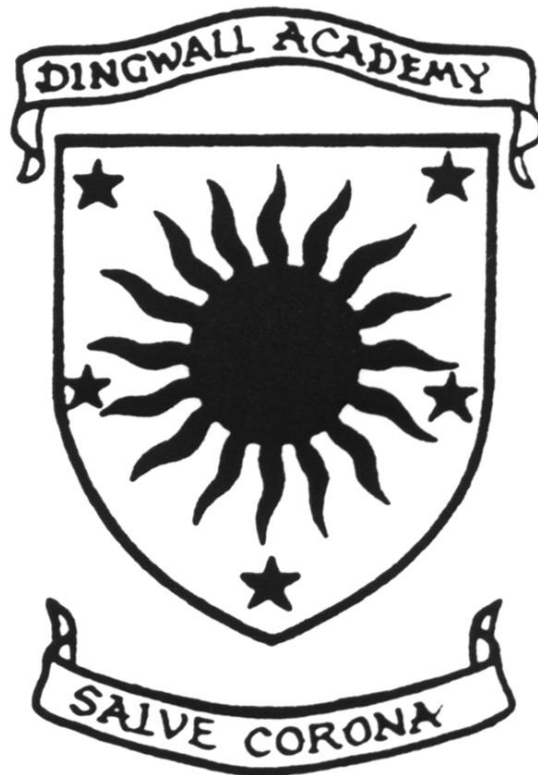


# DINGWALL ACADEMY



## SENIOR OPTIONS

A Guide to S5 / S6 Option Choices  
for Pupils and Parents

**2017/2018**

**FOREWORD**

Welcome to the Senior Phase Option Choices booklet. The purpose of this booklet is to provide information on the courses and subjects in the Senior Phase, where S4, S5 and S6 pupils choose courses from a similar option form. The Senior Phase builds on the Broad General Education pupils experienced from S1 to S3.

During the Senior Phase pupils can opt into National Qualifications at the following levels:

<b>National 3</b>	<b>National 4</b>	<b>National 5</b>	<b>Higher</b>	<b>Advanced Higher</b>
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National 3 and National 4 courses are internally assessed and do not include a final exam. National 5, Higher and Advanced Higher Courses are made up of units and, in the majority of courses, a final exam. Many courses also include externally assessed coursework and further information on this will be provided by departments.

For more information on National Qualifications please see:

<http://www.npfs.org.uk/nationals-in-a-nutshell/>

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The Senior Phase is about preparing pupils for their future and we hope that pupils take full advantage of the opportunities available to them.

Curriculum for Excellence recognises the importance of pupils developing skills and attributes in addition to formal qualifications. Pupils in the Senior Phase are encouraged to involve themselves in different areas of school life.

A great deal of hard work is required of pupils in the Senior Phase. Senior Pupils are also expected to set high standards in terms of appearance and behaviour. The Senior Phase is about preparing pupils for their futures and we hope that pupils will take full advantage of all opportunities offered to them.

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**SCHOOL LEAVING DATES**

Leaving school in the SUMMER

You may leave school on the last day of May if your 16th birthday is on or before 30 September.

Leaving school at CHRISTMAS

If your 16th birthday is after 30 September, the law states that you must remain in full-time education until Christmas. This can be in school or, in a few cases, on a full-time college course. It is illegal to leave school or start full-time employment before Christmas if your 16th birthday is after 30 September.

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**FLEXIBLE CURRICULUM**

**S5 Pupils**

If you are too young to leave school at the end of S4 and have decided that you will definitely leave school at Christmas, there are several options available to you:

- Remain in school and work towards achieving several SQA Unit passes before leaving school at Christmas – you will receive an SQA certificate with all your Unit passes
- Attend Inverness College or North Highland College one day per week as part of a ‘Vocational Pathways’ programme which offers subjects such as automotive engineering, professional cookery, construction, care, and hairdressing & beauty.
- Attend Inverness college three days a week as part of the ‘Get Ahead Project’, a programme which develops employability skills and offers tasters of various courses. This course could be combined with an extended work experience placement two days a week.
- Attend college on a full-time basis following a course in, for example, access to construction.

If you would like to apply to College you must discuss this as a possibility with your Support teacher. There are very limited places available and you must therefore complete your option form as normal in case your college application is unsuccessful.

## **S6 Pupils**

Dingwall Academy offers a very wide range of options within the school but it is also possible to study several other courses :

- Psychology, Sociology, Sound Production, and Care are delivered one full day per week on at North Highland College. Parents may be asked for a contribution towards travel costs to and from North Highland College.
- A wide range of courses from Highers to university level modules are available for study through UHI. Delivery method varies. See the UHI brochure for details.
- Higher Dance and Drama courses can be studied at Eden Court Theatre, with workshops during half-term breaks, school in-service days and Saturdays.
- YASS – Young Applicants in Schools Scheme: distance learning university modules

Where pupils are opting for an online/distance learning course, they must be extremely motivated and able to take responsibility for their own learning. All pupils opting for these courses will be required to provide a reference from a current teacher.

### **Work Experience**

Several university courses expect pupils to demonstrate an interest and knowledge of a career by having completed a considerable amount of time on a work experience placement. S6 pupils who are likely to apply for any of the following courses at university are advised to consider arranging a suitable work experience placement in the local area: primary teaching, nursing, law, vet science and physiotherapy.

NB If you are applying for medicine you should already be involved with the medical mentoring programme.

Any S6 pupils who wish to apply for any of the college courses or arrange work experience must discuss this option with their Support teacher and the Depute Rector, Upper School.

## OPTION FORM INSTRUCTIONS

The option form is based on a points system. The option form details the points awarded for each level, these points reflect the amount of time required for each course.

All Higher Courses will receive 6 periods per week and all National Courses will receive 5 periods per week. S6 pupils following Advanced Highers will receive 3/4 taught periods - pupils will also be expected to commit to additional study time for the subject.

Please note that, as with all courses, the delivery of Advanced Higher depends on a viable number of pupils opting for the course. It is becoming increasingly difficult for all schools to offer a full range of Advanced Higher courses and we are already considering alternative methods of delivering these courses in partnership with other schools and Inverness College UHI.

In addition to their certificated courses, pupils will receive 1 period of PSE and 2 periods of PE each week.

Pupils are required to choose subjects that meet the following points requirement –

Pupils moving into S5 Subjects totalling a minimum of 27 points

Pupils moving into S6 Subjects totalling a minimum of 22 points

There may be exceptional circumstances that allow a pupil to follow a curriculum that does not meet the above points requirement. This must be arranged and agreed with the Principal Teacher Pupil Support and the appropriate Depute Head Teacher.

When making option choices pupils must consider –

- **Recommended levels as provided by subject teachers on report cards.**
- **Entry requirements as detailed in this option booklet.**
- **University and College entry requirements.**
- **Possible career choices.**
- **Advice of Pupil Support staff.**

Pupil options may change following exam results in August.

Pupils are also required to complete the reverse side of the option form to provide information on previous study.

## SUBJECT INDEX

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# ACCOUNTING

## HIGHER

The main purpose of the Course is to enable learners to understand, and make use of, financial information so that they can prepare accounting statements and analyse, interpret and report on an organisation's financial performance.

The Course aims to enable learners to:

- understand the significant function that accounting performs in industry and society
- develop accuracy in the preparation, presentation, interpretation and analysis of relatively complex accounting information, and apply a systematic approach to solving financial problems
- apply relatively complex accounting concepts and techniques in the preparation of financial information
- develop an understanding of a range of sources of finance available to organisations, and of the circumstances in which these sources might be used
- apply the use of information technology in relatively complex accounting tasks

The Course combines practical and theoretical aspects of learning related to accounting, and will allow learners to use ICT through tackling both computer-based and paper-based tasks.

