leader.

**Assessment:**

No external SQA assessment, this means it is internally assessed through a portfolio of evidence and has no external exam.. Assessment will be a combination of practical and knowledge assessments completed in class under the supervision of your teacher. The course will also involve being assessed on a leadership activity of the pupil's choice. All assessment tasks must be completed and passed to receive an overall award for this course.

## Faculty of English

### Why study English?

When students study Literature, they learn to appreciate words and their power. They travel to other realms and times through the texts they read. They learn about their own culture and others'. ... Importantly, they learn to consider various perspectives and understand the complexity of human nature. English is important as it enables students to communicate easily and effectively with their fellow global citizens.

We ensure that we model high quality analysis of texts and share our love of English both within and beyond the classroom by having an open discussion about contextual factors affecting topics of novels, plays and poems. We provide opportunities for educational trips to explore different interpretations of texts studied. We strive to promote and encourage wider reading and enter national and local competitions to raise aspirations and introduce challenge and a sense of achievement for our learners.

### Progression



Digital Copywriter	Editorial Assistant	Lawyer
Journalist	Magazine Journalist	Reporter
Publishing	Teacher of English as a Foreign Language	Writer

### Careers



### English

Think – do you need Higher English?

Is Nat 5 English required for my chosen college or university course?

Is Nat 5 English required for my future career path?

Am I prepared and willing to undertake the amount of study I need to complete to gain a pass at Higher?

## **English – National 4**

### **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.

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 is a chance for learners to apply their language skills to investigate and report on a chosen topic. This assignment will allow the learner to demonstrate challenge and application.

### **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.

## **English – National 5**

### **Entry Requirements:**

Pass at English N4 or equivalent.

### **Content and Structure:**

Pupils will complete a folio: one piece of writing. Pupils will choose between creative, personal and persuasive writing.

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 word limit for this piece is 1,100 words.

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 each worth 20% per task.

Communication skills are vital in all aspects of society. They can help you talk yourself out of a difficult situation, write a convincing, coherent 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.

## **English - Higher**

### **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 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 will complete a piece of writing: either creative, personal or persuasive.
- 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**

1 piece of writing worth 30 marks (30%)

## **English - Advanced Higher**

### **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 (30% of the total mark)

##### **Writing**

Learners will produce one piece of writing in their chosen genre. This section is worth 30 marks (30% of the total mark).

**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).

## **Media**

### **Why Study Media?**

From television to cinema, radio to podcasts, social media to blogs and vlogs, and everything in between – media studies plays a big part of our every day. And it's never been so relevant than in the internet age, where actors, singers, and personalities can make their own celebrity online using their media skills. As technology, creativity, and competition increases, these skills become more in demand all over the world.

Media studies will equip you with the communication and technology skills needed to succeed in the modern workplace, whether in the media industry or not. Whether you choose to pursue a career in film and television, fight for your own fame, or take your skills into business – you'll be well equipped for what the modern workplace is looking for.



### **Media**

This course requires many hrs of research

You will need to give up some of your free time to develop film ideas and make your film

## **Media – National 5**

The National 5 Media course enables learners to analyse and create media content, as appropriate to purpose, audience and context. Learners develop knowledge of the key aspects of media literacy and of the role of media in society.

Pupils will study the following aspects:

Role of media in society – pupils will study either a series of adverts or a film trailer and the ways in which the media functions within society:

- meeting needs — entertainment, education, information
- achieving purposes — profit, promotion, public service
- influencing attitudes and behaviour — intentionally, unintentionally

Analysing Media Content – pupils will study a wide range of media texts and answer a series of unseen questions on these different texts and finally, they will be asked to analyse a piece of print media: this could be a film poster, a magazine cover or an advert.

The Assignment – Pupils will plan, storyboard, and evaluate their chosen form of media content. They will focus on designing a children's tv programme.

This is worth 50% of the overall grade.

## **Media - Higher**

The course enables candidates to develop and extend a wide range of communication, critical literacy, independent learning, interpersonal and creative thinking skills. The course allows candidates to work independently or in collaboration with others, and can help them to plan and organise, to make decisions, and to take responsibility for their own learning.

Pupils will study the following aspects:

### **Role of media in society – pupils will study a series of adverts and the ways in which the media functions within society:**

- meeting needs — entertainment, education, information
- achieving particular purposes — profit, promotion, public service
- influencing attitudes and behaviour — intentionally, unintentionally

This aspect takes the form of one 20-mark paper. Pupils have 1 hour to complete this paper.

## **Analysing Media**

Content – pupils will study and analyse two media texts and answer one unseen question on one of the texts and finally, they will be asked to compare two pieces of print media. This paper lasts 1 hour and 45 minutes.

## **The Assignment**

Pupils will plan, create, and evaluate their chosen form of media content. They will choose between the following: a trailer for their own original feature film, their own short film or three film posters for their own film.

**This is worth 50% of the overall grade and is approximately 6,000 words.**

## Drama

### Why Study Drama?

Drama is so much more than acting. Here are some of the benefits and skills that studying Drama can bring.

1. Drama gives students an emotional and creative outlet and provides a safe place to express their emotions.
2. Drama supports literacy. It can increase the student's reading comprehension, a deeper understanding of narrative structure and character motivations.
3. Drama teaches conflict resolution and creative problem solving. It encourages students to consider a specific problem and propose their own solutions.
4. Drama encourages tolerance and empathy.

***“Imagining what it is like to be someone other than yourself, is at the core of our humanity. It is the essence of compassion, and it is the beginning of morality.”***

***Ian McEwan***

5. Drama students learn skills of listening, negotiating and communicating. Vital skills for today's workplace.
6. Drama expands cultural awareness and allows students to empathise more fully with the experience of others.

### Careers in Drama:

There are a wide variety of theatre occupations outside of the obvious ones in acting and performance. Examples include:

Agents for Film/TV	Costume Mgmt	Hire Manager
Lighting Technician	Propmaker	Runners
Sound Technician	Scenic Artist	Stage Mgmt

## Drama



You can specialise in stage production, costume or performance

You will work in groups

- Be involved in writing scripts
- Stage set design
- Choose/design costumes
- Directing a show
- Stage lighting

## National 3, 4, 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 home study activities which may include written tasks, research, learning lines and theatre visits.

**Course Assessment:**

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

**NPA Acting and Performance SCQF Level 6**

**Entry Requirements:**

Pupils should have some experience of Drama as a subject choice from S3/S4. If they have not, they should arrange a meeting with the Drama department to ensure they will be able to meet the practical demands of the course in S5/6.

**Course Aims:**

The aim of the NPA Acting and Performance course is to meet the needs of learners who wish to develop a foundation for progression to further study and to provide skills and knowledge appropriate to the theatre industry. The group awards also offer the chance for progress in practical Drama for those who have achieved Higher Drama but do not wish to proceed to Advanced Higher, or for those seeking alternative or additional qualifications pathways.

Learners develop skills for the industry such as:

- rehearsing
- performing
- demonstration of theatre skills in performance
- demonstration, in practical terms, of knowledge and understanding of the roles within a theatre production team
- evaluating

As well as the ability to:

- develop a range of appropriate skills in voice, movement, acting and stagecraft
- integrate voice, movement, acting and stagecraft in production
- work with text
- work in rehearsal and performance creatively and innovatively
- work cooperatively in teams
- develop adaptability skills
- develop an understanding of theatre practice

- develop an ability to respond to direction
- explore and develop an awareness of the self
- develop communication and interpersonal skills
- develop candidates' skills as actors and performers
- develop self-presentation skills
- develop self-evaluative skills, enabling professional development
- develop analytical skills
- develop the ability to work independently
- develop the confidence to perform to potential
- develop professional attitudes

The course will also:

- enhance employment prospects and/or facilitate progression to Further and Higher Education
- enable progression within the Scottish Credit and Qualifications Framework

### **Course Assessment**

The majority of assessment is practical based. Pupils complete two set units:

Drama: Theatre Skills in Performance

Professional Theatre in Context

Learning and teaching approaches could include practical exploration of characterisation and relationships through the rehearsal process, lectures, individual and group work and theatre visits reinforced by handouts and worksheets which should incorporate problem-solving exercises. Candidates should be encouraged to use and become familiar with a wide range of theatre resources, including ICT.

### **Homework**

Students are required to support their work on the course at home by attending theatre trips and learning lines for performance.

## **Advanced Higher**

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.

## Faculty of Expressive Arts

### Introduction

**Provision and Progression:** Almost all of the Expressive Arts subjects offer certification from S4 at National 3, 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.

Higher Photography, Fashion & Textile Technology, Music Technology and Art & Design NPAs are all recent additions to the Expressive Arts qualification suite.

**Entrance Requirements:** It is very beneficial if students taking an expressive arts subject in S5 have studied it in S4, but after discussion with the Curriculum Leader, it can still possible to pick up an expressive art in S5 or S6 even if students have not studied it to certification level previously.

## Expressive Arts



- Art & Design



- Drama



- Fashion



- Music & Music Technology



- Photography



- Hairdressing

## Art & Design

### Why Study Art & Design?

Learning through and about the arts enriches the experience of studying while at school as well as preparing students for life after school.

- Arts subjects encourage self-expression and creativity and can build confidence as well as a sense of individual identity.
- Creativity can also help with wellbeing and improving health and happiness.
- Studying Art also develops critical thinking and the ability to interpret the world around us.
- It provides an introduction to potential careers in the visual arts and creative, heritage, cultural and digital and design media industries, sectors that are contributing significantly to the UK's economy and reputation on a competitive international world-class platform.
- 'Art in schools shouldn't be sidelined... it should be right there right up in the front because art teaches you to deal with the world around you. It is the oxygen that makes all the other subjects breathe'
- *Alan Parker, filmmaker*

### Careers in Art & Design:

There are many careers including:

Advertising	Architecture	Art Therapy
Costume Design	Digital Design	Gallery Curator
Illustration	Interior Design	Make-up Artist



### Art

- Creativity
- Flair
- Design

## Art & Design – National 3, 4, 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 folios and the Course assessment.

### Art and Design: Expressive Activity

This folio helps learners to develop their personal thoughts and ideas in visual form. In the written element, learners will develop critical understanding of artists' working practices and the social and cultural influences affecting their work. In the practical element, 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 folio 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 written element, learners will develop critical understanding of designers' working practices and the main social and cultural influences affecting their work. In the practical element 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 as this is “homework” best done with the support of art teachers and access to specialist resources available in 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 folios (all levels)

**Art & Design - Advanced Higher**

**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 to give them adequate time to build a college entry level portfolio.

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.

There is no exam for Advanced Higher Art & Design, but the final folio and dissertation are 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.

### **Art & Design - NPAs**

#### **Entrance requirements**

These courses are suitable for students who have either taken Art & Design in S4, and would like to further develop their expressive skills or those who have not done Art & Design since S2 and would like a course that allows them to explore their personal creativity.

#### **Course aims:**

##### **NPA Drawing Skills at SCQF level 5**

This course has 3 units which can be stand alone or combined to gain the group award.

- 1) Drawing and Drawing Media
- 2) Drawing Skills — Analytical Drawing
- 3) Location Drawing – Local Environment

The course creates opportunities for students to investigate, develop and refine drawing skills using a wide range of materials, techniques and subject matter of their own choosing.

If pupils complete the Drawing Group Award, there is the opportunity to also undertake the Painting course.

This course also has 3 units which can be stand alone or combined to gain the group award.

##### **NPA Painting Skills at SCQF level 5**

- 1) Art and Design: Introduction to Painting
- 2) Colour: An Introduction
- 3) Art and Design: Painting to a Theme
- 4) This course allows students to investigate, develop and refine their painting skills in styles and techniques that they find personally inspiring.

**Assessment:**

The NPAs are not graded and there is no exam and no written work.

Units are passed by completing the required amount of work to the national 5 standard.

The Group awards are gained by completing the 3 units that make up each course.

**Homework:**

Students may be asked to undertake some sketching, photography and research at home.

## **Fashion & Costume**

### **Why study Fashion and Costume?**

This National Progression Award (NPA):

- Introduces learners to techniques that are important in the fashion and costume design sectors

It develops practical, creative, technical and transferable skills and gives the opportunity to build skills and portfolios for progression to next level courses.

It also gives learners the opportunity to learn a range of construction techniques using the sewing machine, how to read, use and draft patterns and how to use a range of embellishment techniques to enhance their fashion or costume designs.

### **Provision and Progression:**

Fashion and Costume offers certification from S4 at level 5 (equivalent to National 5) and articulates well into the Advanced Higher Design: Fashion specialism course in S5 and / or S6.

**Entrance Requirements:** Students taking Fashion & Costume in S4, S5 or S6 are generally expected to have taken the course in S3 or S4. If you would like to pick it up in S4/5/6 without having taken the course previously, this needs to be discussed with Ms Graham or Miss Campbell.

### **Careers in fashion and Textiles:**

Studying for a textile design related qualification at college or university will give you all sorts of exciting career opportunities, including:

Colour Stylist	Costume Design	Digital Textiles
Fashion Illustrator	Fashion Journalist	Fashion Stylist
Retail Buyer	Textile Design	Upholsterer

## Fashion



You will learn about different aspects of fashion

You will explore fashion trends

The purpose of the course is to introduce students to methods and techniques used in industry which could ultimately lead to further study and a range of employment opportunities.

- To develop a portfolio of decorative skills and practical applications.
- To develop transferable skills in research, planning and the core skills of problem solving and numeracy.
- To enable learners to understand the basic concepts of garment and costume manufacture, and the creation and application of decorative elements.
- To provide learners with a positive and supportive learning environment and instil an interest and enthusiasm in the subject areas.
- To explore and devise practical solutions pertinent to costume design ideas.
- To read patterns and develop basic pattern blocks and plans for garments.
- To create decorative elements commonly used to embellish costume.
- To encourage learners to take ownership of their own learning and development.

**Homework:** Students are asked to regularly undertake research and planning activities to supplement and develop their practical work.

**Course Assessment:**

The NPA Costume level 5 group Award is awarded on the successful completion of the following units:

- Introductory Sewing Machine Skills
- Introduction to Garment Pattern Construction
- Art and Design: Introduction to Surface Decoration

Regular attendance is essential to the successful completion of this course as it is 100% coursework. There is no exam for NPA qualifications.

This course is excellent preparation for Advanced Higher: Design – Fashion in S5 or S6.



## Photography

### Why study Photography?

Photography is an important form of visual communication. It is used in a range of sectors and industries from advertising and printing to broadcasting and film making.

As well as recording important events and documenting our lives we also use photography to help us to understand the world around us and to express our ideas and feelings. Pupils develop a range of transferable skills through studying photography, such as their analytical, evaluative and literacy skills by learning how to analyse photographs.

Through their practical work pupils will develop their creativity and problem solving skills. Through their self directed project they will develop organisational and time management skills as well as strengthening their ICT skills.

Photography is available at NPA (National Progression Award SCQF level 5) in S4 and at Higher in S5/6.

### Careers in Photography

There many different areas in which you can be a photographer including:

Cinematographer	Commercial	Fashion
Forensics	Freelance	Photo Journalist
Portrait	Sports	Wildlife

## Photography



- Explore the environment
- Learn photoshop skills
- Express ideas
- Record important events

## **Photography NPA Level 5**

### **Entry Requirements:**

Students should usually have taken photography in S3. If they have not done this, they should have a meeting with Ms Gilbert and Mrs Graham to agree that they can take the course in S4.

### **Course aims:**

The aim of the National Progression Award in Photography at level 5 is to provide a structured award that creates opportunities for learners to investigate photographs and develop and refine their photography skills.

Learners further develop their:

- 1 understanding of photography terms
- 2 understanding of the creative and technical concepts used in photography
- 3 understanding of how to create effective images when photographing people and places
- 4 ability to create plans for photographic sessions
- 5 ability to work safely while carrying out practical photography
- 6 ability to capture composed and controlled images of people and places
- 7 ability to identify strengths and areas for improvement in images
- 8 ability to safely store, organise and work with photographic images to make enhancements
- 9 skills in resizing images for different purposes
- 10 skills, knowledge and understanding to help prepare them for progression to further study in Photography at a more advanced level

### **Course Assessment:**

There is no formal exam for the Photography NPA. Assessment will be a combination of practical and knowledge assessments under closed- and open-book assessment conditions. All 4 compulsory units must be completed and successfully assessed in order to gain the course Award.