There are three internally assessed Units:

### **Preparing Financial Accounting Information**

In this Unit, learners will develop the skills, knowledge and understanding relating to the preparation of both routine and relatively complex financial accounting information. Learners will develop an understanding of current financial accounting regulations and the ability to apply them in a range of business structures.

### **Preparing Management Accounting Information**

In this Unit, learners will develop the knowledge and understanding of internal accounting information and the ability to prepare such information using a range of both routine and relatively complex accounting techniques. Learners will carry out learning activities that extend their understanding of the impact that management accounting information has on making decisions about the planning, control and future success of the organisation.

### **Analysing Accounting Information**

In this Unit, learners will develop the skills, knowledge and understanding of the interpretation and analysis of accounting information, and the ability to interpret and analyse such information using a range of techniques. They will carry out learning activities that allow them to analyse and report on the organisation's current financial position and performance, and to offer financial solutions that can assist in planning and decision making.

### **Assessment**

To gain the award of the Course, the learner must pass all of the Units as well as the Course Assessment. The Course Assessment is undertaken through an accounting question paper and an accounting-related assignment. The question paper will require demonstration of a breadth of knowledge, understanding and skills accumulated from across the Course. The assignment will require learners to combine the accounting knowledge and/or skills from across the Course in a practical context.

Who should take Accounting?

This course will be beneficial to any pupil who wishes to study a degree/HNC/HND in:

Accounting & Finance	Marketing
Business Management	Hospitality Management
Commerce and Information Management	European Business
Retail Management	Economics
Leisure Management	Any other business related course

To be accepted on the Higher Accounting course you must have an N5 pass in Accounting and/or Mathematics and English.

# **ADMINISTRATION AND IT**

Administration is a growing sector which cuts across the entire economy and offers wide-ranging employment opportunities. Moreover, administrative and IT skills have extensive application not only in employment but also in most other walks of life.

## **ADMINISTRATION AND IT HIGHER**

### **Who is it for?**

- Pupils who took N5 Administration and IT
- Pupils who want to have a head start at University regarding their practical IT skills, irrespective of what subject they are planning to study
- Pupils who are considering a career in business, accounting, events management and/or IT.
- Anyone considering a career in teaching, irrespective of the subject or sector as this course equips you with a range of skills that will help you to complete all the administration involved in the job a lot more efficiently.

The Course aims to enable learners to:

- develop knowledge and understanding of administration in the workplace and its importance
- develop a range of advanced IT skills for processing and managing information
- develop a range of skills to communicate complex information effectively, making appropriate use of IT
- acquire skills in managing the organisation of events

The Course is a blend of applied, experiential learning and related theory and uses real-life contexts, which makes it relevant to the world of work. Time will be distributed between administrative theory and practical solutions.

These courses have three units which are internally assessed:

### **Administrative Theory and Practice**

The purpose of this Unit is to enable learners to develop an in-depth knowledge and understanding of administration in, and the impact of IT on, the workplace. Learners will acquire an in-depth knowledge and understanding of the factors contributing to the effectiveness of the administrative function, such as the strategies for effective time and task management and for complying with workplace legislation, and of what makes effective teams. The theory in this Unit will also cover customer care.

### **IT Solutions for Administrators**

The purpose of this Unit is to develop learners' skills in IT, some of them advanced, and in organising and managing information in administration-related contexts. Learners will develop the ability to utilise a range of functions, some of them advanced, of IT applications covering word processing, spreadsheets, databases, or emerging equivalent technologies, and to use them to analyse, process and manage information in order to create and edit relatively complex business documents.

### **Communication in Administration**

The purpose of this Unit is to enable learners to develop a range of IT skills, some of them advanced, for research and communicating complex information to others. Learners will develop an understanding of barriers to communication and ways of overcoming them to ensure communication is understood. The Unit will also develop learners' knowledge and understanding of how to maintain the security and confidentiality of information. This foundation will enable learners to communicate information in ways taking account of the needs of the audience.

### **Course Assessment**

As well as the unit assessments, Course Assessment will be by a timed practical course assignment - undertaken within examination conditions - which accounts for 70% of the total mark and a question paper accounting for 30% of the total mark.

## **ADMINISTRATION AND IT NATIONAL 5 AND 4**

The key purpose of these courses is to develop learners' administrative and IT skills and, ultimately, to enable them to contribute to the effective functioning of organisations in administrative positions.

The aims of these courses are to enable learners to:

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

These courses contain a significant practical component, which involves experiential learning, encouraging the integration of skills, knowledge and understanding through practical activities. Its use of real-life contexts makes it relevant to the world of work and its uniqueness lies in enabling learners to work towards industry standard in IT in an administration-related context.

The Course will include the following units of study:

### **Administrative Practices**

Learners will develop an understanding of key legislation affecting both organisations and employees, the benefits to organisations of good customer care and the skills, qualities and attributes required of administrators. Learners can apply this understanding in carrying out a range of administrative tasks required for organising and supporting events.

### **IT Solutions for Administrators**

The purpose of this Unit is to develop learners' skills in IT, problem solving and organising and managing information in largely familiar administration-related contexts. Learners will select the following IT applications — word processing spreadsheets, databases — and will use them to create and edit business documents. The Unit will allow emerging technologies to be incorporated so as to ensure that its content remains current and relevant.

### **Communication in Administration**

Learners will use emerging IT technologies for gathering and sharing information with others in largely familiar administration-related contexts. Learners will develop an understanding of what constitutes a reliable source of information and an ability to identify and use the most appropriate methods for gathering information. They will also become able to communicate information in ways appropriate to its context, audience and purpose.

### **Assessment**

At National 4 level assessment is undertaken within an extra Added Value Unit which is internally assessed. The purpose of this Unit is to draw on the knowledge, understanding and skills developed throughout the course.

At National 5 level the learner will be assessed through a combination of a question paper and an assignment undertaken within exam conditions. The course assessment must be passed in order to gain the award. Course Assessment will provide the basis for grading attainment in the Course award.

## **ADMINISTRATION AND IT NATIONAL 3**

The key purpose of this course is to give learners a basic introduction to administration and to develop their basic IT skills and the ability to carry out simple administrative tasks.

Learners of the course will develop:

- an awareness of simple administrative tasks
- the ability to use basic functions of word processing, spreadsheets and databases to carry out simple administrative tasks
- basic skills in using appropriate current technologies to gather and communicate administration-related information

The Course will include the following units of study:

- IT Solutions for Administrators
- Communication in Administration
- Administration in Action



## **ART and DESIGN**

### **ART & DESIGN: DESIGN**

### **ADVANCED HIGHER**

### **(S6 ONLY)**

#### **Purpose**

The course in Art and Design: Design provides students with the opportunity to develop aesthetic understanding, creativity and visual awareness, knowledge and appreciation. It encourages students to use a range of media and technology to understand, appreciate and respond to their world. The course promotes creative thinking, independent thought, initiative, innovation, problem solving and the development of personal opinions.

#### **Recommended entry**

The student would normally be expected to have a B or above pass in Art and Design at Higher Level.

#### **Course Details**

The course has two units and three outcomes. These units are:

Design Enquiry (80 hours)

Design Study (40 hours)

#### **Progression** (Advanced Higher)

Achievement at Advanced Higher Art and Design: Design might enable progress to:

Scottish Group Award in a related area at an appropriate level.

Degree course in Art and Design.

Other university or college courses.

### **ART & DESIGN: EXPRESSIVE**

### **ADVANCED HIGHER**

### **(S6 ONLY)**

#### **Purpose**

The course in Art and Design: Expressive provides students with the opportunity to develop aesthetic understanding, creativity and visual awareness, knowledge and appreciation. It encourages students to use a range of media and technology to understand, appreciate and respond to their world. The course promotes creative thinking, independent thought, initiative, innovation, problem solving and the development of personal opinions.

#### **Recommended entry**

The student would normally be expected to have a B or above pass in Art and Design at Higher Level.

#### **Course Details**

The course has two units and three outcomes. These units are:

Expressive Enquiry (80 hours)

Expressive Study (40 hours)

#### **Progression** (Advanced Higher)

Achievement at Advanced Higher Art and Design: Expressive might enable progress to:

Scottish Group Award in a related area at an appropriate level.

Degree course in Art and Design.

Other university or college courses.

## **HIGHER**

#### **Purpose and aims of the Course**

The purpose of the Course is to provide a broad practical experience of art and design and related critical activity. The Course provides opportunities for learners to be inspired and creatively challenged as they explore how to visually represent and communicate their personal thoughts, ideas and feelings through their work.

Learners will analyse the factors influencing artists' and designers' work and practice. They will use this understanding when developing and producing their own creative and personal expressive art and design work. The skills that learners gain by successfully completing the Course will be valuable for learning, life and work. Learners will investigate and analyse how artists and designers have used materials, techniques and/or technology in their work. Learners will then experiment, using art and design materials, techniques and/or technology to develop their ideas for creative and expressive impact.

They will develop creativity and complex problem solving skills when experimenting with materials, techniques and/or technology and experiment with different ways to realise their creative ideas. Learners will also develop their critical thinking

and reflective skills when reviewing and refining their work.

### **Recommended entry**

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

National 5 Art and Design Course or relevant component Units

### **Progression**

This Course or its Units may provide progression to:  
other qualifications in art and design or related areas  
further study, employment and/or training

**Art and Design: Expressive Activity (Higher)** This Unit helps learners to develop their personal thoughts and ideas in visual form. In the Unit, learners will develop critical understanding of artists' working practices and the social and cultural influences affecting their work. They will select stimuli and produce investigative 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 in response to the stimuli.

**Art and Design: Design Activity (Higher)** In this Unit learners will plan, research and develop creative design work in response to a design brief. They will develop their creativity, problem solving and critical thinking skills as they consider complex design opportunities, and work to resolve design issues and constraints. In the Unit, learners will develop critical understanding of designers' working practices and the social and cultural influences affecting their work. They will develop and refine their design ideas by experimenting with and using a range of materials techniques

## **NATIONAL 5**

The main purpose of this Course is to provide opportunities for learners to develop their thoughts and ideas before exploring how they can use art and design media, equipment and materials creatively and expressively. They will develop their problem-solving skills and will be encouraged to explore the creative use of technology when developing and producing art and design work.

The Course allows learners to develop their practical skills and investigate how artists and designers create and develop their ideas. It also allows learners to develop their knowledge and understanding of art and design practice and develop their critical thinking skills. Reflective skills are also developed through the study of art and design practice which will help to support and inform learners own work.

The aims of the Course are to enable learners to:

- communicate personal thoughts, feelings and ideas through the creative use of art and design materials, techniques and/or technology
- develop critical knowledge and understanding of a range of art and design practices plan, develop, produce and present creative art and design work
- understand the impact of external factors on artists and designers and their work
- develop creativity, problem solving, critical thinking and reflective practice skills

## **NATIONAL 4**

The purpose of the Course is to provide a broad practical experience of art and design and related critical activity. The Course provides opportunities for learners to be inspired by experimenting with how they can visually represent their personal thoughts and ideas and create imaginative expressive and design work.

In the Course, learners will experiment with using art and design materials, techniques and/or technology in creative and expressive ways. They will develop their critical thinking skills as they develop and produce their own creative work and develop their understanding of art and design practice.

The aims of the Course are to enable learners to:

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

## **ART & DESIGN: PORTFOLIO**

**(S6 ONLY)**

### **Purpose**

The department will support and guide pupils in the production of a portfolio as part of their application to FE College or one of the four Scottish art colleges.

Staff will create individualized projects for students, supporting them in the creation of a relevant body of practical work including sketchbooks. Pupils are actively encouraged to attend weekend and evening courses offered by local arts organizations, including the Highland print studio.

### **Recommended entry**

The student would normally be expected to have a B or above pass in Art and Design at Higher Level.

## **ART & DESIGN: SOCIAL ENTERPRISE / CREATIVE INDUSTRIES MODULES (S6 ONLY)**

Glass products. - Sandblasting glassware and creating handmade glass tiles/ jewellery.

Ceramics - Hand building ceramic sculptures . Firing & glazing techniques.

### **Purpose**

As this is a social enterprise endeavor students will be selling their work and use funds raised to donate to a charity of their choice.

These units of work will give students a really hands on experience of sand blasting and decorating recycled glass products as well as creating new pieces of glassware using the kiln. Pupils will also work in the pottery, learning about different clay types and how to work and shape clay in to pots/ slab boxes and sculptures. Mixing and applying glazes and finally learning how to load and fire the kiln.

Students will visit two working businesses, 'Glasstorm' in Tain, to see how a contemporary glass studio functions, and Anta pottery in Fearn.

### **Course award.**

There is no current SQA award for these units but students will receive a certificate for participating in a social enterprise project and also gain health & safety certificate for safe working practice in a workshop environment.

# **BIOLOGY**

## **ADVANCED HIGHER**

## **(S6 ONLY)**

### **Recommended entry**

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

- Higher Biology Course
- Higher Human Biology Course

### **Course structure**

**Cells and Proteins** This Unit builds on understanding of the genome from Higher Biology and Higher Human Biology. Learners will develop knowledge and understanding of proteomics, protein structure, binding and conformational change; membrane proteins; detecting and amplifying a stimulus; communication within multicellular organism and protein control of cell division. The study of protein is primarily a laboratory-based activity, so the Unit includes important laboratory techniques for biologists. This skills-based sequence covers health and safety considerations, through the use of liquids and solutions, to a selection of relevant separation and antibody techniques. In addition, much work on cell biology is based on the use of cell lines, so includes techniques related to cell culture and microscopy. These techniques could be delivered in an integrated manner within this Unit.

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

This Unit covers suitable techniques for ecological field study. Methods of sampling and the classification and identification of organisms are introduced. Evolution is considered from the impact of drift and selection on variation. The study of sexual behaviour provides opportunities to use the techniques of ethology. There are many opportunities to explore the systems approach required for the understanding of parasite biology. In addition, there are many opportunities to explore wider ethical issues relating to the importance of scientific knowledge and its application in challenging social and economic circumstances.

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

Learners will do this through the key aspects of the scientific method, literature and communication and ethics; pilot studies, variables, experimental design, controls, sampling and ensuring reliability; evaluating background information, experimental design, data analysis and conclusions. The collection of experimental data will provide an opportunity to develop planning and organising skills. This Unit can be integrated across the other Units of the Course.

### **Conditions of award**

To gain the award of the Course, the learner must pass all of the Units as well as the Course assessment. The required Units are shown in the Course outline section. Course assessment will provide the basis for grading attainment in the Course award.

### **Course assessment**

Learners will draw on, extend and apply the skills they have learned during the Course. This will be assessed within a question paper and a project, requiring demonstration of knowledge, skills and understanding acquired from across the Units and how they can be applied in unfamiliar contexts and/or integrated ways.

### **Progression**

This Course or its Units may provide progression to:

- an HND/degree in a biology-based course or a related area
- a career in a biology-based discipline or related area

## HIGHER

Pupils who follow a course in Higher Biology should not opt for a course in Higher Human Biology in the same session.

### Recommended entry

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

- National 5 Biology Course

### Course structure

**DNA and the Genome** In this Unit, learners will develop knowledge through study of DNA and the genome. The Unit covers the key areas of

structure of DNA; replication of DNA; control of gene expression; cellular differentiation; the structure of the genome; mutations; evolution; genomic sequencing.