### **Homework:**

Students are required to undertake both practical and written assignments at home.

## **Photography - Higher Entry Requirements**

While students do not need previous experience of Art & Design or NPA Photography to take this course, an interest in visual communication of their own ideas is essential.

The course encourages candidates to be inspired and challenged by visually representing their personal thoughts and ideas through the medium of photography.

An integrated approach to learning means candidates plan, develop and produce creative and technically proficient photographs.

The course allows them to broaden their skills base and to widen their horizons regarding the range of vocations available to them.

The aims of the course are for candidates to:

- communicate personal thoughts, feelings and ideas using photography
- develop technical and creative skills through using photographic media, techniques and processes
- develop knowledge and understanding of a range of photographic practice
- develop skills in problem solving, critical thinking and reflective practice
- develop an understanding of the impact of social cultural, historical and scientific influences on photographers work and practice
- become critically self-reflective

### **Course Assessment:**

**The course is split into:**

- 1) Project (77% of final grade)

The photography project allows candidates to demonstrate their creativity, to work independently and to apply their photographic skills in a style and genre of their choice.

- 2) Photography Analysis and Technical Knowledge

It is important that students realise that while this is a mostly practical course, they are also required to be able to explain technical concepts related to photography and analyse work from a range of genres.

There is a written exam worth 23% of the final grade.

### **Homework**

Students are required to undertake both practical and written assignments at home.

## Music

### Why study Music?

- Improved language abilities
- Increased emotional resilience
- Increased empathy
- Increased attention span and focus
- Increased self-confidence
- Increased enjoyment

In addition to the personal development and enjoyment that studying music can bring, music courses provide learners with opportunities to continue to acquire and develop the attributes and capabilities of the four capacities, as well as skills for learning, skills for life and skills for work. As a qualification Music is accepted by all universities and medical schools on par with other subjects.

**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.

You can choose to study Music and / or Music Technology

### Careers in Music:

Background Singer	Concert Promoter	DJ
Musical Director	Music Therapist	Radio Producer
Recording Engineer	Songwriter	Tour Manager

## Music



Enjoy music



Enjoy performance



Write your own music & lyrics  
Learn sound production



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



The Music 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 elements, and the Course assessment.

### Music: Performing Skills

Candidates demonstrate their performing skills by presenting a prepared programme of music.

The following aspects of performance are assessed:

- melodic accuracy/intonation
- rhythmic accuracy
- maintaining tempo and flow of the music
- conveying mood and character
- instrumental/vocal tone
- dynamics

### Music: Composition Assignment

The assignment draws on candidates' skills, knowledge and understanding of music composition.

Candidates demonstrate their skills in the use of at least three of the following elements of music (melody, harmony, rhythm, timbre and structure) when creating their piece of music. They show their understanding of these elements of music through the creative and effective development of a range of musical ideas. They also self-reflect on their own original music and identify areas for improvement.

### Understanding Music

All candidates draw on skills in aural discrimination and perception, knowledge and understanding of level-specific music concepts, music literacy and analysis of music. These skills are developed throughout the course.

**Homework:**

Students are expected to do 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)

## Music - Advanced Higher

**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 elements:

### Performing Skills:

In this element, learners will develop a range of advanced performing skills appropriate to their two selected instruments, or to their one selected instrument and voice. Through regular practice and reflection, learners will develop and creatively refine their performing skills while exploring a variety of musically and technically challenging music.

### Composing Skills:

In this element, learners will develop a range of advanced skills in creating music. They will experiment with and apply a range of compositional techniques and devices in refined and sophisticated ways when creating their own original music, drawing on their understanding of composers' work and approaches and the creative process.

### Understanding and Analysing Music:

In this element, through listening, learners will develop their understanding of music styles, music concepts and musical literacy. Learners will work independently, demonstrating aural skills and an in-depth understanding of music and music concepts when investigating, analysing and commenting on sections of musical movements or works.

### 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:** Course assessment is based on two components, a Question Paper which is externally marked (40 marks) and, depending on candidate choice, either a Practical Performance or a Production Folio, both of which are externally marked (60 marks)

## Music Technology

### Why Study Music Technology?

The purpose of the National 5 & Higher Music Technology courses is to enable candidates to develop their knowledge and understanding of music technology and music concepts, particularly those relevant to 20th and 21st century music. Candidates develop technical and creative skills through practical learning. The course provides opportunities for candidates to develop their interest in music technology and to develop skills and knowledge relevant to the needs of the music industry.

**Provision and Progression:** Almost 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 Music Technology in S4 are expected to have studied the subject in S3. Those undertaking Higher need to have studied National 5.

### Careers in Music Tech:

The use of technology in music has grown rapidly over the course of the 21<sup>st</sup> century and as a result, the number of different career paths you can take with a qualification in Music Technology has greatly increased. These include:

Audio Software	Audio Visual	Director of Sound
Film Production	Lighting Technician	Music Producer
Sound Engineer	Visual Events	TV Production

## **Music Technology: National 5 & Higher**

The course has three main elements:

### **1. Music Technology Skills**

Learners will develop a range of skills and techniques relating to the creative use of music technology hardware and software to capture and manipulate audio. Learners will explore a range of uses of this technology through practical activities.

### **2. Understanding 20th and 21st Century Music**

Learners will develop knowledge and understanding of 20<sup>th</sup>/21st century musical styles and genres, and an understanding of how music technology has influenced and been influenced by 20<sup>th</sup>/21st century musical developments.

Learners will develop a broad understanding of the music industry, including a basic awareness of the implications of intellectual property

### **3. Music Technology in Context**

Learners will use music technology skills in a range of contexts such as live performance, radio broadcast, composing and/or sound design for film, TV themes, adverts and computer gaming.

The courses aim to enable candidates to:

- develop skills in the analysis of music in the context of a range of 20th and 21st century musical styles and genres
- develop an understanding of aspects of the music industry, including a basic awareness of implications of intellectual property rights
- develop skills in the use of music technology hardware and software to capture and manipulate audio
- use music technology creatively in sound production in a range of contexts & critically reflect on their own work and that of others

### **Homework:**

Students will be asked to participate in homestudy activities which may include written tasks, research, further development of classwork.

**Course Assessment:**

Component 1: question paper

Candidates' knowledge and understanding of music and music technology will include and build on previous study of the technological terms, styles and genres, music concepts, controls, effects and processes.

Component 2: assignment

The candidate is required to draw on and apply technological and musical skills and knowledge, at an appropriate level, developed throughout the course. The creative productions may be in any two appropriate contexts, such as (but not limited to) live performance, multi-track recording, radio broadcast, composing and sound design for film, audiobooks and computer gaming.

**Music Performing: Why study Music Performing**

This Level 6 (Higher) level course is perfect for those who have a strong interest in Music Performing but not in Composing or Listening which are compulsory elements of the National Qualifications in Music.

Pupils can choose to perform in two instruments but can also complete the group award by specialising in one instrument.

It carries 12 SCQF points for the 2 mandatory units with a further 6 for the optional unit.

**Provision and Progression:**

The structure of the NPA in Music Performing consists of two mandatory units:

- Performing Music on One Instrument or Voice (F3F4) level 6
- Music: Live Performance (F3F4 12)

and one additional unit:

- Performing Music on One Instrument or Voice F3F4 (level 5)

The unit Performing Music on One Instrument or Voice (F3F4) is pivotal to the award.

This unit provides a single instrument route for students who have a particular interest in a specific course of study on one musical instrument, and the optional unit allows either

performing in a second instrument, or the opportunity to demonstrate development and specialism from level 5 to level 6 in one instrument.

**Entrance Requirements:**

Students taking Music performing in S5 or S6 are generally expected to have undertaken Music in S4 or S5. If they have not done this, they need to be taking instrumental or vocal lessons at the appropriate level to access level 5 and 6 qualifications in S4.

The purpose of the course is to introduce students to methods and techniques used in industry which could ultimately lead to further study and a range of employment opportunities.

The NPA Music Performing will:

- allow candidates opportunities to gain an appropriate learning experience in Music Performing
- develop a range of appropriate practical skills, knowledge and understanding relevant for music practice
- encourage candidates to take charge of their own learning and development
- provide a range of learning and assessment styles to motivate candidates to achieve their full potential
- provide candidates with knowledge and skills which are directly relevant to current and/or future practice in the area of music performance
- provide opportunities for the individual development of skills and aptitudes which will improve career development within the music sector
- develop music performing skills on one or more instruments

**Homework:**

Students are asked to regularly practise their instrument(s) in order to reach and maintain performance at levels 5 and 6.

**Course Assessment:**

The NPA Music performing level 6 group Award is awarded on the successful completion of the following units:

- Performing Music on One Instrument or Voice (F3F4) level 6

- Music: Live Performance (F3F4 12)

and one additional unit:

- Performing Music on One Instrument or Voice F3F4 (level 5)

Regular attendance and practise is essential to the successful completion of this course as there are no exams and it is 100% coursework. There is no exam for NPA qualifications.

## Hairdressing: Skills for Work

### Why study Hairdressing?

The hairdressing courses develop the skills, knowledge and attitudes, needed for work in the industry. They provide 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. You will develop skills in shampooing, conditioning, basic scalp massage, drying hair, colouring hair and will learn about current fashion trends, with the opportunity to experiment to produce a finished, highly personalised image that reflects these skills and trends.

### Careers in Hairdressing:

Stylists have a choice of a variety of careers including:

Colour Stylist	Brand Designer	Creative Director
Fashion Shows	Fashion Writer	Film & TV
Salon Manager	Salon Owner	Senior Stylist



## Hairdressing

Introduction to Hairdressing

Work in the school's salon

Learn skills for work

## **National 5: Skills for Work**

Hairdressing courses are delivered in the purpose built school Hair Salon by practicing hairdresser and hairdressing tutor Ms J. Lamont

Emphasis throughout all 4 Units of the skills for work course is on employability skills and attitudes. Students will also have the opportunity to complete stand alone units focusing on working with pastiche and styling long hair to broaden their skill base.

Students 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.

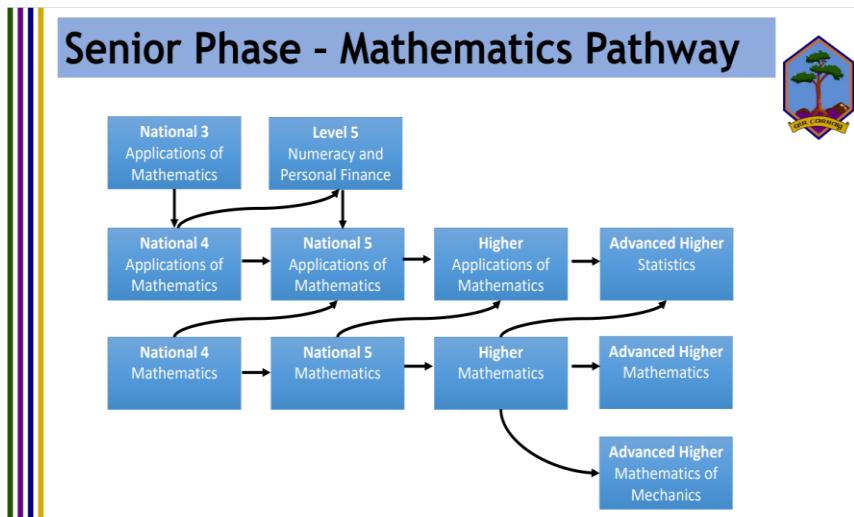
### **Course assessment**

Learners must successfully complete 4 units 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.

## Faculty of Mathematics

An Overview of Entry Routes to the Various Courses Offered by the Mathematics Faculty. There are two pathways. Mathematics and Applications of Mathematics.



### Why study Mathematics?

Studying maths helps us find patterns and structure in our lives. Practically, maths helps us put a price on things, create graphics, build websites, build skyscrapers and generally understand how things work or predict how they might change over time and under different conditions. As a subject, maths is also continually growing and changing, as mathematicians and scientists expand on what they already know to discover new theories and inventions.

### Career Progression

#### Applications of Maths

Administration	Civil Service	Environment
Hospitality	Local Government	Nursing
Primary Teacher	Psychology	Social Work

#### Mathematics

## Maths



Make sure you know which pathway you are on. Maths or Applications of Maths.

For more information about each course follow this QR code



Accounting	Astrophysics	Engineering
Finance	Forensics	Games Dev.
IT	Medicine	Programming

For more information on each of the Maths courses, use this QR code.



### **Applications of Mathematics – National 5**

#### **Entrance Requirements:**

National 4 Applications of Maths or National 4 Maths

#### **Content:**

This course is particularly suitable for learners who wish to develop the mathematical reasoning and numerical skills which are useful in other curriculum areas and workplaces.

Throughout this course, candidates acquire and apply operational skills necessary for solving problems, through application-led learning. Through real-life contexts, candidates acquire and apply mathematical operational skills directly relevant to life and work, and learn to appreciate the role of mathematical ideas in the world. Candidates develop mathematical reasoning skills and gain experience in making and justifying decisions and drawing conclusions.

**Structure:**

Students will complete three units; Geometry and Measure, Managing Finance and Statistics and Numeracy.

**Assessment:**

A summative assessment at the end of each of the three units.

Final exam worth 100% of the course award.

Component 1: question paper 1 (non-calculator)	35	50 minutes
Component 2: question paper 2	55	1 hour 40 minutes

**Homework:**

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

**Progression**

Higher Applications of Maths

**Application of Mathematics - Higher**

**Entrance Requirements:**

Pass at National 5 Maths or Pass at National 5 Applications of Maths

**Content:**

The Higher Applications of Mathematics course focuses on developing the mathematical and analytical skills required in society and for the future workforce. The course develops candidates'

quantitative and mathematical literacy, problem-solving skills and reasoning skills as they apply mathematics in real-life contexts.

The skills, knowledge and understanding in the course supports learning and further study and builds confidence in a wide range of curricular areas, such as humanities, social sciences, healthcare, and business.

**Structure:**

Students will complete four units; Mathematical Modelling, Statistics and Probability, Finance and Planning and Decision Making.

**Assessment:**

The course assessment has two components.

Component 1: question paper 1	65	2 hours and 5 minutes
Component 2: project	30	8 hours

The project is a Statistics based project.

**Homework:**

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

**Progression:**

Higher Applications would be a good grounding for anyone thinking of going on to Advanced Higher Statistics or further education or employment in the sphere of Social Work or Management for example. Higher Applications is an excellent preparatory course for further study in Psychology at college or university.

## **Mathematics – National 5**

**Entrance Requirements:**

Pass at National 4 Maths.

**Content:**

Throughout this course, candidates acquire and apply operational skills necessary for developing mathematical ideas through symbolic representation and diagrams. They select and apply mathematical techniques and develop their understanding of the interdependencies within mathematics. Candidates develop mathematical reasoning skills and gain experience in making informed decisions.

**Structure:**

Students will complete three units; Expressions and Formulae, Relationships and Applications.

**Assessment:**

A summative assessment at the end of each of the three units.

Final exam worth 100% of the course award.

Component 1: question paper 1 (non-calculator)	40	1 hour
Component 2: question paper 2	50	1 hour and 30 minutes

**Homework:**

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

**Progression:**

Higher Maths

Higher Applications of Maths

**Alternative Maths Pathways**

**N5 Numeracy and Level 5 Personal Finance**

This is designed for pupils that want to continue with Maths in S5 to further their numeracy and financial maths skills, but do not want to sit a formal examination in May. Also suitable for pupils that are considering leaving school at Christmas to give them a chance to still achieve a qualification during S5 before they leave (N5 Numeracy).

This course is assessed with small unit assessments throughout the year.

Pupils will achieve two level 5 qualifications if they complete this course.

### **N5 Numeracy**

Learners who complete this Unit will be able to:

- Use numerical skills to solve real-life problems involving money/time/measurement
- Interpret graphical data and situations involving probability to solve real-life problems involving money/time/measurement.
- In addition, learners will have the opportunity to develop generic and transferable skills for learning, skills for life and skills for work. These include numeracy and thinking skills

### **SCQF Level 5 Personal Finance**

This course will develop knowledge and skills to cope confidently and effectively with the types of financial matters individuals are likely to encounter. From student loans, to pensions, the awards will prepare learners for financial decision making and managing personal finances throughout their lives.