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

**Metabolism and Survival** In this Unit, learners will develop knowledge by investigating the central metabolic pathways of ATP synthesis by respiration and how control of the pathways is essential to cell survival. The Unit covers the key areas of metabolic pathways and their control; cellular respiration; metabolic rate; metabolism in conformers and regulators; metabolism and adverse conditions; environmental control of metabolism; genetic control of metabolism; ethical considerations in use of microorganisms, hazards and control of risks. Analytical thinking and problem solving skills will be developed in context, through investigation of how cellular respiration is fundamental to metabolism and by examining the stages of respiration. In whole organisms, it considers adaptations for the maintenance of metabolism for survival. In addition, it examines the importance of the manipulation of metabolism in microorganisms, both in the laboratory and in industry, including ethical considerations.

**Sustainability and Interdependence** In this Unit, learners will develop knowledge by investigating how humans depend on sufficient and sustainable food production from a narrow range of crop and livestock species, focusing on photosynthesis in plants. The Unit covers the key areas of food supply, plant growth and productivity; plant and animal breeding; crop protection; animal welfare; symbiosis; social behaviour; mass extinction and biodiversity.

Analytical thinking and problem solving skills will be developed contextually within these topics. The importance of plant productivity and the manipulation of genetic diversity to maintain food security are emphasised. The Unit also covers interrelationships and dependence, through symbiosis and social behaviour. By studying biodiversity, the Unit attempts to measure, catalogue, understand and address the human impact, including mass extinction.

### Conditions of award

To gain the award of the Course, the learner must pass all of the Units as well as the Course assessment. The required Units are shown in the Course outline section. Course assessment will provide the basis for grading attainment in the Course award.

### Course assessment

The learner will draw on and extend the skills they have learned during the Course. These will be assessed within a question paper and an assignment, requiring demonstration of the breadth of skills, knowledge and understanding acquired from across the Units in unfamiliar contexts and/or integrated ways.

### Progression

This Course or its Units may provide progression to:

- Advanced Higher Biology
- other qualifications in Biology or related areas
- further study, employment and/or training

## NATIONAL 5 AND 4

The purposes of these Courses are to develop learners' interest and enthusiasm for biology in a range of contexts. The skills of scientific inquiry and investigation are developed, throughout the Courses, by investigating the applications of biology. This will enable learners to become scientifically literate citizens, able to review the science-based claims they will meet.

The Courses will be of interest and value to learners wishing to develop skills, knowledge and understanding of biology. The Courses are a broad and up-to-date selection of concepts and ideas relevant to the central position of life science within our

society. An experimental and investigative approach is used to develop knowledge and understanding of biology key areas.

The Courses cover major areas of biology ranging from cellular to whole organism and up to ecosystems. The key areas of biodiversity, interdependence, body systems and cells and inheritance are developed through the Courses.

In the National 5 Course the focus on cellular level processes will lead to an understanding of the importance and roles of the cell. By comparing the processes in multicellular plants and animals, learners investigate increasing levels of complexity. In Life on Earth, the key areas of biodiversity and interdependence are covered, along with the processes leading to evolution as well as food security and ethical issues.

The Courses will give an understanding of the impact of biology on everyday life, with the knowledge and skills to be able to evaluate media reports, and make informed decisions on issues where the body of scientific knowledge and its applications and implications are developing rapidly.

### **NATIONAL 3**

This Course covers relevant and contemporary areas of biology, while allowing learners to develop an understanding of the underlying themes. The concepts of biodiversity, interdependence, body systems and cells and inheritance are developed through the Course.

In addition, learners will recognise the impact biology makes on their lives, on the lives of others, on the environment and on society.

Throughout the Course, learners will be able to develop their communicative and collaborative working skills and other relevant skills for everyday life and employment.

## **BUSINESS MANAGEMENT**

Most pupils will work in a business/organisation when they leave school, College or University. This course will teach pupils about how organisations (large or small) operate and how they could be affected as an employee. Pupils will be encouraged to develop transferable skills that will help them become more effective contributors in their chosen career. The course will also teach pupils about: their legal rights at work, working practices available to help with life/work balance, and sources of finance that they can access as private individuals. The course will also help pupils become more employable by studying topics such as the recruitment and selection and teaching interview skills. Anyone who wants to know more about how a business operates and the skills and resources that are required to run a business should take this course.

### **BUSINESS MANAGEMENT HIGHER**

#### **Who should take Business Management?**

Pupils who passed Business Management at National 5 level

Pupils who passed Higher English or National 5 English at A or B level

The Course aims to enable learners to develop and extend:

- knowledge and understanding of the ways in which society relies on businesses and other organisations to satisfy its needs
- an understanding of a range of methods businesses and other organisations use to ensure customers' needs are met
- understanding of enterprising skills and attributes by providing opportunities to study relatively complex business issues
- understanding of business-related financial matters
- an understanding of the ways businesses and other organisations can use resources to achieve maximum efficiency
- an understanding of the steps taken by businesses and other organisations to improve overall performance and effectiveness
- knowledge and understanding of the main effects that external influences, such as economic impact and sustainability, have on large organisations

**The course will include the following units which are internally assessed:**

#### **Understanding Business**

Learners will extend their understanding of the ways in which large organisations in the private, public and third sectors operate. Learners will carry out activities that highlight the opportunities and constraints on these organisations in the pursuit of their strategic goals. This Unit also allows learners to analyse the impact that the internal and the external environment has on an organisation's activity, and to consider the implications of these factors.

#### **Management of People and Finance**

Learners will develop skills and knowledge that will deepen their understanding and an awareness of the issues facing large organisations in the management of people and finance. This Unit will allow learners to carry out activities that will extend their grasp of relevant theories, concepts and procedures used in planning for an organisation's success, including leadership, motivation and finance. It also allows learners to explain and analyse relevant business information, in each of these contexts.

#### **Management of Marketing and Operations**

Learners will extend their knowledge that will deepen their understanding of the importance to large organisations of having effective marketing and operations systems. The Unit will allow learners to carry out activities that will extend their knowledge of relevant theories, concepts and procedures used by organisations in order to improve and/or maintain quality and competitiveness. It will provide learners with a firm understanding of the importance of satisfying both internal and external customers' needs.

#### **Course Assessment**

Learners will be assessed through a combination of a Business Management question paper and a business-related assignment. The question paper will require demonstration of a depth of knowledge, understanding and skills accumulated from across the Course. The business-related assignment will extend learners' Business Management knowledge and/or skills, and will be sufficiently open and flexible to allow for personalisation and choice.

The Course will highlight ways in which organisations operate and the steps they take to achieve their goals. This will be achieved through combining practical and theoretical aspects of business.

The Course develops skills for learning, life and work that will be of instant use in the workplace. It also supports personal financial awareness through improving learners' knowledge of financial management in a business context. Learners will be given the opportunity to be involved in activities which are challenging, motivating and inspiring.

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

- knowledge and understanding of the ways in which society relies on business to satisfy our needs
- an insight into the systems organisations use to ensure customers' needs are met
- enterprising skills and attributes by providing them with opportunities to explore realistic business situations
- financial awareness through a business context
- an insight into how organisations organise their resources for maximum efficiency and improve their overall performance
- an awareness of how external influences impact on organisations

**The course will include the following units of study:**

### **Understanding Business**

Learners will be introduced to the business environment. Learners will develop relevant skills, knowledge and understanding by carrying out learning activities relating to the role of business organisations and entrepreneurship in society, using real-life contexts. It introduces learners to the main activities associated with businesses and other organisations. Learners will explore issues relating to the external environment in which organisations operate and their effects on organisational activity, decision making and survival.

### **Management of People and Finance**

Learners will carry out activities that will enable them to grasp theories, concepts and processes relating to human resource management. This will allow them to demonstrate an understanding of how to manage people in order to maximise their contribution to an organisation's success. Learners will also follow basic theories, concepts and processes relating to financial aspects of business in preparing and interpreting financial information in order to solve financial problems facing businesses.