## **Mathematics – Higher**

### **Entrance Requirements:**

Pass at National 5 Maths.

### **Content:**

This course is particularly suitable for candidates who have demonstrated an aptitude for National 5 Mathematics and are interested in developing mathematical techniques to use in further study or in the workplace.

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

### **Structure:**

Students will complete three units; Expressions and Functions, Relationships and Calculus and Applications.

### **Assessment:**

A summative assessment at the end of each of the three units.

Final exam worth 100% of the course award.

Component 1: question paper 1 (non-calculator)	55	1 hour and 15 minutes
Component 2: question paper 2	65	1 hour and 30 minutes

### **Homework:**

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

### **Progression:**

Advanced Higher Mathematics

Advanced Higher Mechanics

Advanced Higher Statistics

### **Mathematics - Advanced Higher**

#### **Entrance Requirements:**

Pass at Higher Maths.

#### **Content:**

The Course develops and expands a range of mathematical skills. It allows the learner to develop further skills in calculus and algebra. Areas such as number theory (which helps keep the internet secure), complex numbers (the uses of which are ubiquitous, ranging from the solution of equations to the description of electronic circuits) and matrices (used in game theory and economics) are introduced. The learner's mathematical thinking will also benefit from examples of rigorous proof.

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:**

Students will complete three units; Methods in Algebra and Calculus, Applications of Algebra and Calculus and Geometry, Proof and Systems of Equations

**Assessment:**

A summative assessment at the end of each of the three units.

Final exam worth 100% of the course award, split into the two following components:

Component 1: question paper 1 (non-calculator)	35	1 hour
Component 2: question paper 2	80	2 hours and 30 minutes

**Homework:**

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

**Applied Mathematics - Mechanics Advanced Higher**

**Entrance Requirements:**

Pass at Higher Maths.

**Content:**

Learners will develop skills in creating mathematical models and selecting and applying complex mathematical techniques in a variety of situations requiring knowledge of mechanics. These skills will enable progression to further learning and to employment. Mechanics is widely used in developments in physics and technology. Engineering design places heavy reliance on mechanics. In this Course, learners develop knowledge and skills both in mechanics and in the mathematics which makes the use of these skills possible. Learners will find applications in many careers in science, the technologies and engineering. These careers can involve the improvement, redesign and invention of equipment for uses such as in agriculture, medicine, civil engineering and space exploration.

**Structure:**

Students will complete three units; Linear and Parabolic Motion, Force Energy and Periodic Motion and Mathematical Techniques for Mechanics,

**Assessment:**

A summative assessment at the end of each of the three units.

Final exam worth 100% of the course award.

Component 1 – question paper 100 marks – 3 hours

**Homework:**

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

## **Statistics - Advanced Higher**

### **Entrance Requirements:**

Pass at Higher Maths or Higher Applications of Maths.

### **Content:**

The Course is highly relevant for modelling and data analysis in many areas, including medicine, actuarial science, economics and other social sciences, business and management, and offers a solid foundation in the exploration of probability theory, random variables, hypothesis testing and confidence intervals. Learners will develop skills in selecting and applying statistical techniques in a wide variety of real-life contexts. These skills will enable progression to further learning and to employment. Statistical techniques are vital in today's world to analyse data and make sense of the many aspects of a situation. They are used in business and government to determine the present state of affairs and to form a plan of action. Statistics can also be used to monitor progress and record achievement. Learners will find uses in many careers in these areas, such as actuarial work, financial services, sport analysis, economics, media work, as well as in science, medicine, the humanities and technology.

### **Structure:**

Students will complete three units; Data Analysis and Modelling, Statistical Inference and Hypothesis Testing

### **Assessment:**

A summative assessment at the end of each of the three units.

Final exam worth 100% of the course award, split into the two following components:

Component 1: question paper 1	30	1 hour
Component 2: question paper 2	90	2 hours and 45 minutes

### **Homework:**

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

## Faculty of Modern Languages

### Why study a Modern Language?

Opportunities for study and employment are no longer confined to our country of origin and more and more people are travelling to, living in and working in different countries. Learning a language can open the door to different opportunities such as foreign travel, working abroad and employment. It opens students' minds to other ways of life and cultures. In today's workplace, the ability to speak another language is hugely valued by employers and institutions of further and higher education, and the associated skills are highly transferrable.

Learning other languages also enables young people to make connections with different people and their cultures, and to play a fuller part in their role as global citizens.

During their language studies, students develop skills in:

- **Communication** – the ability to communicate their thoughts, ideas and feelings and respond confidently and articulately to others
- **Literacy** – which is essential for learning, work and life
- **Problem solving, Analysing & Investigating** – making links between languages, enabling them to develop a better understanding of their mother tongue as well as the modern language
- **ICT** – using different media to enhance learning
- **Critical and Creative Thinking** – developing cognitive skills and the ability to plan, organise and lead their own learning

## Modern Languages



French



German



Spanish



- Languages take you around the world



- One language sets you in a corridor for life. Two languages opens every door along the way.

## French, German and Spanish – Introduction



Pupils may continue with their studies in **French, German, Spanish** or a **combination of languages**. They will further develop skills in Reading, Listening, Talking and Writing as they broaden their horizons by exploring the language and associated cultures. Pupils will develop skills they can use and enjoy in work and leisure throughout their life.

### Progression



### Careers

Modern Linguists go on to a wide variety of courses in further education, higher education and careers in sectors such as:

Business	Banking & Finance	Economics	Translation & Interpreting
STEM	Teaching & Education	Journalism	Law
Politics	Sales & Marketing	Travel & Tourism	Hospitality
Publishing	Retail	Manufacturing	International Development
Film & TV	Creative Arts & Design	Media & Internet	Environment & Agriculture
Property	Human Resources	Sport	Charity & Voluntary Sector



## French, German and Spanish – National 5



### Course Outline

National 4/5 French will offer pupils the opportunity to build on the skills developed and knowledge gained in S1-S4. Contexts covered include Society, Learning, Employability and Culture, and incorporate several interdisciplinary opportunities.

Component	Marks	Scaled mark	Duration
Component 1: question paper 1 Reading	30	not applicable	1 hour and 30 minutes
Component 2: question paper 1 Writing	20	15	
Component 3: question paper 2 Listening	20	30	30 minutes approximately
Component 4: Assignment-writing	20	15	
Component 5: Performance-talking	30	not applicable	6-8 minutes approximately

### Homework

There will be regular activities to complete at home as well as revision and consolidation of vocabulary/classwork.

### Assessment

Pupils are assessed on:

1. Understanding language (Reading and Listening)
2. Using language (Talking and Writing)

### National 4

Pupils are required to pass one Unit Assessment in each of the four skills of Reading, Listening, Talking and Writing. They will also complete an Added Value Unit where they apply language skills to investigate and report on a chosen topic in the modern language.

### National 5

The National 5 course has an external exam in May and allocates 25% of marks to the Reading paper, 12.5% to the Writing paper and 25% of marks to the Listening paper. In addition, pupils will complete a Writing Assignment (completed in class time under exam conditions), worth 12.5% of marks and take part in a Talking Performance, which is done with the teacher in March and is worth 25% of marks.

## French, German and Spanish- Higher



### Course outline

In S5/6, pupils may continue with their studies in **French, German, Spanish or a combination**. They will further develop skills in Reading, Listening, Talking and Writing as they broaden their horizons by exploring the language and associated cultures. Pupils will develop skills they can use and enjoy in work and leisure throughout their life. Higher

French will offer pupils the opportunity to build on the skills developed and knowledge gained in S1-S4. Contexts covered include Society, Learning, Employability and Culture, and incorporate several interdisciplinary opportunities.

Component	Marks	Scaled mark	Duration
Component 1: question paper 1 Reading	30	not applicable	2 hours
Component 2: question paper 1 Directed writing	20	15	
Component 3: question paper 2 Listening	20	30	30 minutes approximately
Component 4: Assignment-writing	20	15	
Component 5: Performance-talking	30	not applicable	10 minutes approximately

### Homework

There will be regular activities to complete at home as well as revision and consolidation of vocabulary/classwork.

### Assessment

The Higher course has an external exam in May and allocates 25% of marks to the Reading paper, 12.5% to the Writing paper and 25% of marks to the Listening paper. In addition, pupils will complete a Writing Assignment (completed in class time under exam conditions), worth 12.5% of marks and take part in a Talking Performance, which is done with the teacher in March and is worth 25% of marks.

## French, German and Spanish - Advanced Higher



In S6, pupils may continue with their studies in **French, German, Spanish or a combination**. They will further develop skills in Reading, Listening, Talking and Writing as they broaden their horizons by exploring the language and associated cultures.

Pupils will develop skills they can use and enjoy in work and leisure throughout their life.

Component	Marks	Duration
Component 1: question paper Reading and Translation	50	1 hour and 30 minutes
Component 2: question paper Listening and Discursive Writing	70	1 hour and 20 minutes
Component 3: portfolio	30	
Component 4: performance–talking	50	20 minutes approximately

### Course outline

Advanced Higher French or German will offer pupils the opportunity to build on the skills developed and knowledge gained in S1-S5. Contexts covered include Society, Learning, Employability and Culture, and incorporate several interdisciplinary opportunities.

This course is suitable for candidates who wish to develop their understanding and use of complex and sophisticated language through a range of higher-order skills. It gives candidates opportunities to personalise their learning appropriate to their personal and vocational needs and aspirations. The Advanced Higher Modern Languages course provides academic and personal challenges for candidates. It provides a pathway for those who want to progress to more specialised training, further education, or entry into a diverse range of occupations and careers.

### Self-study/Homework

There will be regular activities to complete at home and students will develop skills in taking responsibility for and leading their learning.

### Assessment

In May, pupils complete papers in Reading, Listening and Discursive Writing. Pupils will also complete a unit work focusing on literature, culminating in the writing of a Portfolio. In the external exam in May 25% of marks are allocated to the Reading and Translation paper, 35% to the Listening and Writing paper. In addition, 15% of marks are allocated to the Portfolio and 25% of marks to the Talking performance, which is done with an external examiner.

## Italian - Higher

### Course outline

In S6, pupils may choose to study Higher Italian. They will further develop skills in Reading, Listening, Talking and Writing as they broaden their horizons by exploring the language and associated cultures. Pupils will develop skills they can use and enjoy in work and leisure throughout their life. Higher Italian will offer pupils the opportunity to build on the skills developed and knowledge gained in their previous studies of languages. Contexts covered include Society, Learning, Employability and Culture, and incorporate several interdisciplinary opportunities.

### Homework

There will be regular activities to complete at home as well as revision and consolidation of vocabulary/classwork.

### Assessment

The Higher course has an external exam in May and allocates 25% of marks to the Reading paper, 12.5% to the Writing paper and 25% of marks to the Listening paper. In addition, pupils will complete a Writing Assignment (completed in class time under exam conditions), worth 12.5% of marks and take part in a Talking Performance, which is done with the teacher in March and is worth 25% of marks.

## Spanish



## Faculty of Physical Education (Health & Wellbeing)

The PE department offers a wide range of courses in our Senior Phase.

Our courses allow pupils to develop their knowledge and understanding of Factors Impacting Performance and to demonstrate their Performance Skills across a range of activities. There are opportunities to learn at National 4, National 5, Higher and Advanced Higher level.

We also provide opportunities for our young people to develop their Skills for Life and Work through our Sports Leaders Award and Sport & Recreations courses. These involve pupils learning about the skills and qualities of effective leaders and putting their own leadership into practice through project work. They will gain real-life experience of what it would be like to work in the sports industry sector.

We are looking for hard working, enthusiastic and positive individuals who want to develop their performance and key employability skills.

Each course offers a progression pathway through the school or the world of work.

## Physical Education

There are many sports and courses

Some sports may be the one you do outside of school



Think what is the best course for me?

## **Why Study PE?**

Our courses provide the perfect opportunities to develop the following skills and opportunities for work and study;

### **KEY SKILLS**

- Sportsmanship
- Resilience
- Co-operation
- Responsibility
- Tolerance
- Fairness
- Leadership
- Communication

### **CAREER OPPORTUNITIES**

First Aid Trainer	Fitness Instructor	Health Mentor
Lifeguard	Personal Trainer	PE Teacher
Physiotherapist	Sports Centre / Gym Administrator	Sports Centre / Gym Manager

### **Progression**



## **Physical Education– National 5**

The National 5 Physical Education course enables students to develop the skills, knowledge and understanding required to perform effectively in a range of physical activities, and enhance their physical wellbeing. Students will work both independently and co-operatively to develop thinking and interpersonal skills. This makes physical education an ideal platform for developing confidence, resilience, responsibility and the ability to work with others. **There is also an aesthetic route offered for pupils who would prefer to study the practical content of the course through aesthetic activities such as dance and gymnastics.**

Experiential learning activities encourage students to develop an understanding of the benefits of participation in physical activities to their mental, emotional, social, and physical wellbeing. This course is suitable for all students who have an interest in developing their movement and performance skills in physical activities and who enjoy learning in practical contexts.

### **Course Assessment:**

The course is all internally assessed through:

- 2 practical performances - (30 marks each)
- Written Portfolio (60 marks)

The practical performances are worth 50% of the overall grade. They need to be in a competitive setting and can accommodate for sport performed outside or within school. Examples of activities could be: football, hockey, dance, gymnastics, basketball, badminton, swimming, tennis, table tennis, fencing, karate, kayaking, etc.

The portfolio is worth 50% of the overall grade and is split into 3 sections:

- ◆ Section 1: Understanding factors that impact on performance.
  - Learners must show their understanding of how the four factors can impact on performance in different activities. Section 1 is internally assessed under exam conditions.
- ◆ Section 2: Planning, developing and implementing approaches to enhance personal performance.

- This section allows pupils to collect data on their performance. They then analyse this data and create a personal development programme in response.
  
- ◆ Section 3: Monitoring, recording and evaluating performance development.
  - This offers students an opportunity to reflect on the development programme that they have created. They do this by recollecting data to see if their performance has improved as a result of the training programme.

## **Physical Education- Higher**

### **Content:**

This course is particularly suitable for candidates who have a keen interest in Physical Education and may be interested in pursuing further study in the sports industry. The course itself explores four factors that can impact on performance; Mental, Emotional, Social and Physical. Throughout the year, pupils will take on performance development in each of these areas within a wide range of activities. This involves pupils collecting data on their performance, analysing data, creating and carrying out training programmes and evaluating their progress. Pupils will also develop their ability to answer exam style questions in relation to the performance development process, throughout the year.

### **Assessment:**

Higher Physical Education assessment is split into two areas.

- Higher Performance Assessments (50% of course award)
- Higher PE Exam (50% of course award)

#### **Higher Performance Assessments:**

Pupils will be assessed in two separate activities, each worth 25% of their overall grade. We try to accommodate most activities therefore pupils can be assessed in activities in which they compete/perform in and out of school. Pupils can also choose to be assessed in activities which we already deliver in school. This assessment is completed by PE staff who will watch pupils' performances' in a live or video setting. To achieve well in this area of the course, pupils should be able to perform to a good standard in both of their activities of choice. Staff will support the development of performance skills in activities where possible.

#### **Higher PE Exam:**

Pupils will sit a 50 mark exam, which is 2 hours and 30 minutes long. The exam will ask pupils to Describe, Explain, Evaluate and Analyse the performance development process that they have experienced for each of the four factors – Mental, Social, Emotional and Physical.

## **Physical Education – Advanced Higher**

### Course Aims:

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

- investigate and critically evaluate how a range of factors impact on performance
- understand and apply methods to develop performance
- develop independent research and investigation skills 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 performance in selected physical activities
- analyse and evaluate the process of performance development

Most of this work is selected and done independently with support from the teacher. Pupils should be prepared for this and willing to work hard.

### Mandatory Units & Course Assessment:

The Course has two mandatory Units.

- Performance Skills (Advanced Higher)
- Factors Impacting on Performance (Advanced Higher)

These units will be assessed through:

- Practical performance – in choice of activity (30 marks)
- Written project – (70 marks)

Total marks 100 marks

**Recommended Entry:** Entry to this course is at the discretion of the Staff. However, learners will be expected to have attained the skills, knowledge and understanding required to pursue Advanced Higher.

Learners are expected to have achieved the following;

- Higher Physical Education

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

- Higher National Diplomas in areas such as sports science, sports coaching, or health and fitness
- degrees in areas such as physical education, physical activity and health, sport and exercise science, health promotion, or sports psychology
- further study, employment and/or training related to personal training or health promotion

## **Exercise and Fitness Leadership NPA level 6**

This National Progression Award at SCQF Level 6 (equivalent to a Higher) will improve your skills and knowledge relating to sport and fitness. You will be introduced to the rationale behind the use of 3 from:

1. Exercise and Fitness: Cardiovascular Training
2. Exercise and Fitness: Fixed Weight Training
3. Exercise and Fitness: Circuit Training
4. Exercise and Fitness: Free Weight Training
5. Exercise and Fitness: Exercise to Music

You will develop training techniques, and a knowledge of the equipment used in each exercise type. You will also develop safe and effective practical skills in these areas.

On successful completion of this course you will be able to identify safe and effective exercises, and describe their advantages and disadvantages. You will also be able to demonstrate and evaluate both the exercises and their own technical abilities, together with personal and facility equipment relating to the selected activities.

The course is designed to enhance your interest in exercise and fitness training, improve personal performance, develop reflective learning, and aid progression to further study of the subject. During the course you will learn, through a combination of practical and theoretics (classroom based) work:

- The main physiological effects of different types of training on the body;
- How to personalise training for selected clients;
- How to identify advantages and disadvantages of a range of training methods;
- How to give a rationale for the selection of exercises;
- How to demonstrate cardiovascular, fixed weight and circuit training exercises;
- How to evaluate personal performance.

As well as this, you will build a valuable understanding of health and safety in the workplace.

Assessment will be carried out using a range of formative and summative approaches including observation of practical performance, closed-book assessment and review of case studies. Assessment is carried out on an ongoing basis, meaning there are no end of course exams.

## **CSLA - Community Sports Leader Award (S6 only)**

The Sports Leaders course is divided into 3 sections:

- Gaining employability skills through leadership
  - This section focuses on pupils understanding of the importance of leadership skills and behaviours in a range of situations and being able to evaluate own leadership skills and behaviours.
- Evidencing your learning, experience and assessment
  - Developing the student's ability to plan, lead and evaluate structured, inclusive and safe sport/physical activity sessions
  - Completed through running P7 sports festivals, junior school house tournaments and completing a 4 week placement in primary schools leading sports sessions
- Making the most of your skills
  - Students reflect on what skills they have developed and how they will use them in the future.

This course will take you on a journey to gain employability skills that will improve your;

- ✓ Ability to communicate with others.
- ✓ Self-esteem and confidence in your own ability.
- ✓ Ability to work with others as part of a team.
- ✓ Skills needed to manage your own work and personal development.
- ✓ Ability to identify problems and what to do to problem solve.
- ✓ Ability to adapt your skills to meet the needs of the environment.

## National 5 Skills for Work: Sport and Recreation

**National 5 Skills for Work: Sport and Recreation** is an introductory qualification.

It develops the skills, knowledge and attitudes, needed for work in the leisure industry.

Participants must enjoy preparing, setting up, organising and delivering physical activity. They must be enthusiastic about working with peers and learning to lead others.

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

There are **four** units:

- Assist with a Component of Activity Sessions. 9 SCQF credit points
- Employment Opportunities in the Sport and Recreation Industry. 3 SCQF credit points
- Assist with Fitness Programming. 6 SCQF credit points
- Assist with Daily Centre Duties. 6 SCQF credit points.
- 

To achieve the course award pupils must successfully achieve all the units which make up the course. Candidates will develop relevant vocational skills and a variety of employability skills in the context of a sport and recreation setting. The Course content covers the main practical activities involved in carrying out a supportive role in sport and recreation environments.

Pupils will learn about:

- 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 the tidying and cleaning of practical areas to prepare them for activity.
- assisting with setting up, dismantling and checking equipment and resources.
- helping to plan and review a training programme.
- establishing good practice in identifying and reviewing goals.
- health and safety legislation and risk assessment.

Included as part of the course is a work placement at Craiglockhart that will allow candidates to directly experience the world of work.

**Why should you take this course?**

The Course teaches transferable skills which can open the way to a variety of courses, including the possibility of continued study. It gives an understanding of the workplace and enhances skills and attitudes for employability such as:

- employee's responsibilities, for example, time-keeping, appearance, customer care, etc
- self-evaluation skills.
- positive attitude to learning.
- flexible approaches to solving problems.
- working with others
- adaptability and positive attitude to change.
- confidence to set goals, reflect and learn from experience.
- specific vocational skills/knowledge

All of these skills are transferable to other employment opportunities particularly if they involve working with others.

## **Physical Education - Mental Health & Wellbeing Award (Level 6 Group Award)**

### **Content:**

This award is suitable to those who are interested in learning about Mental Health and Wellbeing (MHWB). The units will encourage learners to explore and understand issues around MHWB and to develop positive coping strategies to manage these issues. The award is made up of 4 units:

- Brain Health
- Influences on Mental Health and Wellbeing
- Impact of Digital Society
- Promoting Mental health & Wellbeing

Through this award, pupils should develop a greater understanding of MHWB and use this knowledge to promote initiatives across the whole school and wider community. Pupils will have an opportunity to take a leadership role and become an 'ambassador' of Mental Health and Wellbeing, taking the lead on projects such as working with primary pupils, delivering workshops to peers and creating more opportunities for discussion around MHWB.

### **Who is this award for?**

Although this award is delivered in PE, it is mainly classroom based. There will be opportunities for practical lessons which link to course content however this will not be 'sports based' or similar to standard PE practical lessons.

This award covers a wide range of content which might support further study areas such as **teaching, psychology, nursing, coaching, sports science and the wellness industry in general**. This may also be a suitable award for a pupil who would like to learn strategies to help manage their own Mental Health and Wellbeing.

Pupils also choose this award to gain leadership experience and develop skills for work, which may enhance career opportunities in sectors where working with young people or adults is required. No prior study for this award is needed however if you would like to find out more about it, please speak to Miss Neilson in PE.

**Assessment:**

This award will be assessed in a variety of ways. The nature of the award is quite flexible and allows for a range of assessment methods to be used. Over the course of the year, a portfolio of evidence will be created, involving written tasks, presentations, creative tasks, group discussions and project-based work. This portfolio of evidence will be used to determine a pass at this award therefore consistent attendance is key to be successful at this course.

## Faculty of Science

### Why study science?

Science encourages your natural curiosity allowing you to learn more about the world around us and how it works. All 4 of the Sciences we offer Biology, Chemistry, Engineering and Physics combine the knowledge of the subject area with practical skills to enhance your understanding. You will also have the opportunity to build many transferrable skills which can contribute towards your other subjects particularly other areas of STEM. Studying any of the Sciences will give you many experiences and career options.

### Progression



### Careers

Dentist	Engineering	Environment
Medicine	Microbiologist	Pharmacologist
Sports Scientist	Veterinary Sciences	Zoologist
Forensic Scientist	Biochemistry	Technician

## Science



Explore nature



Experiments



Explore Space

## Biology – National 5

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.

### 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.

## Biology



Explore nature



Experiments



Cells

**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.

## **Biology - Higher**

### **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 looks at mutations and it also explores the molecular basis of evolution and biodiversity.

#### **2. Metabolism and Survival.**

The Unit covers the key areas of metabolism 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. It looks at how organisms survive extreme and adverse conditions. 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. It also covers interrelationships and dependence, through symbiosis and animals' social behaviour. It looks at plant and animal breeding, animal welfare, and threats to our biodiversity.

**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 on teams or on paper 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.

## **Human Biology - Higher**

### **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 Human 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. Human cells**

This Unit covers the key areas of structure and replication of DNA, gene expression and the genome, and respiration. This is in common with the Higher Biology course. Then, it diversifies and focuses on human energy systems in muscles and differentiation in human cells.

#### **2. Physiology and Health**

This unit covers fertilisation, reproduction, and fertility. It focuses on hormones and pre and post-natal screening. It then moves onto blood vessels and the heart, pathology of cardiovascular disease (CVD) and the impact of blood glucose levels and obesity.

#### **3. Neurobiology and immunology**

Unit 3 studies the nervous system, neural pathways, the cerebral cortex, memory, and neurotransmitters at synapses. It then looks at body defence mechanisms including specific and non-specific defences, immunisation and clinical trials of vaccines and drugs.

### **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 on teams or on paper 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.

## **Biology - Advanced Higher**

Please also see the entry for Science Baccalaureate

### **Entrance requirement:**

Higher Biology or Higher Human 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.

## 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!

## Chemistry



Microscope



Experiments



Medicine

## **Chemistry – National 5**

The Chemistry course builds on prior learning from S1 – S3.

### **What will I learn?**

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.

#### **Topics include**

- Rates of Reaction
- Atomic structure and bonding related to properties of materials
- Formulae and reacting quantities
- Acids and bases

**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. They will also study how chemistry impacts the resources we use from planet earth and the global issues related to overuse of these products.

#### **Topics include**

- Homologous series
- Everyday consumer products
- Energy from fuels

**Chemistry in Society-** This unit will focus on the earth's limited resources, including the use of metals, plastics, fertilisers, and nuclear chemistry. Environmental and economic issues are considered throughout this unit.

### **Topics include**

- Metals
- Plastics
- Fertilisers
- Nuclear Chemistry

### **How will I Learn?**

There are a range of different strategies and activities that will be used throughout the course: these are 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
- Digital learning
- Range of different assessment strategies

## **Chemistry - Higher**

### **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.

### **Unit 1 – Chemical changes and structure**

#### **Topics include**

- Periodicity
- Structure and bonding
- Oxidising and reducing agents

#### **Nature's Chemistry**

#### **Topics include**

- Systematic carbon chemistry
- Carboxylic acids
- Esters, fats and oils
- Soaps, detergents and emulsions
- Proteins

- Oxidation of food
- Fragrances
- Skin Care

### **Chemistry in society**

#### **Topics include**

- Getting the most from reactants
- Controlling the rate
- Chemical energy
- Equilibria
- Chemical Analysis

### **Researching Chemistry**

#### **Topics included**

- Common Chemical apparatus
- General practical techniques
- Reporting experimental work

#### **Structure:**

The Chemistry department uses 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 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.

## **Chemistry - Advanced Higher**

### **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.

### **Unit 1**

#### **Inorganic chemistry**

The topics covered are:

- ◆ electromagnetic radiation and atomic spectra
- ◆ atomic orbitals, electronic configurations and the periodic table
- ◆ transition metals

#### **Physical chemistry**

The topics covered are:

- ◆ chemical equilibrium

- ◆ reaction feasibility

- ◆ kinetics

## **Unit 2**

### **Organic chemistry and instrumental analysis**

The topics covered are:

- ◆ molecular orbitals
- ◆ synthesis
- ◆ stereo chemistry
- ◆ experimental determination of structure
- ◆ pharmaceutical chemistry

## **Unit 3**

### **Researching chemistry**

The topics covered are:

- ◆ common chemical apparatus
- ◆ skills involved in experimental work
- ◆ stoichiometric calculations
- ◆ gravimetric analysis
- ◆ volumetric analysis
- ◆ practical skills and techniques

### **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 (110 marks) and complete the project (25 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.

## Engineering Science

### What is Engineering Science?

Engineering shapes the world in which we live, by applying elements of technology, science and mathematics to real-world challenges. Engineers play key roles in meeting the needs of society in fields that include climate change, medicine, IT and transport, and it is important there are more young people with an informed view of engineering.

### Progression



## Engineering Science



Science



Design of Bridges



Technology

## Engineering – National 5

### What will I learn?

Pupils will follow a course that will cover a broad range of Engineering topics at an appropriate level.

The course develops skills in three main areas. Pupils are able to apply these skills through a range of contexts, within the broad discipline of engineering.

Engineering contexts and challenges. Pupils develop an understanding of engineering concepts by exploring a range of engineered objects, engineering problems and solutions. This allows them to explore some existing and emerging technologies and challenges and to consider the implications relating to the environment, sustainable development and economic and social issues.

Electronics and control. Pupils explore a range of key concepts and devices used in electronic control systems, including analogue, digital and programmable systems. They develop skills in problem-solving and evaluating through simulation, practical projects and investigative tasks in a range of contexts.

Mechanisms and structures. Pupils develop an understanding of mechanisms and structures. They develop skills in problem-solving and evaluating through simulation, practical projects and investigative tasks in a range of contexts.

### 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

## **Engineering Science – Higher**

### **Entrance Requirements:**

Passes at National 5 Physics or National 5 Engineering Science. 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 Engineering Science course. Engineering Science brings together elements of technology, science and mathematics, and applies these to real-world challenges. This course provides an excellent opportunity to make links across learning in the senior phase.

The course encourages candidates to become successful, responsible and creative in using technologies and to develop a range of qualities, including flexibility, perseverance, confidence and enterprise.

### **Structure:**

The course develops skills in three main areas. Pupils are able to apply these skills through a range of contexts, within the broad discipline of engineering.

Engineering contexts and challenges. Pupils develop a deep understanding of engineering concepts by exploring a range of engineering problems with some complex features, and their solutions. This allows them to explore some existing and emerging technologies and challenges, and to consider implications relating to the environment, sustainable development, and economic and social issues.

Electronics and control. Pupils explore an appropriate range of key concepts and devices used in electronic control systems, including analogue, digital and programmable systems. They develop skills in problem solving and evaluating through simulation, practical projects and investigative tasks across a range of contexts.

Mechanisms and structures. Pupils develop a deep understanding of mechanisms and structures. They develop skills in problem solving and evaluating through simulation, practical projects and investigative tasks across a range of contexts.

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.

## 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.

## Physics



Engineering



Space



Theory



Analytics

## **Physics – National 5**

The Physics course builds on prior learning from S1 – S3.

### **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

## **Physics- Higher**

### **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.

## **Physics - Advanced Higher**

Please also see entry for Science Baccalaureate

### **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.

**Lab Skills -National 5**

**Entrance Requirement:**

Completion of any science at National 4 or National 5 level. *(For S5/6 students only.)*

**Course:**

Learners explore a wide range of local, national and global industries and services, gaining insight into the many career pathways available in science laboratories. They develop foundational practical laboratory skills and learn about the safety standards required for a safe working environment.

The course builds specific practical skills in microbiology, radioactivity, chemical handling and analysis, and the use of laboratory equipment. Learners also plan and carry out a practical investigation based on a scientific topic, producing a report that includes results, conclusions and an evaluation of their work.

**Units:**

- Laboratory Science: Working in a Laboratory
- Laboratory Science: Practical Skills
- Laboratory Science: Practical Investigation
- Laboratory Science: Careers Using Laboratory Science

**Structure:**

This course follows the SQA structure and is delivered through a mixture of teacher-led and independent learning. It is a hands-on, practical subject, with practical elements assessed within every unit.

**Assessment:**

Pupils must pass all end-of-unit SQA assessments to achieve the qualification. These assessments are internally assessed, and there is **no final exam**.

**Homework:**

Regular homework is issued to support understanding and build confidence in handling exam-style questions. Homework is recorded for assessment and may be used for reporting to parents when required.

## **Scottish Baccalaureate in Science (S6 only)**

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**

<b>Core courses</b>	<b>Broadening courses</b>
Biology*	Computing*
Chemistry*	Graphic Communication*
Physics*	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.

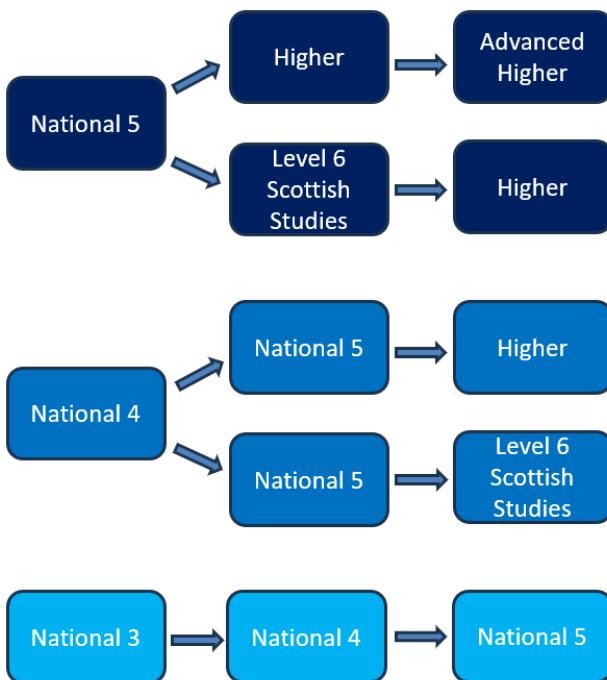
The Project context should provide a broadening and different experience for pupils and provide valuable opportunities for developing generic as well as cognitive skills. Pupils will therefore gain an awareness of the value and transferability of these skills and this, in turn, will support their transition 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.