### **Management of Marketing and Operations**

Learners will carry out activities that introduce them to the processes and procedures organisations use in order to maintain quality and competitiveness. Learners will demonstrate an understanding of how marketing can be used to communicate effectively with consumers, maximise customer satisfaction, and enhance competitiveness. Learners will explore and identify the processes and procedures required to produce goods or services to an appropriate standard of quality.

### **Course Assessment**

Learners will be assessed through a combination of a Business Management question paper and a business-related assignment. The question paper will require demonstration of a depth of knowledge, understanding and skills accumulated from across the Course. The business-related assignment will extend learners' Business Management knowledge and/or skills, and will be sufficiently open and flexible to allow for personalisation and choice.



Business plays an important role in society. We all rely on businesses and entrepreneurs to create wealth, prosperity, jobs and choices. The course is designed to develop learners' understanding of the way in which businesses operate in the current dynamic, changing and economic environments, and to encourage enterprising attitudes.

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

- knowledge and understanding of business concepts in a range of contexts
- awareness of the processes and procedures businesses use to ensure customers' needs are met
- enterprising skills, and adopt enterprising attributes, by participating in practical activities in realistic business situations
- financial awareness through a business context
- an insight into the impact of the economy on businesses and our daily lives, thus gaining economic awareness

**The course will include the following units of study:**

#### **Business in Action**

Learners will carry out activities that will give them an appreciation of how and why businesses develop and operate in today's society. Learners will develop skills and knowledge and understanding relating to the role of business and entrepreneurship within society, and of the actions taken by business to meet customers' needs. Learners will explore functional activities, such as marketing, finance, operations and human resources, and applying their understanding of these areas to support business planning and decision making.

#### **Influences on Business**

Learners will carry out activities that will give them an appreciation of the impact that a range of internal and external influences has on business decision making. Learners will investigate stakeholders' influence on businesses and will acquire skills and knowledge and understanding relating to the financial, economic, competitive and social environment in which businesses have to operate. This will provide learners with a growing understanding of how these influences can affect business survival and success.

#### **Added Value Unit: Business Assignment**

Learners will draw on and apply the skills, knowledge and understanding they have gained from across the other units of the course. This will be demonstrated by a business related assignment.

# CHEMISTRY

## ADVANCED HIGHER

(S6 only)

### Recommended entry

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

- Higher Chemistry Course

### Course structure

**Inorganic and Physical Chemistry** This Unit develops a knowledge and understanding of the principles and concepts of inorganic and physical chemistry. Learners will discover how electromagnetic radiation is used in atomic spectroscopy to identify elements. They will extend an understanding of the concept of atomic structure by considering atomic orbitals and electronic configuration related to the periodic table. Using electron pair theory, learners will predict the shape of molecules. Learners will gain an understanding of the physical and chemical properties of transition metals and their compounds. Learners will investigate the quantitative component of chemical equilibria. They will develop their understanding of the factors which influence the feasibility of chemical reactions. Learners will progress their understanding of reaction kinetics by exploring the order and mechanisms of chemical reaction.

**Organic Chemistry and Instrumental Analysis** This Unit develops a knowledge and understanding of organic chemistry. Learners will research the structure of organic compounds, including aromatics and amines, and draw on this to explain the physical and chemical properties of the compounds. They will consider the key organic reaction types and mechanisms, and link these to the synthesis of organic chemicals. Learners will discover the origin of colour in organic compounds and how elemental analysis and spectroscopic techniques are used to verify chemical structure. They will study the use of medicines in conjunction with the interactions of the drugs.

**Researching Chemistry** In this Unit, learners will be given the opportunity to gain an understanding of stoichiometric calculations, to develop practical skills and to carry out research in chemistry. Learners will develop the key skills associated with a variety of different practical techniques, including the related calculations. Equipped with the knowledge of chemistry apparatus, techniques and an understanding of concepts, learners will identify, research, plan and safely carry out a chemistry practical investigation of their choice. The Unit will equip learners with the scientific background and skills necessary to analyse scientific articles and use them in order to make informed choices and decisions.

### Conditions of award

To gain the award of the Course, the learner must pass all of the Units as well as the Course assessment. The required Units are shown in the Course outline section. Course assessment will provide the basis for grading attainment in the Course award.

### Course assessment

Learners will draw on, extend and apply the skills they have learned during the Course. This will be assessed within a question paper and a project, requiring demonstration of knowledge, skills and understanding acquired from across the Units and how they can be applied in unfamiliar contexts and/or integrated ways.

### Progression

This Course or its Units may provide progression to:

- an HND/degree in a chemistry-based course or a related area
- a career in a chemistry-based discipline or related area

## HIGHER

### Recommended entry

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

- National 5 Chemistry Course

### Course structure

**Chemical Changes and Structure** This Unit covers the knowledge and understanding of controlling reaction rates and periodic trends, and strengthens the learner's ability to make reasoned evaluations by recognising underlying patterns and principles. Learners will investigate collision theory and the use of catalysts in reactions. Learners will explore the concept of electro-

negativity and intra-molecular and intermolecular forces. The connection between bonding and a material's physical properties is investigated.

**Researching Chemistry** This Unit covers the key skills necessary to undertake research in chemistry. Learners will research the relevance of chemical theory to everyday life by exploring the chemistry behind a topical issue. Learners will develop the key skills associated with collecting and synthesising information from a number of different sources. Equipped with the knowledge of common chemistry apparatus and techniques, they will plan and undertake a practical investigation related to a topical issue.

**Nature's Chemistry** This Unit covers the knowledge and understanding of organic chemistry within the context of the chemistry of food and the chemistry of everyday consumer products, soaps, detergents, fragrances and skincare. The relationship between the structure of organic compounds, their physical and chemical properties and their uses are investigated. Key functional groups and types of organic reaction are covered.

**Chemistry in Society** This Unit covers the knowledge and understanding of the principles of physical chemistry which allow a chemical process to be taken from the researcher's bench through to industrial production. Learners will calculate quantities of reagents and products, percentage yield and the atom economy of processes. They will develop skills to manipulate dynamic equilibria and predict enthalpy changes. Learners will investigate the ability of substances to act as oxidising or reducing agents and their use in analytical chemistry through the context of volumetric titrations. Learners will use analytical chemistry to determine the purity of reagents and products.

### **Conditions of award**

To gain the award of the Course, the learner must pass all of the Units as well as the Course assessment. The required Units are shown in the Course outline section. Course assessment will provide the basis for grading attainment in the Course award.

### **Course assessment**

The learner will draw on and extend the skills they have learned during the Course. These will be assessed within a question paper and an assignment, requiring demonstration of the breadth of skills, knowledge and understanding acquired from across the Units in unfamiliar contexts and/or integrated ways.

### **Progression**

This Course or its Units may provide progression to:

- Advanced Higher Chemistry
- other qualifications in Biology or related areas
- further study, employment and/or training

## **NATIONAL 5 AND 4**

The purpose of these Courses is to develop learners' curiosity, interest and enthusiasm for chemistry in a range of contexts. The key skills of scientific inquiry and investigation are integrated and developed throughout the Course. The relevance of chemistry is highlighted by the study of the applications of chemistry in everyday contexts. This will enable learners to become scientifically literate citizens, able to review the science-based claims they will meet.

The Courses give the opportunities for learners to develop the ability to think analytically, creatively and independently, and to make reasoned evaluations. The Courses covers a variety of contexts relevant to chemistry's impact on the environment and society through the chemistry of the Earth's resources, the chemistry of everyday products and environmental analysis.

In National 5, the key areas of bonding, the mole and balanced chemical equations are integrated throughout the Course. In National 4, the key areas of atomic structure, bonding and chemical equations are integrated throughout the Course.