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.

## Faculty of Social Subjects

### Progression

Progression in Social Subjects follows process below.



### Social Subjects

In Social Subjects, we offer an exciting and challenging array of courses to suit our learners' needs.

Whichever pathway you undertake, we will push you to do your best, delivering engaging content and transferable skills that will open doors for you.

From National 3 all the way to Advanced Higher, we offer a full suite of courses that are consistently popular with our learners – join us!

## Geography

### Why study Geography?

Geography is one of the most diverse subjects within the curriculum - being placed as both a science and social science. Physical geography allows pupils to learn about the physical environments they find themselves in - why is the earth the way it is today? How does our planet work? Within human geography, pupils will build up an understanding of communities around the world and gain an awareness of some of the most pressing political, social, economic and environmental issues our world faces- such as climate change, desertification, overpopulation, migration.

Geography is consistently seen to be one of the most employable subjects due to the vast array of skills developed (literacy, analysing, evaluating, IT, critical thinking, fieldwork etc) as well as a knowledge and understanding of pressing issues within society.

Geography is not rocks and Oxbows - geography is a fundamental discipline which gives pupils the skills to build up an understanding of our complex world and appreciate the diversities we find within it. Whether you see yourself as a Greta, an Attenborough or a Palin - Geography is for you!

### Career Progression (many and varied)

Archaeology	Built Environment	Civil Service
Environment	Journalism	Local Government
Sociology	Sustainability	Town Planning

## Geography



## **Geography – National 5**

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 21<sup>st</sup> 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 – Limestone, Rivers and Weather.
2. Human Environments – Population, Urban and Rural.
3. Global Issues – Climate Change and Development & Health.

### **Assessment:**

The course is assessed through an exam in April 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.

## **Geography - Higher**

**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 and formation of erosional and depositional features in river landscapes.

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**

River basin management - Site suitability factors for dams, the need for global water management and a case study of the Colorado River.

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:**

Component 1: Question Paper 1 (Physical and Human Environments)

Component 2: Question Paper 2 (Global Issues and Geographical Skills)

Component 2: Assignment

Question Paper 1 – 100 marks (scaled to 50)

Question Paper 2 – 60 marks (scaled to 30)

Assignment – 30 marks

**Homework:**

One piece of written homework each week.

## **Geography – Advanced Higher**

### **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

### Why study History?

History helps you understand the past the present and where we are going next. As well as learning about people, movement and dramatic events in the past, History develops invaluable skills that you will use in many other subjects, at university and in work.

- History helps you discover how your world developed and how your modern world works.
- History teaches you how to think, process information, ask questions and express your own opinions.
- History helps you understand the origins of modern political and social problems.
- History helps you understand how and why people behaved as they did, whether they were soldiers in World War One, Adolf Hitler or suffragettes campaigning for the vote for women.
- History provides you with opportunities for practical activities, including fieldwork, and researching your local historic environment.
- History provides you with the critical thinking skills employers are looking for.

### Career Progression (many and varied)

Archaeology	Archivist	Civil Service
Intelligence Work	Journalism	Law
Politics	Researcher	Tourism

## History



## History – National 5

### What topics are covered in the course?

- **Scotland in the Era of the First World War:**

Experience of life in the trenches

Impact of the war on Scotland

*(This content is taught in S3 and then utilised in S4 for National certification)*

- **Hitler and Nazi Germany, 1919- 1939:**

Weimar Germany, 1919-1933

Nazi rise to power

Nazi control of Germany

Nazi social and economic policies

- **Changing Britain, 1760-1914:**

Health and housing

Industry — textile factories and coal mines

Transport — canals and railways

Pressure for democratic reform up to 1884

- **Project work:**

This will allow you to extend your skills and knowledge whilst also preparing you for your

National 4 or 5 Value Added Assessments.

### What are the opportunities for progress?

S4 History provides progression routes through National 4 and National 5 qualifications, which in turn can lead to Higher and Advanced Higher qualifications.

## **History - Higher**

### **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 women won greater political equality by 1928
2. Evaluation of the reasons why the Liberals introduced social welfare reforms, 1906–14
3. Assessment of the effectiveness of the Liberal social welfare reforms
4. 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. Reasons for 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 development of the Civil Rights campaign, after 1945
4. Assessment of the success of the Civil Rights campaign, up to 1968

**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:**

External assessment:

Component 1 — essay question paper

Component 2 — source question paper

Component 3 — assignment

**Homework:**

Ongoing preparation work, essays, source analysis.

## **History – Advanced Higher**

### **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.

## **Level 6 Scottish Studies**

### **What is it?**

Level 6 Scottish Studies is an SQA National Award that is equivalent to a C Pass at Higher. It involves four units pitched at Higher level, but all are internally assessed and there is no final exam. It is an excellent way to broaden your skills and knowledge across History, Geography and English, as well as hone your research and presentation skills.

### **Structure and Content:**

Scottish Studies contains four units, all four of which must be passed to achieve the award.

1. **Scotland in Focus** – this is a research project which is devised, researched and presented by the pupil.
2. **History** – this is a Higher History unit focused on a specific period of Scottish History
3. **Geography** – this is a Higher Geography unit focused on a Scottish theme
4. **English** – this is a Higher English unit with a Scottish focus

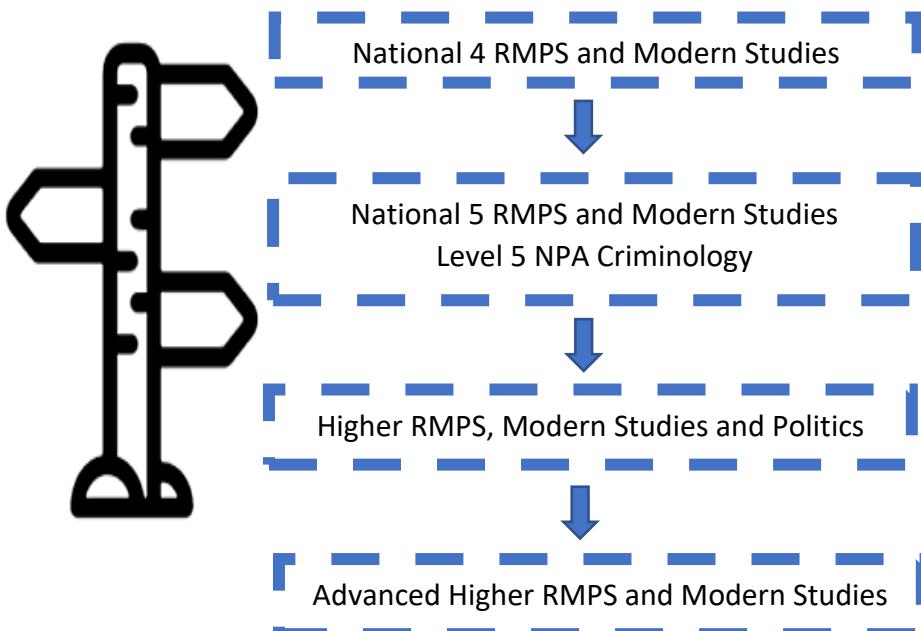
### **Assessment:**

Each unit is internally assessed with verification in place from SQA. To achieve the award, all four unit must be completed and passed, but there is no end of year examination.

## Faculty of Social Subjects: Modern Studies and RMPS

### Progression

Progression in Modern Studies and RMPS follows process below.

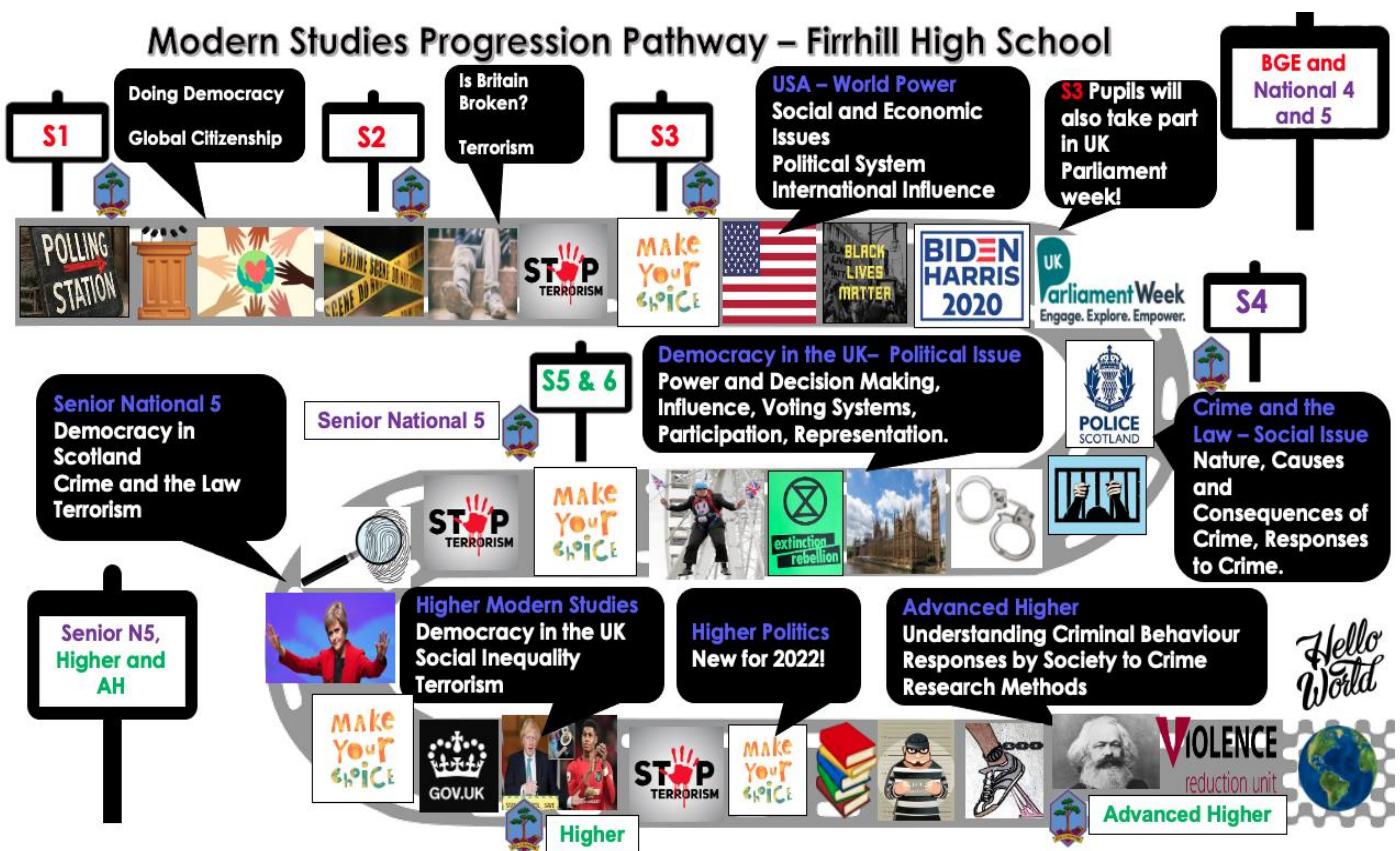


## Modern Studies and RMPS

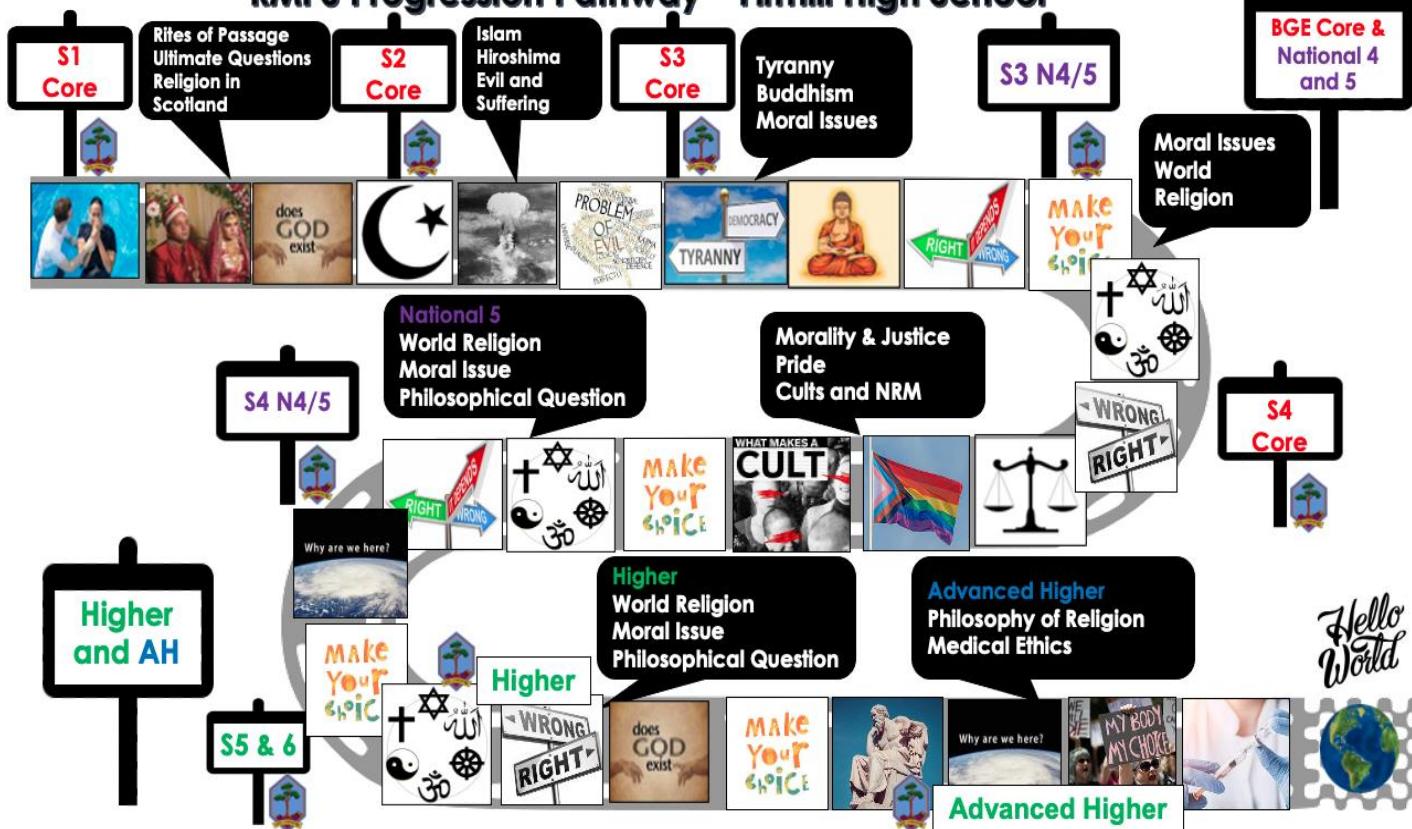
Both Modern Studies and RMPS allow pupils to gain a deeper understanding of the world today. Pupils are encouraged to actively participate in lessons to develop their views on key issues.

Qualifications in Modern Studies, RMPS and Politics unlock many pathways beyond school as they demonstrate literacy at levels required by Universities, Colleges and employers.

Modern Studies Progression Pathway – Firrhill High School



RMPS Progression Pathway – Firrhill High School



## Modern Studies

### Why study Modern Studies?

**Modern Studies** develops the learner's understanding of the social, political and economic forces that shape the modern world. As a department we encourage pupils to engage in further research and debate about real world issues. Pupils will analyse and evaluate sources, form arguments and justify conclusions on many current issues. These skills will help them in other subjects, work and further study.

### Career Progression (many and varied)

Care Worker	Charity Worker	Civil Servant
Human Rights	Police	Prison Officer
Politics	Researcher	Trade Unions

Scan the QR code below to find out more about Modern Studies progression pathways at Firrhill!



Scan the QR code below to find out more about positive destinations from our Modern Studies alumni!



## Modern Studies



People & Society



Politics



Current Affairs

## **Modern Studies – National 5**

### **Structure of the Course:**

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

1. **International unit – America as a World Power** – A study of America's political, military and cultural influence globally. Pupils will also consider social and economic issues whilst evaluating Government responses. They will also investigate the three branches of Government in America and their relationship with one another.
2. **Social Unit – Crime and the Law** – A study of the causes, impacts and potential solutions to crime in the UK. Pupils will investigate the court system, custodial and non-custodial sentencing whilst considering alternative solutions.
3. **Political Unit – Democracy in the UK** – A study into political institutions and current issues. Pupils will consider the role of a variety of representatives and the changing nature of governance in the UK.

### **Assessment:**

The course is assessed through an exam and assignment. The assignment involves choosing a current social, political or international issue and investigating different potential solutions to recommend the best course of action. This allows pupils valuable experience in undertaking research, evaluating evidence and justifying their decision. This is worth 20% of the overall grade for the course. The exam is worth the remaining 80%. Achieving a good pass in the National 5 Modern Studies course provides excellent preparation for students to progress on to Higher Modern Studies in S5 or 6.

### **Progression:**

Higher Modern Studies

## **Modern Studies - Higher**

### **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**

This section involves a study of the democratic process in Scotland and/or the United Kingdom. Pupils will focus on the effects of Brexit, the potential impact of Scottish Independence, 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. Finally, pupils investigate 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: Terrorism**

Pupils will study a variety of case studies of terrorist attacks. They will determine the political, economic and social causes of terrorism. They will also consider the impacts terrorist attacks have had on individuals, as well as various countries around the world. Pupils will evaluate attempts by Governments and international organisations to eradicate this issue within the international community.

The Higher course will also introduce how to answer a variety of source handling questions that allow pupils to exercise skills such as:-

- making and justifying decisions
- making conclusions
- assessing reliability

**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. The final version of this will be written in exam conditions ahead of the final exam and pupils are given 1.5 hours to do this.

**Assessment:**

Internal assessment after each unit.

External assessment:

Component 1 — Question Paper 1 (Essays) and 2 (Sources) (73%)

Component 2 — Research Assignment (27%)

**Homework:**

One piece of written homework approximately every two weeks. This homework is often set on Teams. Each class will have its own Teams page.

## **Modern Studies – Advanced Higher**

### **Entrance Requirements:**

Good pass at Higher Modern Studies.

### **Content:**

**Understanding Criminal Behaviour:** Pupils will determine the nature and extent of criminal behaviour in the UK. They will consider theories that attempt to explain the motivations behind criminal acts and compare these to modern case studies. Pupils will also consider the impact of crime in the UK and internationally.

**Responses by Society to Crime:** Pupils will consider attempts made by a variety of groups to tackle crime. This includes: courts, police, prisons, non-custodial alternatives, national governments and international organisations. Pupils will compare attempts to prevent, deter and rehabilitate offenders in the UK to other nations such as Norway and America.

**Research Methods:** Pupils will adopt the role of a social scientist as they investigate and use a variety of research methods such as: official statistics, social surveys, interviews, observation and case studies. They will also evaluate research methods to determine their validity and reliability.

### **Structure:**

The course is similar to what a student will experience at University. Pupils will be given tasks to complete prior to class and some lessons will follow a tutorial style. Pupils will complete individual and group research tasks. They will also be required to make international comparisons throughout the course, this will allow students to perfect their evaluation and analysis skills. Pupils will complete a Project-Dissertation. Their teacher will provide support for the pupil in their research, but most of this work will be completed out of class time. This is a great opportunity to experience University level study.

### **Assessment:**

The final examination is three hours and requires students to answer two essays and two questions on research methods. (64% of overall grade)

The Project-Dissertation is a 5,000 word essay on a topic chosen by the student. Guidance and class time will be provided to assist students in producing the Dissertation. However, a significant amount of research and writing will be undertaken in the student's own time,

including study periods. Pupils must use both primary and secondary research methods to complete their Project. (36% of overall grade)

Pupils may also have the opportunity to gain an additional Advanced Higher Research Unit.

**Homework:**

Homework will involve preparatory reading, research, practise of exam skills and completing the Project-Dissertation. This homework is often set on Teams. Each class will have its own Teams page.

## Politics

The course contributes to pupils' understanding of society by helping them to develop an understanding of political theory, political systems in the UK and USA, and factors affecting the electoral performance of political parties. Candidates develop a critical awareness of the nature of politics and the relationship between political theories, systems and parties.

### Why study Higher Politics?

Pupils build up a framework of political knowledge and understanding through interpreting, evaluating and commenting on political issues. They develop higher-order thinking skills through research and critical-thinking activities carried out individually and in groups. This develops attributes that are important for life and work. Candidates progressively develop skills in literacy and numeracy.

### Career Progression (many and varied)

Politician	Human Resources	Civil Servant
Lawyer	Police	Policy Officer
Journalist	Researcher	Trade Unions
Public Relations	Marketing	Business Development Manager

## Politics



Political ideologies



Political systems



Political parties and elections



## Course Entry Requirements

A good pass at National 5 or Higher Modern Studies or RMPS is preferred.

## What topics are covered in the course?

- **Political theory** – definitions of power, democracy, key political ideologies such as liberalism, conservatism, socialism, nationalism and fascism.
- **Political systems** – how laws are passed, Government scrutiny and the principles that underpin each political system.
- **Political parties and elections** – dominant ideas within political parties, election campaign strategies and attempts to explain voting behaviour.
- **Sources and data** – comparing extracts from texts, interpreting data from electoral events and making conclusions.

## Assessment

Component 1 — Question Paper 1 (Essays) and 2 (Sources) (73%)

Component 2 — Research Assignment (27%)

## Progression

- Advanced Higher Modern Studies
- Further study, employment and/or training

## Textbook

‘Higher Politics’ BrightRED Study Guide by Gerry Moore – this is not required for the course but pupils may find it useful to support their learning. We have several copies available in school.

## Assignment

Pupils also complete a Research Assignment. This involves pupils picking their own topic and question on any political topic from any place or any time period, which they will research and then answer in the form of an extended essay. Some class time is given for this with research also being completed at home. The final essay is written up in exam conditions in class.

## Level 5 NPA Criminology

### Why study Criminology?

This course will introduce you to the field of criminology, including the role of the media in reporting crime and how crime is investigated at a local level. You will also be introduced to the physical and psychological evidence available at a crime scene and will develop an understanding of how the criminal justice system operates, including crime prevention. Criminology is one of the fastest growing academic disciplines in the UK.

### What is a NPA?

This is a National Progression Award. NPAs teach job specific skills and aim to increase knowledge in a specialist area. This NPA is assessed internally, pupils will complete a portfolio of assessments throughout the school year. Level 5 Criminology is worth 24 SCQF points. Level 5 NPA Criminology breaks down knowledge and understanding of the way crime and justice operates and provides bite-sized chunks of learning.

### Career Progression (many and varied)

Court Reporter / Journalist	Lawyer	Crime Prevention Officer
Court roles (e.g. Paralegal, Court Clerk)	Police	Prison Officer
Forensic psychology	Crime Scene Investigator	Social Worker / Youth Worker

## Criminology



Crime in Edinburgh



Crime in the media



Crime Scene Investigation

**Entrance requirements:** Experience of Level 4 Modern Studies, Literacy, Numeracy or another Social Subject is preferable but not essential.

### **Structure of the Course:**

There are three sections to the course that will be assessed:

1. **Crime in the Community** – Pupils will gain a broad understanding of the roles and powers of the police nationally and in the local area. They will also learn about the different categories of crime in Scotland as well as how police manage these categories of crime in the local area. They will also look at how crime is reported by the media in the local area and analyse the language used and how that shapes perceptions of crime in the community.
2. **Crime Scenes** – Pupils will be able to discuss the protocols active at a crime scene, as well as describe the different types of evidence present at a crime scene. They will also be able explain what psychological evidence is and discuss the differences between organised and disorganised criminals from psychological evidence left at crime scenes. Pupils will apply this knowledge and their skills to try and gather evidence from example crime scenes.
3. **National 5 Modern Studies ‘Crime and the Law’ unit** – A study of the causes, impacts and potential solutions to crime in the UK. Pupils will investigate the court system, custodial and non-custodial sentencing whilst considering alternative solutions.

### **Assessment:**

No external SQA assessment, this means there is no final exam. Assessment will be a combination of practical and knowledge assessments under closed and open-book assessment conditions. Pupils will create a portfolio of assessment work that will be marked by their teachers and could also be looked at by the SQA.

### **Progression:**

National 5 Modern Studies, Higher Modern Studies, National 5 or Higher in another Social Subject.

## RMPS

Religious, Moral and Philosophical Studies focuses on questions of meaning, value and purpose in life and is concerned with humankind's exploration of these questions. The aim of the department is to produce articulate, open-minded, tolerant pupils who are able to empathise with those who differ from themselves. The skills developed in RMPS are valued by employers and universities alike. You will learn to analyse and evaluate sources, beliefs, and viewpoints, form arguments and come to reasoned conclusions on a number of contemporary issues. These skills will help you in other subjects, college, university and work.

- RMPS will allow you to develop an understanding of society and the world in which we live by looking at different religious and non-religious responses to contemporary moral issues
- RMPS teaches you critical thinking skills and gives you the ability to interpret sources and analyse case studies
- RMPS teaches you how to form arguments and develop informed opinions that you can use in debate
- RMPS allows you to develop empathy and the ability to understand other perspectives

### Career Progression (many and varied)

Charity Worker	Doctor	International Aid
Lawyer	Mediator	Nursing
Police	Politics	Social Work

## RMPS



Religion & Philosophy



Debate



Moral Issues

Find out more about RMPS progression pathways at Firrhill by scanning the QR code below:



Find out more about positive destinations from RMPS alumni by scanning the QR code below:



## RMPS – National 5

### What topics are covered in the course?

The National 5 RMPS course has 3 topics and a personal project. The following topics will be covered:

- **Morality and Justice:** this section covers the causes of crime; purposes of punishment; UK sentencing and capital punishment and whole life tariffs. We will study religious, philosophical and non-religious arguments regarding the aforementioned issues. We will also study current research, legislation and contemporary case studies.
- **Religious and Philosophical Questions:** pupils will study religious and philosophical arguments that attempt to prove or to challenge the existence of God. We look at the Aquinas' Cosmological and Teleological arguments and consider the responses to these by William Paley, David Hume, Bertrand Russell and others; as well as modern scientific theories.
- **World Religion:** pupils will study the religion of Buddhism. We will study Buddhist beliefs such as beliefs about the Buddha, The Three Marks of Existence and Four Noble Truths. We will also study Buddhist practices, for example Meditation.

Pupils will also be given the opportunity to attend a trip to the Edinburgh Sheriff and Justice of the Peace Courts, a Buddhist Temple and the Edinburgh University Buddhism Discovery Day. Several pupils have secured work experience placement with the Scottish Courts and Tribunals service as a result of our trip.

### Assessment

Assessment is in the form of an assignment and a final examination.

Question Paper – 80 Marks

Assignment – 20 Marks

Preparatory work for the assignment is carried out by the pupil. They must then write it up in exam conditions. This is a self-directed piece of work in which pupils choose and research a religious, moral or philosophical issue and produce an essay discussing their findings.

## **Homework**

Homework will come in the form of written questions, case studies and research tasks.

## **What are the opportunities for progression?**

The senior National 5 course will allow you to extend your skills and knowledge whilst preparing you for progression into courses at Higher and Advanced Higher level.

## **RMPS – Higher**

### **Entry Requirements**

National 5 RMPS or National 5 in any other Social Subject.

### **What topics are covered in the course?**

The Higher RMPS course is divided into three sections. The following topics will be covered:

- **Morality and Conflict:** this section covers various issues relating to conflict – understanding different types of war and justifications for war; the consequences of war on people, the environment and the economy; and modern armaments such as weapons of mass destruction. We will study religious and non-religious responses to the moral issues arising from conflict.
- **Religious and Philosophical Questions:** pupils will study religious, philosophical and scientific arguments about the existence of God. We look at the arguments for the existence of God from theologians such as Thomas Aquinas and William Paley, and challenges to these arguments from philosophers such as David Hume and Bertrand Russell. Pupils will weigh up the evidence and form their own conclusions.
- **World Religion:** pupils will study the religion of Islam. Pupils will learn about Muslim beliefs surrounding the Nature of God, the Nature of Human Beings, beliefs about Muhammad, Judgement and Akhirah, Living according to the Five Pillars, Submission and Worship.

Pupils will also be given the opportunity to attend a trip to the Edinburgh University Alwaleed Centre and Central Mosque.

### **Assessment**

Assessment is in the form of a coursework assignment and a final examination.

**Coursework assignment= 30 marks.**

This is a self-directed piece of work in which pupils choose and research a religious, moral or philosophical issue and produce an essay discussing their findings.

**Paper 1 – World Religion and Morality and Conflict = 60 Marks**

**Paper 2 – Religious and Philosophical Questions = 20 Marks**

**Homework**

There will be a piece of homework issued each week in the form of an essay, case study or research/revision task.

**What are the opportunities for progression?**

The Higher course will allow you to extend your skills and knowledge whilst preparing you for progression into courses at Advanced Higher level. The Advanced Higher is made up of two topics: Philosophy of Religion and Medical Ethics.

## **RMPS – Advanced Higher**

### **Entry Requirements**

Good pass at Higher RMPS.

### **What topics are covered in the course?**

The Advanced Higher RMPS course has 2 topics and a dissertation. The following topics will be covered:

#### **Medical Ethics:**

This topic is split into three sections:

- **Beginning of Life Issues**

This section covers the sanctity of life and personhood; the treatment and use of embryos including IVF, PGD, and Stem Cell research; and abortion.

- **Prolongation of Life**

This section covers the ethical debate surrounding the procurement and donation of organs.

- **End of Life Issues**

In this section, pupils will discuss issues surrounding palliative care, end of life care and assisted suicide.

Students will study religious, philosophical and non-religious responses to the above issues.

#### **Philosophy of Religion:**

Students will study arguments regarding the existence of God.

- Cosmological arguments: the in-depth study of Cosmological arguments from Aquinas, Leibniz and Kalam, and challenges to these.
- Teleological arguments (ancient and modern) will then be evaluated.
- Atheism: investigating issues within Atheism such as the improbability of God and the presumption of Atheism.

#### **Dissertation:**

The dissertation has 50 marks out of a total of 140 marks for the course assessment. Students carry out independent research and write a 4000-word dissertation on a topic of their choice.

Students must identify a complex religious, moral or philosophical question or issue which allows them to research a wide range of views.

### **Assessment**

Assessment is in the form of a three-hour final exam and a dissertation. Pupils may also have the opportunity to gain an additional Advanced Higher Research Unit.

### **Homework**

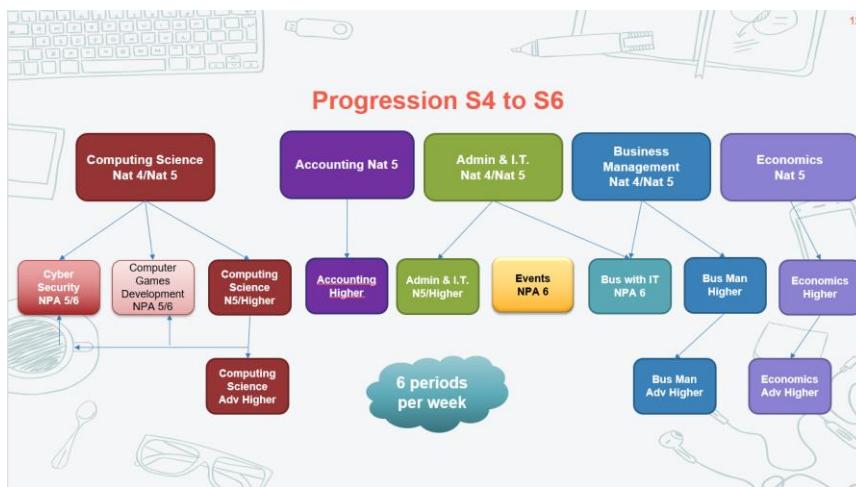
Homework will be in the form of written tasks and readings. Although there will be comprehensive notes provided, students are expected to read widely.