The aims of these Courses are for learners to:

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

- develop the knowledge and skills for more advanced learning in chemistry
- develop skills of independent working
- develop planning skills

The Courses will give an understanding of the impact of chemistry on everyday life, with the knowledge and skills to be able to evaluate media reports, and to make informed decisions on issues where the body of scientific knowledge and its applications and implications are developing rapidly.

### **NATIONAL 3**

The Course provides opportunities for learners to recognise the impact chemistry makes on developing sustainability, and its effects on the environment, on society and on the lives of themselves and others.

The National 3 Chemistry Course is practically-based and covers the broad areas of how we use the Earth's resources, the chemical reactions which affect our everyday lives and the chemistry which impacts on our environment.

The Course offers a broad, versatile and adaptable skills set which is valued in the work place and forms the basis for progress to other Chemistry Courses, while also providing a knowledge base which is useful for the study of all the sciences.

The aims of the Course are to enable learners to:

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

# **COMPUTING SCIENCE**

Computing and information science is vital to everyday life; it shapes the world in which we live and its future. Computer scientists play key roles in meeting the needs of society today and for the future, in fields which include science, communications, entertainment, education, business and industry. Our society needs more computer scientists and for all young people to have an informed view of the IT industry and its contribution to the economy.

## **HIGHER**

The aim of this course is to enable learners to:

- Further develop knowledge and understanding of key facts and ideas in computing and information science
- introduce and develop aspects of computational thinking in a range of contexts
- apply analysis, design, modelling and evaluation to a range of problems
- communicate clearly and concisely using appropriate terminology
- develop an awareness of the impact of computing and information technology in influencing our environment and society

Who is it for?

Anyone who wants to know more about how computers work, how to program them and how they are used for information handling. At Higher level it is very useful for College and University courses including Maths, Science and Engineering. They expect you to know how to use software and how to write programs.

The course has two units which are assessed internally:

### **Information System Design and Development**

Learners will develop their knowledge and understanding of information system hardware, web-based information systems and multimedia information systems through a range of practical and investigative tasks. They will design and develop web sites complete with inbuilt databases. Learners will consider security risks, legal and environmental implications and technical factors along with the economic and social impact of modern Information Systems.

### **Software Design and Development**

Learners will design and develop computer programs that are fit for purpose. They will develop knowledge and understanding of advanced concepts and practical problem-solving skills in software development using appropriate programming environments in a range of contemporary contexts, such as games development and animation. They will learn a number of different programming languages. Through investigative work, learners will gain an awareness of the impact of contemporary computing technologies including intelligent and online systems.

Each unit will be assessed through practical development tasks including design, implementation, testing and a final report.

### **Course Assessment**

Pupils are required to pass all units. The Course Assessment will be an extended project and a written exam drawing on the curriculum content of both units. The Course Assessment will determine the grade awarded.

Who should take Computing?

Pupils who took N5 Computing Science

Pupils who have never taken computing before but want to gain a qualification in computing and have achieved N5 level in other subjects.

Pupils who want a head start at College or University on any course requiring problem solving skills.

## COMPUTING SCIENCE NATIONAL 5 AND 4

Computing and information science is vital to everyday life; it shapes the world in which we live and its future. Computer scientists play key roles in meeting the needs of society today and for the future, in fields which include science, communications, entertainment, education, business and industry. Our society needs more computer scientists and for all young people to have an informed view of the IT industry and its contribution to the economy.

The aims of these courses are to enable learners to:

- develop knowledge and understanding of key facts and ideas in computing and information science
- introduce and develop aspects of computational thinking in a range of contexts
- apply analysis, design, modelling and evaluation to a range of problems
- communicate clearly and concisely using appropriate terminology
- develop an awareness of the impact of computing and information technology in influencing our environment and society

There are three Units OF STUDY at National 4 and two at National 5.

### **Software Design and Development (at National 5 and 4)**

Learners will develop problem solving skills in software design and development through practical tasks using appropriate programming environments in a range of contemporary contexts, such as games development and animation. Learners will also explore the impact of emerging and innovative technologies on the environment and society.

### **Information System Design and Development (at National 5 and 4)**

Learners will develop their knowledge and understanding of information system hardware, security, databases, web-based information systems and multimedia information systems through a range of practical and investigative tasks.

### **Added Value Unit: Computing and Information Science Project (National 4 only)**

This Unit requires the learner to apply skills and knowledge from the other Units to analyse and solve an appropriate challenging computing and information science problem in the form of a project.

### **Assessment**

At National 4, pupils are required to pass the Added Value Unit. At National 5 pupils will be assessed through a combination of a question paper and an externally assessed assignment which will determine the grade awarded.

Typical software applications that may be used within the Courses:

Programming languages  
Multimedia authoring  
Web site development  
Graphic manipulation  
Information Systems

# **DANCE**

## **NATIONAL 5**

### **Recommended Entry**

Pupils should ideally have a background in dance or some previous dance experience such as the S3 Dance elective. Pupils should have a good participation record in PE and must be motivated to take part in regular practical dance sessions as well as being committed to various extra rehearsals out with class time.

### **Purpose and Course Details**

The Course provides opportunities for learners to be inspired and challenged by creating, demonstrating and appreciating dance. Learners will use knowledge and understanding of dance techniques and choreographic skills to inform practice. Learners will also develop skills in appreciating theatre arts and dance practice.

As learners develop their performing skills in dance, they will learn how to use dance techniques and choreography creatively to enhance performance.

They will experiment with a range of dance styles and learn how to apply them to enhance their own performances and the performances of others. Learners will also be encouraged to explore the use of theatre arts in dance.

The aims of the Course are to enable learners to:

- develop a range of technical dance skills
- understand and apply knowledge of a range of choreographic skills to create a dance
- work imaginatively and demonstrate individual creativity
- co-operate, support and work with others
- consider how theatre arts can enhance a performance
- develop knowledge, understanding and appreciation of dance practice
- apply the principles of safe dance practice in relation to physical wellbeing
- evaluate their own work and the work of others

The Course consists of two mandatory Units.

#### **Dance: Technical Skills (National 5)**

In this Unit learners will develop their technical dance skills for solo and/or group dance performances. Dance techniques will be explored practically and developed in a range of dance styles before being applied in choreographed sequences.

#### **Dance: Choreography (National 5)**

In this Unit learners will develop and use self-expression and creative problem-solving skills. They will apply their knowledge and understanding of a range of choreographic devices and structures within the creative process to create short choreographed sequences. They will learn how to appreciate the impact of theatre arts on choreography and performance.

### **Assessment**

National 5 Dance will require the candidate to pass the course assessment which will consist of a practical dance performance that will be worth 35% of the final mark. Candidates will also be required to choreograph a dance and submit a written evaluation on this dance which will be worth 45% of the final mark. The remaining 20% will be assessed by externally marked question paper.

## **DEAF STUDIES**

### **Working with Children and Young People with a Hearing Loss**

**(SQA Units only)**

#### **Purpose**

This course comprises 2 modules:

- BSL 1 (H3PA 10) or BSL (H3 PA 11)
- Working with Children and Young People with Hearing Loss (F7J3 12)

This course will provide students with the opportunity to further develop their BSL skills and working experiences with young people.

The new unit (F7J3 12) will focus on child development, the implication hearing loss may have and effective strategies to enable effective learning to happen. An external placement will be required in order to achieve working samples for the folio.

BSL skills (He PA 11) will be developed to a more advanced level through role play, direct teaching and filming signed exchanges. This is a useful qualification to hold if the intention is to work with members of the public, deaf people, the care profession and associated professions. These would form part of their wider record of achievement.

#### **Recommended Entry**

Prior knowledge and unit passes in Deaf Awareness (EG2V 09) and Introduction to BSL (F8YO 09) are essential.