## Faculty of Technology: Business, Computing & Economics

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.

Within the Faculty are two distinct subject areas. Business covers the subjects Accounting, Administration & IT, Business Management, Business with IT, Economics and Events. Computing covers Computing Science, Computer Games Development and Cyber Security.



## Technologies

Which subject or subjects do we offer?

- Accounting
- Admin & IT
- Business Management
- Business with IT
- Computer Games Development
- Computing Science
- Cyber Security
- Economics
- Events

Business Management and Economics have essay type elements to them as well as an investigative project.

Accounting, Admin & IT and Computing Science have more practical computer-based elements.

Business with IT, Cyber Security, Computer Games Development and Events are National Progression Awards and are 100% internal assessment.

## Accounting – Higher

### Content

Accounting is a key function in many organisations. Effective accounting procedures provide timely and relevant information to management, helping organisations perform successfully. This course is designed to help you understand and make use of financial information. You will prepare accounting statements, and analyse, interpret and report on an organisation's financial performance. A main feature of the course is developing numeracy and thinking skills.

### Entrance Requirement

A minimum of a National 5 pass in 1 or more of the following subjects; Business Management, Economics, Applications of Mathematics, Mathematics or Computing.

### Structure

The course consists of 2 areas of study

- **Financial Accounting** – you will develop your understanding of how to prepare routine and complex financial accounting information. You will learn about current financial regulations and apply them to a range of business structures. Stakeholders use this information to assess an organisation's current financial position.
- **Management Accounting** – you will develop your understanding of internal accounting procedures. You will learn how to prepare information using a range of routine and complex accounting techniques. Management use this information when making decisions about the planning, control, and future direction of an organisation.

## Accounting



Develop understanding of the accounting function in business and society



Analyse, interpret and create accounting documentation



How to use spreadsheets for accounting tasks



Apply a systematic approach to solving financial problems

The course assessment has **two** components – a written question paper worth 120 marks and a practical assignment worth 60 marks.

### **Homework**

Regular homework will be set which will generally take the form of past paper questions in preparation for the final exam. Students will also be expected to review class work at home and to complete unfinished tasks where appropriate.

### **Progression**

This course may provide progression to other qualifications in Accounting or related areas, to further study, employment and/or training.

### **Career Pathways**

A qualification in Accounting will allow you to follow a career which is at the heart of every business and develop skills which will always be in demand. It can allow you to work across numerous different sectors and with hundreds of different companies and there are plenty of opportunities to go abroad for work too. Self-employment is becoming more desirable and Accounting will support you in this or you could pursue a career with an accountancy firm. Practice accountants can tailor their client portfolios to their passions, you could find yourself working as a forensic accountant, an environmental accountant or even work in financial technology. Other exciting routes are working in government finance, corporate entertainment finance, and premier league finance.

## Administration and IT National 5

### Content

This course will help you develop practical skills which you can take into the world of work. In particular, you will use a variety of software packages that are routinely used in today's business environment. The knowledge of how to use ICT efficiently and effectively is an essential requirement in almost all forms of employment – when you ask for an appointment at the hairdressers or the price of a tyre, someone will access a computer to tell you the answer! You will also look at key business areas such as customer care, health and safety, and security of people, property and information.

### Structure

The course consists of **two** areas of study:

- **Theory** – You will be introduced to the responsibilities of organisations, the skills/qualities and tasks (duties) of the administrative support function, and the impact of these in the workplace.
- **IT applications** – You will develop skills in IT, problem-solving, organising, and managing information. You will select IT applications to create and edit business documents, gather and share information, and develop skills to communicate information.

The course assessment has **two** components – a question paper worth 50 marks and an assignment worth 70 marks. Both of these assessments will be sat using technology.

## Administration & IT



Find out how to complete office tasks

Explore ways of working and how legislation affects these

Improve how you present and communicate information

Develop your digital literacy skills to process and manage information

## 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.

## Progression

Higher Administration and IT will be available in S5 and S6.

## Career Pathways

Administration and IT cuts across all sectors of the economy and offers wide-ranging employment opportunities. It develops essential life skills that will support you no matter what your career goals.



## Administration and IT Higher

### Content

This course is designed to help you understand and take part in the business and information environment. You will gain skills in managing information, organising, planning, problem solving and decision making. These are essential skills if you intend to have a career in business administration, but are also useful in developing individual personal effectiveness whatever career pathway you are planning.

### Entrance Requirement

Recommended National 5 Administration & IT.

### Structure

The course consists of 3 units

- **Administrative Theory and Practice** – you will learn about the factors contributing to an efficient administrative function: time and task management, effective teams, complying with workplace legislation, the impact of digital technologies, and customer care.
- **IT Solutions for Administrators** – you will learn how to organise and manage information using digital technology in administrative contexts. You will create and edit complex business documents using software application functions to analyse, process and manage information.
- **Communication in Administration** – you will learn about barriers to communication and ways of overcoming them to ensure effective communication, and how to maintain the security and confidentiality of information. You will develop advanced IT skills, for research and communicating complex information to others.

The course assessment has **two** components – a written question paper worth 50 marks and a practical assignment worth 70 marks.

### 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.

## **Progression**

This course may provide progression to other qualifications in Administration and IT or related areas, to further study, employment and/or training.

## **Career Pathways**

A qualification in Administration and IT can help you build a career in a number of different industries, such as marketing, human resources, customer care, social work, event management etc. There are more than a million people now employed in public administration, in addition to many others working for private companies. Most businesses need people who have IT skills so this means that your choice of career path will be vast and varied.

## Business Management – National 5

### Content

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.

### Structure

- **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.

## Business Management



Find out how businesses operate



Explore ways of managing people



Improve your understanding of marketing



Develop your knowledge of financial issues businesses face



Build your knowledge of the role of technology in business

The course assessment has **two** components – a question paper worth 90 marks and an assignment worth 30 marks.

### **Homework**

You will often have to research business concepts for homework. This could mean watching the news and being prepared to present back to the class or creating a presentation on a current business issue. Formal homework will be issued to prepare you for assessments.

### **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.

Banking	Human Resources	Financial Mgmt
Entrepreneur	Civil Service	Property
Charity Sector	Admin Assistant	Events Mgmt

## **Business Management –Higher**

### **Content**

We all rely on businesses to create wealth, prosperity, jobs and choices. Studying Business Management gives you the opportunity to develop important skills such as problem solving, communication, planning and organising. You will learn through real-life business contexts how organisations operate.

These skills are valuable in a wide range of career sectors but are particularly useful if you are interested in entering the world of business — whether as a manager, employee or self-employed person.

### **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.

### **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 & Operations and People & Finance.

The course assessment has **two** components – a question paper worth 90 marks and a research assignment worth 30 marks.

### **Homework**

You will be expected to produce homework on a regular basis. This will consist of background reading, research, use of Scholar and set written work. It is essential that you keep up-to-date with current business news.

### **Progression**

Advanced Higher Business Management, further and higher education courses in business or training or employment in the business sector.

### **Career Pathways**

Management is required in many industries across all sectors eg finance, banking, hospitality and charities and this course helps to develop an understanding of what would be involved in any managerial position.

## **Business Management –Advanced Higher**

### **Content**

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**

S6 pupils only. Higher in Business Management at grade A-C.

### **Structure**

The course comprises three units:

- **External Business Environment**

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

- **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

- **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. The course assessment has **two** components – a question paper worth 80 marks and a research assignment worth 40 marks.

### **Homework**

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

### **Progression**

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.

### **Career Pathways**

Management is required in many industries across all sectors eg finance, banking, hospitality and charities and this course helps to develop an understanding of what would be involved in any managerial position.

## **Business with Information Technology NPA level 5 & 6**

### **Content**

The National Progression Awards (NPA) in Business with Information Technology at SCQF levels 5 and 6 have been designed to provide candidates with the fundamental knowledge required for success in current and future employment in the business and information technology sector or for progression onto further academic qualifications.

### **Course**

The NPAs aim:

1. To develop candidates' knowledge and understanding of the role of business in society.
2. To develop candidates' knowledge, application and usage of a variety of software packages and (at SCQF level 6) to develop these to an advanced level.
3. To provide candidates with the relevant Core Skills for business, administration and technology for employment and further study.
4. To prepare candidates for entry into HN Business or HN Administration or other National awards.

The awards will develop candidates' problem solving and information technology skills. It will enable them to be more confident in the use of software application packages for administrative and business purposes. It will also develop their awareness of issues facing organisations in today's contemporary business society.

### **Structure**

At Firrhill we complete the NPAs through 4 units, two taken from the Higher Business Management course and two taken from the Higher Administration and IT course:

- Understanding Business
- Management of Marketing & Operations
- IT Solutions for Administrators
- Communication in Administration

This combination gives a good mix of business theory and admin based practical skills.

### **Assessment**

For National Progression Awards there are no externally assessed exams, only unit assessments.

All unit assessments are completed and marked in school. In addition, the unit assessments are open book and where candidates do not satisfy all of the Outcomes they are given the opportunity to complete a re-assessment.

Candidates must pass all four unit assessments to be awarded the NPA.

## Computing – National 5

### 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.

Banking	Business	Finance Sector
Software	Civil Service	Property
Science	IT Consultancy	Database Mgmt

## Computing



Computing Science

teaches you about Computer Systems, Software Development, Web Design and Databases.



Computing Science is available from N4 to AH.



Our two NPA courses, Computer Games Development and Cyber Security, offer an alternative approach to certification and are 100% internally assessed.

## **Computing - Higher**

### **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.

## **Computing– Advanced Higher**

### **Content**

The Course provides an understanding of the key technologies that underpin our Modern digital world and develops a wide range of transferable skills. It brings together elements of technology, computing science and creative digital media, and applies these to real-world contexts and challenges

### **Entrance Requirement**

S6 pupils only. Higher in Computing Science at grade A-C.

### **Structure**

The course has 4 areas of study:

- Software Design and Development
- Database Design and Development
- Web Design and Development
- Computer Systems.

The course is split 50/50 between a question paper and an Advanced Higher level project which is designed to allow candidates to demonstrate their ability to work independently.

### **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**

Gaining an award at Advanced Higher in Computing Science could lead to further study at college or university courses in a range of IT related careers such as Computer Science, Information Systems or Multimedia.

### **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.

## Computer Games Design

National Progression Awards (NPAs) are available in a variety of sectors. The aim is to provide a solid basis for progression into further education and training, as well as higher education, while developing students with a more mature approach to study that will help sustain success in modern apprenticeships and in HNC/HND study and beyond.

### Entry Requirements

There are no specific entry requirements.

*You can take NPA Computer Games Development in addition to Advanced Higher, Higher or National 5 Computing Science.*

### Course

The computer games industry remains strong in Scotland and the rest of the UK. Coding is an important part of this qualification and skills in software development are in demand. Although the primary focus of this award is progression to further studies in this, or a related, field, the knowledge and skills gained by undertaking this qualification may lead to eventual employment in a games or programming position. The award will also improve learners' computational thinking skills, which is gaining recognition as a vital 21st century competence, and stimulate interest in computer science among young learners.

The course is designed to be of value for all learners, especially those considering further study or a career in Computer Games Development, Computing Science or related disciplines. It provides sufficient breadth, flexibility, personalisation and choice to meet the needs of all learners.

On completing the Course, the learners will have developed and strengthened their skills in analysis and problem-solving, software and information system design, development, implementation, testing and evaluation.

Computer games are being used increasingly for leisure, in education and work-based training with players interacting via personal computers, consoles, smart phones, mobile devices and web browsers. Computer gaming is now a growing industry, with Scotland one of the global leaders. Scottish based games development companies have had money from both the UK government and the EU to further their business.

## **Structure**

The award takes the form of three units: Design, Media Assets and Development

### **Computer Games: Design**

Candidates will be introduced to fundamental methods used in the planning and design stages involved in a digital game and the role of the games designer is introduced.

### **Computer Games: Media Assets**

This looks at the different types of components required for developing a game eg audio, and animation. The candidate will produce these for use in the last unit.

### **Computer Games: Development**

This looks at the processes involved in the final stages of the development of a digital game, bringing together all the media assets created in the previous unit. The Candidate devises a test strategy for their game and completes a user review as well as learning about the evaluation processes. There is then time to develop a promotional activity.

## **Assessment**

There is no external examination for this award. A digital portfolio will be created; work being contributed on an on-going basis.

## **Homework**

It is also expected students will review class work at home and to complete unfinished tasks where appropriate.

## Cyber Security

### Level 5 + 6 (SCQF Level 5 + 6)

National Progression Awards (NPAs) are available in a variety of sectors. The aim is to provide a solid basis for progression into further education and training, as well as higher education, while developing students with a more mature approach to study that will help sustain success in modern apprenticeships and in HNC/HND study and beyond.

### Entry Requirements

Successful completion of the National 5 or Higher Computing Science Course.

*You can take NPA Cyber Security in addition to Advanced Higher or Higher Computing Science*

### Course

This award hopes to raise awareness of Cyber Security and fill the current skills gap in this field. It will encourage learners to improve their cyber habits and enable them to identify security weakness safely, legally and ethically. NPA Cyber Security will also help learners to contribute more safely to virtual communities.

NPA Cyber Security is the first school-based national qualification of this type to be developed and it will prepare learners for further studies as well as future employment in the digital security industry.

Ethics and the law are fundamental aspects NPA Cyber Security. Ethical considerations are included in every component Unit, and legislative considerations are included in all appropriate Units. The aim of the NPA is to produce knowledgeable and skilled individuals who are aware of the potential misuses of, and unauthorised access to, computer systems but who use these competences for legal and ethical purposes.

### Structure

The award takes the form of three units: Data Security, Digital Forensics and Ethical Hacking.

### **Data Security**

The specific aim of the Data Security Unit is to place data security within the context of the real world and explore current practice in corporate data security.

### **Digital Forensics**

The Digital Forensics Unit will develop your knowledge and skills in digital forensics examination. You will gain knowledge of the principles and the integrity of the process involved in forensically examining digital evidence. You will gain practical skills in identifying evidential sources across a range of digital devices and mediums.

### **Ethical Hacking**

The purpose of the Ethical Hacking Unit is to develop a competent understanding of tools and techniques used by malicious and ethical hackers. You will gain an understanding of the potential threats and tools that malicious hackers have used to target individuals and organisations. By the end of this Unit, you will have the ability to implement techniques and technologies used to defend systems from attack and evaluate the Scottish, UK and EU legislation and ethics of hacking.

### **Assessment**

National Progression Awards have no exam. Units are pass or fail determined by the department with various tools such as multiple choice, oral questions and case studies.

### **Homework**

Regular homework will be set to reinforce the theoretical elements of the course with research tasks. It is also expected students will review class work at home and to complete unfinished tasks where appropriate.

## Economics – National 5

### Content

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 economics problems are 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.

## Economics



**Economics** is a social science concerned with the production, distribution, and consumption of goods and services. It studies how individuals, businesses, governments, and nations make choices about how to allocate resources.

### Theory

The areas covered are **Microeconomics** which relates to the study of individuals and business decisions, and **Macroeconomics** which looks at the decisions of countries and governments.

The two branches of **economics** are interdependent and complement one another. Many overlapping issues exist between the two fields.

## Structure

- **Economics of the Market:** 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:** UK government policy objectives (inflation, unemployment, growth) and the role of Scotland in the UK economy.
- **Global Economic Activity:** 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.

The course assessment has **two** components – a question paper worth 90 marks and a research assignment worth 30 marks.

## 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.

## 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.

## **Economics – Higher**

### **Content**

Economics is about choice and its impact. It relates to every aspect of our lives, from the decisions we make as individuals or families to the structures created by governments and businesses.

Studying Economics will help you understand and make use of economic information. You will learn to analyse, interpret, predict and explain the actions of individuals, businesses and governments to various economic situations. You will develop an appreciation of how markets and governments work and how the decisions taken in these economic contexts affect our daily lives.

Economics is therefore a useful subject for many students, particularly if you are interested in a career in business or finance, central or local government.

### **Entrance Requirement**

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.

### **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** – You will develop your understanding of how to analyse the basic economic problem, and examine and analyse how demand and supply drives resource allocation and economic production.