If candidates do **not** hold these qualifications entry **maybe** possible after discussion with PT Deaf and/or Depute.

5 periods per week (1 period may be designated private study)

British Sign Language H3PA 11 (SCQF 5) (revised)

British Sign Language H3PA 12 (SCQF ) (revised)

#### **Progression**

Heriot Watt University – Degree in BSL Interpreting, Translating and Applied Language Studies

Or SQA (revised) modules British Sign Language H3PA 12 (SCQF 6)

Or NVQ Language Units 3 – 6



# DESIGN & MANUFACTURE

## HIGHER

This course gives you a practical insight into the worlds of designing and manufacturing. You will learn how to design products effectively and communicate your design ideas, through sketching, drawing and modelling.

You'll be able to demonstrate creativity in your designs, while also taking into account the function of the product to develop something workable in terms of usefulness and ability to make it; as during the course you will learn about material properties, why some materials are better suited for different uses, and also learn the manufacturing processes that are used in industry. Evaluation of existing products will enable you to consider design factors that impact design; form, function and performance. An understanding of these will help develop your ability to explain and refine your design proposals and think of alternatives. During the course you will consider the life cycle of a product from its inception through design, manufacture, and use, including its disposal and/or re-use.

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

- skills in evaluation and research
- idea generation techniques
- the ability to read drawings and diagrams
- skills in design and in refining design proposals
- the ability to evaluate and apply both tangible and subjective feedback
- the ability to devise, plan and develop practical solutions to design opportunities
- practical skills in the planning and development of models and prototypes
- knowledge and understanding of manufacturing processes and materials
- an understanding of the impact of design and manufacturing technologies on our environment and society

### **Suitability for the course:**

Ideally you will have passed National 5 Design and Manufacture to progress into Higher; however there could be exceptions where a candidate wants to sit the course without having gone through the National 4/5 course. A good grade in English is also desirable.

Your final mark comes from two components, each worth 50%: Assignment and Final exam

### **Possible Career Paths**

Possible career paths are Product and Industrial Design, Furniture and Interior Design, Facilities and Manufacturing Design, Kitchen and Bathroom Design. A working knowledge of the design process would also benefit those wanting to go into Project Management as well as other streams such as advertising and Graphic Design.

## NATIONAL 5

Design plays a vital role within our world and the products we use on a daily basis to make our lives easier.

This course is practical, exploratory and experimental in nature to harness and further develop knowledge from S1-S3. Learners have the opportunity to be creative and inventive in providing design solutions that have considered the life cycle of a product from its inception through design, manufacture and use, including its disposal or re-use.

The course allows learners to engage with and to consider the impact that design & manufacturing technologies have on our environment.

The aim of the course is to enable learners to develop:

- Knowledge of design factors such as Aesthetics, function, economics and the environment.
- The ability to read drawings/diagrams and communicate design ideas.
- Skills in being creative in designing and manufacturing models, prototypes and products.
- Knowledge and understanding of manufacturing processes and of materials.

Course structure: At National 5 level the course consists of 2 units, Design and Materials and Manufacturing and two course assignments worth 55% of the overall mark. A final exam is combined to give an overall grade, graded A-D. To pass at this level, a successful combined result in the assignment and exam is required.

**Progression:** Design and Manufacture at National level provides a foundation for those considering further study at Higher level or a career in design, manufacturing, engineering, science, marketing and other related disciplines.

For more information visit the CDT website.

# ENGLISH & LITERACY

## ADVANCED HIGHER

### Purpose

The purpose of this course is to allow students who have demonstrated a high level of competence in English at Higher to study the subject in greater depth. Students who pursue study at Advanced Higher should be prepared to meet the academic and personal challenges posed by the course. The ability to think and work independently is essential.

### Recommended Entry

Students are expected to have attained an award at A or B at Higher.

### Course Structure

There are two units:

English: Analysis and Evaluation (Advanced Higher) Learners will provide evidence of their ability to critically respond to previously studied complex and sophisticated texts, and of their ability to carry out an independent study into an aspect or aspects of literature.

English: Creation and Production (Advanced Higher) Learners will provide evidence of their writing skills through the production of writing which demonstrates a range of skills necessary for the deployment of language to create effect.

### Assessment

Advanced Higher English is externally assessed. Candidates must produce a Portfolio of writing, and sit a two-part exam at the end of the year.

Portfolio 60 marks (60%)	Three pieces: 1. Dissertation 2. Independent writing 3. Independent writing	30 marks 15 marks 15 marks
Question Paper (exam) 40 marks (40%)	Two sections: 1. Literary Study 2. Textual Analysis	20 marks 20 marks

## HIGHER, NATIONAL 5, NATIONAL 4 AND NATIONAL 3

- The main purpose of each Course at National 3, National 4, National 5 and Higher English is to provide you with the opportunity to develop the skills of listening, talking, reading and writing in order to understand and use language effectively.
- Your participation in these courses will promote the development of your literacy skills.
- You 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.
- You will have the opportunity to enjoy English through the use of both classic and modern texts
- You will improve your general knowledge through the study of texts in a variety of media such as newspaper, film and radio
- You will become more aware of the relevance of English and Literacy in the world of work today, and begin to see how what you learn in class can be used after you leave school.

### Summary of Course Aims

National 5, 4 and 3 all offer you the opportunity to develop and extend a wide range of skills. In particular the Courses aim to enable you 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

## Course Content and Assessment

### HIGHER

The course focuses on a variety of texts but in a more specialised manner than in National 5, examining language, style and structure more closely than previously encountered.

Pupils will undertake 2 Units of work:

Language Study: Close reading and writing in different genres

Literary Study: Reading, analysis and evaluation of poetry, prose, media and drama

Folio: Two pieces, submitted for external assessment.

INTERNAL ASSESSMENTS (Completed in class time)

1. Language Study – Close Reading and Writing
2. Literary Study – Textual Analysis

EXTERNAL EXAM

Paper I - Close Reading	1 hour 45 minutes	50 marks	(40% weighting)
Paper II - Critical Essays	1 hour 30 minutes	50 marks	(40% weighting)

FOLIO OF WRITING

The folio will be externally assessed for grading purposes.

Two pieces must be submitted:

- One piece of writing must be of a broadly creative nature (20% weighting)
- One piece of writing must be of a broadly discursive nature

### NATIONAL 5

This Course is made up of two mandatory Units\*:

English: Analysis and Evaluation

English: Creation and Production

English: Analysis and Evaluation The purpose of this Unit is to provide learners with the opportunity to develop listening and reading skills. Learners develop the skills needed to analyse and evaluate and develop their knowledge and understanding of language, through the study of a wide range of texts in literature, language and media. At least one Scottish text will be studied.

English: Creation and Production The purpose of this Unit is to provide learners with the opportunity to develop talking and writing skills. Learners develop the skills needed to create and produce a wide range of texts in both written and oral form.

ASSESSMENT

The award of National 5 English is based on a combination of internal and external assessment. To gain the award, you must achieve a pass in the external assessment. External assessment will provide the basis for grading your attainment through an External Examination made up of two papers and a Folio of Writing.

### NATIONAL 4

English: Analysis and Evaluation

English: Creation and Production

Literacy

English: Assignment

The four Units include the four language skills of listening and talking, reading and writing. English (National 4) provides the opportunity to integrate these language skills across the Units. The skills will be developed and applied in a range of contexts. Each Unit also offers opportunities for learners to focus on particular skills.

English: Analysis and Evaluation The purpose of this Unit is to provide learners with the opportunity to develop listening and reading skills. Learners develop the skills needed to analyse and evaluate and develop their knowledge and understanding of language through the study of a wide range of texts in literature, language and media. At least one Scottish text should be studied.