- **UK Economic Activity** – You will develop your understanding of how to analyse government income and expenditure, and evaluate the role of the public and private sectors in the economy. You will develop the ability to assess the policies and other methods used by the UK government to achieve its economic aims.
- **Global Economic Activity** – You will develop your understanding of how to analyse the global nature of economics, and explore global trade and its importance to the UK economy. You will examine economic features and impacts of developing countries, emerging economies, global institutions and the EU.

The course assessment has **two** components – a question paper worth 90 marks and a research assignment worth 30 marks.

### **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.

### **Progression**

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.

### **Career Pathways**

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.

## Economics – Advanced Higher

### Content

The course develops candidates' knowledge and understanding of current economic issues relating to the Scottish, UK and global economies. Candidates are challenged with a wide range of contexts to analyse, interpret, predict and explain the economic actions of consumers, businesses, governments and other organisations.

Candidates develop the ability to think logically and to consider the reasons for, and the effects of, complex economic decisions and policies. Economics is therefore a useful subject for many students, particularly if you are interested in a career in business or finance, central or local government.

### Entrance Requirement

S6: Highly suitable for those Students who have already gained a very good pass in Higher Economics or **4 or more good passes at Higher Grade, including Maths**, and who have an interest in current economic issues and keeping up-to-date with economic events. If candidates do not have a pass at Higher Economics it is expected that they will study the relevant areas from the Higher course to a high standard in their own time.

### 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:

- **Economic Markets: Structures and Intervention** – You will develop your understanding of perfect competition, monopoly, monopolistic competition and oligopoly. You will also develop your existing knowledge of externalities, welfare loss and gain and regulators in the market.
- **National and global economic issues** – You will develop your understanding of economic indicators *eg* inflation, GDP, national debt, the transmission and effectiveness of economic policies and of current UK economic issues. In addition you will explore global economic issues *eg* BRICS, globalisation and the role of economic institutions *eg* WTO, IMF

- **Researching an economic issue** – Candidates will select a current economic issue for independent investigation and the preparation of a report on that issue.

The course assessment has **two** components – a question paper worth 80 marks and a research assignment worth 40 marks.

### **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.

### **Progression**

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.

### **Career Pathways**

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.

## Events Level 6 NPA

### Content

Events managers are responsible for planning events, ensuring they run smoothly and evaluating their success once they're over. This course looks to provide a general overview and practical experience you need to start a career in events as diverse as business conferences, weddings, trade fairs and musical festivals.

### Structure

This is a level 6 (Higher Level) course, which consists of four areas of study:

- Event Organisation
- Event Costing
- An Introduction, Corporate Events
- Marketing Basics and Applications

This course is designed to give you an in-depth qualification and understanding of Events Management, which will also provide the skills required to work in the sector. You will also develop broad employability skills.

The Event's course has no exam, but is internally assessed in class, with verbal and written evidence provided to the SQA. Assessment will be based on a range of practical activities in real or simulated workplace settings. Your teachers will observe and keep records of your work. Some assessment may be completed online.

### Events NPA



Events allows a practical insight into the Events Management Industry through students organising, planning, and delivering their own event, working collaboratively with other members of the class.



Pupils will gain an understanding of both corporate events and private events and how these are organised.



Successfully completing this NPA will give 21 UCAS Tarriff points, equivalent to a C at Higher Level.

## **Course Requirements/Expectations**

Pupils would benefit from having completed a level 5 Business related subject. National 5 Mathematics and National 5 English would also be beneficial, but are not essential.

## **Progression**

- NQ / HNC / HND Events Management
- Travel and Tourism related courses
- Event Management related degree.

## **Career Pathways**

Party Planner, Wedding Planning, Conference Organiser.

## **Design and Food Technology (DFT):**

### **Design & Technology / Food & Consumer Technology**

The Technologies Faculty is made up of two departments, Design and Technology and Food and Consumer Technology.

In Design and Technology pupils are offered a wide range of subjects, from Practical subjects such as Woodwork and Metalwork to N5 level, to Advanced Higher Design and Manufacture and Graphic Communication. Within Food and Consumer Technology pupils can choose to take Practical Cookery and Practical Cake Craft to National 5 level and Health and Food Technology to Higher level.

Studying within this Faculty offers a route to a wide range of career options in the Creative Industries. For example, careers in Architecture, Engineering, Product Design and Graphic Design, through to Set Design, Prop Design and Special FX. Our practical subjects are particularly tailored to an apprenticeship in the trades, but these have proved popular to anyone looking to develop their fine motor skills and expand their experiences and horizons.

The Food and Consumer Technology courses offer the opportunity to learn through experiential learning, in our kitchens as well as the theory elements of the course. Courses are tailored to those wishing to follow on to Further Education or a career in the Hospitality industry as well as Nutrition and Food Science. These courses have proven to be highly popular and offer real world skill development as our young people move on to Further Education and positive destinations.

## Food Consumer & Technology (FCT)

### Practical Cookery – National 5

In following the Practical cookery course, pupils will build on their understanding of healthy diet choices, safe kitchen practice, as well as their practical skills in the kitchen. In any given week it is likely that classes will undertake a practical activity in the kitchen and partake in a theory lesson.

The course is not 100% practical in nature.

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 (62%). Produce an assignment worth 13%. There is also the addition of a final exam (25%).

### Food & Consumer



Find out to cook with different foods and prepare ingredients



Research dishes from around the world.



Learn to make healthy meals and snacks.

Create incredible creations

## **Practical Cake Craft – National 5**

Enter into the world of amazing cake creation! Hone your Bake Off skills and perhaps find a new calling in life! Practical Cakes offers pupils the chance to create amazing cakes from scratch. Pupils will create their own designs on paper and see these through to completion. Pupils will try their hand at several different types of cakes, from cup cakes through to ginger bread houses, layer cakes and fruit cakes. Pupils will also learn about and try their hand at several different decoration techniques from fondant creations to piping and royal icing.

The course award is based on a final practical activity (53%), the practical assignment (22%) and a written paper (22%)

## **Health and Food Technology – National 5/ Higher**

Health and Food Technology is a move away from the practical side of Food and Consumer and instead focusses on the science behind food. The course is more theoretical in nature rather than practical. From understanding about the sources and functions of vitamins and minerals, to creating healthy diet plans based on up to date dietary goals, pupils will increase their knowledge and understanding in regards to food and nutrition. As part of the course the class will also investigate Food Product Development, including the stages that food products progress through in order to reach our shelves and contemporary food issues, where pupils will analyse how these issues influence decisions taken by consumers when making food choices.

The course is made up of an assignment which will assess the candidates ability to Plan a meal to a specific brief, the product itself, product testing and evaluation (50%) and a final exam (50%)

This course will be particularly valuable to those interested in the fields of nutrition and health and wellbeing as well as sports science.

## Design & Manufacture - National 5

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. Design is all about creativity- making the most of opportunities to design amazing products. You will learn how to solve problems creatively and hone this highly important transferable skill.

There is a sizeable theoretical element to this course. The course award is based on the Course Assessment Task, which is made up of a design folio and a practical element which is made in the workshop and a final exam.

## Design & Technology



Design products which will be made in the workshops out of wood, metal and plastic.

Create interesting, innovative designs.

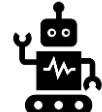
Become an expert in Computer Aided Design and Computer Aided Manufacture

### **Design & Manufacture - Higher**

Candidates for D&M at Higher will build upon their design skills developed during N5, becoming highly proficient in creating interesting, innovative, creative designs and communicating these designs both in sketch form, with models and using Computer Aided Design. Pupils will make use of all the Computer Aided Manufacture machines that we have at our disposal- with 3D printers, laser cutters and CNC routers. The course is assessed by way of candidates producing an 11 page design folio and sitting a final exam.

The work produced during this course would be an excellent addition to any portfolio which is required to be produced for those seeking entry to one of the Creative Industry Further Education courses. Along with this folio pupils will develop their Creative Problem Solving skills, helping them to see problems from multiple angles and deciding on the best course of action.

### **Design & Technology**



Design products which will be made in the workshops out of wood, metal and plastic.

Create interesting, innovative designs.

Become an expert in Computer Aided Design and Computer Aided Manufacture

## **Design Manufacture - Advanced Higher**

Design and Manufacture at Advanced Higher is an ideal course for those seeking to move in to the Creative Industries. The course offers candidates the opportunity to create their own design brief based on a problem which they have identified. They then work on a 20 page design folio which is an excellent addition to any Portfolio required for University. This design folio and a final exam makes up their final grade.

As is the case with Higher Design and Manufacture, the class will have access to the whole range of Computer Aided Manufacture machines that we have at our disposal.

## Graphics - National 5

There has never been a better time to study Graphic Communication at National 5. Pupils will hone their 3D modelling skills using industry standard Computer Aided Design software. Pupils will then be able to make use of a wide array of Computer aided Manufacture equipment in the department- from laser cutters and 3d printers to CNC routers- allowing our classes to realise their designs in 3 dimensions.

The class will also develop their designer eye by becoming highly proficient in the use of Desktop Publishing Software. This will allow pupils the opportunity to create excellent pieces of Graphic Design, great for those with an interest in creating fantastic digital art and graphics.

The course is assessed by way of a timed 8 hour design task which assesses their CAD and DTP skills as well as a final exam in May.

## Graphics



Computer Aided Design

Computer Aided Manufacture

Desktop Publishing



## **Graphics - Higher**

Studying Graphics at Higher is an excellent choice for those wanting to follow a career into the Creative Industries. Work that is produced throughout the year is an excellent addition to any portfolio required for Further Education entry. Candidates have gone on to follow careers such as Architecture, Product Design and Graphic Design as well as Engineering.

With the ever more present use of Computers at all stages of the design process, the skills developed during the Higher Graphics course will stand pupils in excellent stead moving forward as they will be able to demonstrate high level skills with Computer aided design and manufacture.

## **Graphics**



Computer Aided Design

Computer Aided Manufacture

Desktop Publishing



### **Graphics – Advanced Higher**

Graphics at Advanced Higher offers the opportunity for pupils to really show off the skills which they have developed over their time in D&T. Pupils write their own brief and produce a 20 page design folio which includes CAD and DTP skills. The open nature of the course ensures that pupils can tailor their project to a career they want to pursue. In the past we have had pupils create briefs which generated portfolio work for successful entry into Architecture, Design and even the video games industry.

The course award is based on the project (50%) and the performance in the final exam (50%). This would be an excellent addition to any portfolio for Further Education in the Creative Industries.

## Practical Metalwork - National 5

In this course pupils will learn all about how to craft products in metal. Using primarily mild steel and aluminium, pupils will learn a whole range of thermal joining techniques such as welding and brazing. They will make precision items on the metalwork lathe to tolerances down to the hundredth of a mm.

By the time that pupils finish their time as a practical metalworker, pupils will have experienced every tool and machine and process that we have to offer in the department.

This course is particularly suitable to those who are looking to move in to the trades, following an apprenticeship and those who enjoy working with their hands and want to develop their skillset further.

## Practical Woodwork – National 5

In this course pupils will learn fine craft techniques to fashion wood into beautiful products. Pupils make a series of products, each of which has been designed for them, so the focus is on precision and accuracy in the workshop. The course is 80% workshop-based, with the remainder of the course being theory-based. This means you would spend four hours a week in the workshop and one hour per week in a classroom.

Then skills we teach are the joining techniques for flat-frame and carcass construction, as well as machining techniques such as wood turning using a lathe, and finishing techniques to protect our finished items and make them look their best. Creating carcasses (box shapes) and flat frames that do not warp, rock or move takes

## Practical Skills



Hone your practical craft skills in wood or metal, or both!

real skill, and pupils produce a range of practice joints to help build their skills before completing flat-framed or carcass-based projects.

Pupils might use this course as a stepping stone to a job or apprenticeship in a related area; they might be inspired to enter the construction trade or industries; or they may simply find that they learn confidence, skill and familiarity with tools and machines which adds to the life skills they take away from school.

## Outdoor Learning: Duke of Edinburgh

Duke of Edinburgh Award is offered at 3 levels at Firrhill HS:  
Bronze, Silver, and Gold.

**Bronze** is offered to pupils in both S3 & S5 curriculum. The cost of participation is circa £20. (see following page)

**Silver** is offered to pupils in S5. It is not part of the S5 timetable although pupils will have opportunity to complete both a practice expedition in September (3 days) and a qualifying expedition in June ( 3 days). Cost circa £100.

**Gold** is offered to pupils in S6. It is on the curriculum and pupils will have opportunity to complete both a practice and qualifying expedition in September (4 days) and June (4 days) Cost circa £150.

**Cost:** Families should consult their pupil's guidance teacher for details of possible financial assistance.

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.

More information on the Duke of Edinburgh awards can be found at [www.dofe.org](http://www.dofe.org)

## Outdoor Learning



Explore



Navigate



Be Outdoors

### **Bronze – 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 circa £20 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 may 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 in the first instance.

More information on the award can be found at [www.dofe.org](http://www.dofe.org)

## Gold

### 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 expeditions in the Torridon 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 circa £140 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 may 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 in the first instance.

More information on the award can be found at [www.dofe.org](http://www.dofe.org)



## LEAPS Transitions Course

Get the academic edge for university



### LEAPS Transitions Course

[www.leapsonline.org/transitions-course](http://www.leapsonline.org/transitions-course)

#### Course Overview

The LEAPS Transitions Course is designed to give students the skills and experience they need to make a positive transition from school to university. Throughout the course, students work with academics and students from other schools on first-year university-level academic skills, developing confidence and an understanding of what it takes to be successful at university. This is a unique opportunity to get the 'uni' experience before starting for real.

#### Course Description

The course will be taught via interactive lectures, workshops, tutorial discussion, online participation and independent study. Students will also participate in project work, library research and meetings with tutors and students. Semester one will focus on academic skills and a writing assessment; semester two will have a lecture series and a group poster assessment.

#### Entry Requirements

The course is offered to [LEAPS-eligible](#) UCAS applicants and will typically be taken in S6.

We have no formal entry requirements, other than we anticipate students taking the course will be planning to apply to higher education. For example, students will either have Highers/Nat 5s required for university entry, or are taking these in S6.

#### Course Level

The course has been credit-rated by the Centre for Open Learning at the University of Edinburgh and is offered as a 20 credit SCQF Level 7 course, which is the same level as Advanced Higher/first-year university-level study.

#### Length of Course/Time Commitment

25 Weeks, from September 2025 – March 2026. (Total time commitment approx. 200 hours.)

The time commitment is approximately six hours per week, plus assessment preparation.

#### Location of Course

The course will be a blend of remote online sessions and in-person sessions (TBD) on university campuses in Edinburgh. Travel arrangements and costs will be supported by LEAPS.

#### Course Structure

The course forms one option on a student's S6 timetable.

Sessions will take place on a Tuesday and a Thursday afternoon from September 2022 until March 2023. Students must attend these live sessions whether digitally or in person, and their classes will comprise a mix of students from other schools.

## Skills

- **Higher Education Academic Skills** (critical thinking, academic writing, academic resources, discussion & presentation skills, academic posters, evidence including referencing and plagiarism, feedback)
- **Independent Learning** (self-directed study, time management, problem solving)
- **Digital Literacy** (virtual learning environments, online academic library collections)

## Coursework (homework)

Weekly coursework (independent study) will be allocated to students. This includes weekly preparation for tutorials.

## Assessment

There are two formal (graded) assessments and additional informal (formative) assessments;

- Individual Written Assessment on Academic Skills 60% (Formal)
- Academic Poster Presentations (group work) 40% (Formal)
- Reflective zine 'notes for my future self' drawing on all of the themes of the course (Informal)

## University Admissions

University admissions officers may take the course into consideration when deciding if they will offer a student a place, as by taking the course students are demonstrating that they are committed to preparing for university-level study. Conversations with individual universities about how they will specifically consider the course are ongoing.

## Possible Progression

Students who take this course are likely to be aiming for university, either directly after school or via college.

## Useful Links:

A video overview of the course can be found at: [www.leapsonline.org/transitions-course](http://www.leapsonline.org/transitions-course)

We will update this web page with more detailed information about the course as and when it is available.

## Queries

If you have any queries, please contact us at [leaps@ed.ac.uk](mailto:leaps@ed.ac.uk)