**English: Creation and Production** The purpose of this Unit is to provide learners with the opportunity to develop talking and writing skills. Learners develop the skills needed to create and produce a wide range of texts in both written and oral form.

**Literacy** The purpose of this Unit is to provide learners with the opportunity to develop listening and talking, reading and writing skills in a variety of forms relevant for learning, life and work. Learners develop the ability to understand, communicate and respond to ideas, opinions and information.

### **ASSESSMENT**

The award of National 4 English will be based on a combination of important internal assessments. To gain an overall award, you must achieve a pass in all of the component units of the course.

## **NATIONAL 3**

English: Understanding Language

English: Producing Language

Literacy

The three Units include the four language skills of listening and talking, reading and writing. English (National 3) provides the opportunity to combine these language skills across the Units. The skills will be developed and applied in a range of contexts. Each Unit also offers opportunities for learners to focus on particular skills.

**English: Understanding Language** The purpose of this Unit is to provide learners with the opportunity to develop listening and reading skills in the contexts of literature, language and media. Learners develop the skills needed to understand, analyse and evaluate simple texts.

**English: Producing Language** The purpose of this Unit is to provide learners with the opportunity to develop talking and writing skills. Learners develop the skills needed to create and produce texts in both written and oral form.

**Literacy** The purpose of this Unit is to provide learners with the opportunity to develop listening and talking, reading and writing skills in a variety of forms relevant for learning, life and work. Learners develop the ability to understand, communicate and respond to ideas, opinions and information.

### **ASSESSMENT**

The award of National 3 English will be based on a combination of important internal assessments. To gain an overall award, you must achieve a pass in all of the component units of the course.

## **ENGLISH PRESENTATION POLICY FOR NATIONAL QUALIFICATION COURSES**

### **COURSE ENTRY LEVELS**

You should note that the successful completion of an English course in S4-6 depends upon each of the following criteria:

1. Your progression from Courses you have successfully completed in this subject in S4 and, if applicable, S5.
2. Realistic awareness of your own strengths, development needs, ability and aptitude in this subject.
3. The recommendation made to you at the end of S3/S4 and the advice given to you by your current class teacher based upon your attainment during the course.

It is essential that you begin the course at the appropriate level for you. This will prevent serious difficulties at a later stage.

### **NATIONAL 4 ENGLISH COURSE ENTRY LEVELS**

- Pupils who have achieved a minimum standard of attainment as demonstrated in reading, writing, listening and talking at Third Level in S3 are recommended for National 4 English in S4.
- National 3 English or relevant component units
- Literacy (National 3)

Progression routes from National 4

- National 5 English in S5
- Other appropriate subject qualifications at SCQF level 4
- Exit to employment
- Further Education

#### NATIONAL 5 ENGLISH COURSE ENTRY LEVELS

- Pupils who have achieved a minimum standard of attainment as demonstrated in reading, writing, listening and talking at Fourth Level in S3 are recommended for National 5 English in S4.
- Pupils who have attained National 4 English

#### Progression routes from National 5

- Higher English in S5/6.
- Other appropriate subject qualifications at SCQF level 5
- Exit to employment
- Further Education

#### HIGHER ENGLISH COURSE ENTRY LEVELS

- Pupils who have achieved a minimum standard of attainment as demonstrated in reading, writing, listening and talking at National 5/Intermediate 2 are recommended for Higher English in S5/6

#### Progression routes from Higher

- Advanced Higher English in S6.
- Other appropriate subject qualifications at SCQF level 6
- Exit to employment
- Further Education

## ESOL (English for Speakers of Other Languages)

### HIGHER

**This qualification is for speakers of English whose first language is not English.**

The main purpose of the Course is to develop the skills of reading, writing, listening and speaking. It provides learners with the opportunity to use different media effectively for learning and communication, and to develop an understanding of how language works and use language to communicate ideas and information in English.

It comprises:

- one mandatory Unit - ESOL: Everyday Communication (2 credits)
- one of two optional Units - ESOL: Work-related contexts (1 credit) or ESOL: Study-related contexts (1 credit).
- the Course (or external) Assessment, taken during the SQA examination diet in May/June.

Higher ESOL is recognised by all Scottish universities, and by Oxford University, as one of a list of qualifications which meet the general entrance requirements. It is also an accepted qualification for entry to many HN College courses as, like any other SQA Higher qualification, it sits at SCQF level 6. However, as with any application to university, pupils should check specific entry requirements with the institution/department concerned.

In recent years we have pupils with Higher ESOL proceed to courses at different educational institutions (including Dundee and Edinburgh Universities and the UHI) for a variety of subjects, such as Computing, Business Administration and Sports Coaching & Management.

Please see Ms Wilson in Room 3, if you don't have English as a first language, think this could be the course for you and have any questions.

# GEOGRAPHY

## **ADVANCED HIGHER**

**(S6 only)**

**Purpose** Advanced Higher Geography offers a clear progression from the Higher. The aims are to develop a detailed understanding of the environment and human interactions within it. Skills in the use of geographical techniques and the analysis of geographical information are enhanced.

### **Recommended Entry**

Normally students would be expected to have passed Higher Geography at grade B or above, although this may be open to negotiation.

The course consists of three components:

Geographical Methods & Techniques

Skill areas covered are:-

- fieldwork methods & techniques (e.g. field mapping or questionnaire design and implementation)
- geographical data handling
- map interpretation

Geographical Study

This consists of an in-depth fieldwork study of some geographical aspect affecting the local area. It could, for example, examine the effects of EU policies on farming or the impact of extreme weather on flooding.

Geographical Issues

One geographical issue is chosen from the Higher Application i.e. Rural Land Degradation or River Basin Management or Development & Health. The outcome of the research is presented as a critical evaluation of 2000 words.

### **Progression**

AH Geography provides an excellent preparation for the study of Geography or Environmental Sciences at university level and may, in some cases, give exemption from first year Geography courses. Career prospects are good and benefit from the fact that Geography bridges both the Arts and Sciences (see Higher Geography for notes on specific careers).

## **HIGHER**

### **Purpose**

The purpose of the course is to further develop knowledge and understanding of physical and human environments and their interrelationships, and to extend evaluating skills and the range of geographical methods and techniques familiar to students.

### **Recommended Entry**

While entry is at the discretion of the school, students would normally be expected to have attained:

- National 5 in Geography or another social subject

### **Course Details**

The course comprises of three mandatory units, and the development of geographical skills. Pupils also complete an assignment.

A: The Physical Environment deals with the following aspects of the Physical Environment:

- Atmosphere: global atmosphere and climate, with detailed study of equatorial climate
- Hydrosphere: global water cycle, with detailed study of rivers and their features
- Lithosphere: selected British landscapes and their formation
- Biosphere: natural vegetation change, ecosystems and British soil types

B: The Human Environment deals with aspects of Social, Urban and Economic Geography:

- Population Geography: population structure, migration and change
- Rural Geography: rural populations, agricultural systems and settlement patterns
- Urban Change and Management

C: Global Issues. In this unit, emphasis is placed on providing students with the opportunity to develop aspects of physical and human geography using in-depth case studies from both the developed and developing world. Key topics are:

- River Basin Management: detailed case study of the Nile water-management scheme
- Development and Health: Third World problems and possible solutions
- Global Climate Change
- Trade, Aid and Geopolitics

#### D: Geographical Skills

- Mapping Skills
- Research skills including fieldwork
- Use of numerical and graphical information

#### Progression

From the achievement of a Higher course or units in Geography the student may be able to progress to the course or units at Advanced Higher. Alternatively, students could progress to a course or units at an appropriate level in History, Modern Studies or Geology. Students may also progress to HNC/HND awards or degree courses in further or higher education or to employment.

Career prospects include work in recreation and tourism, journalism, town and country planning, land management, conservation, transport surveying, civil engineering, teaching, civil service, agriculture, forestry, fish farming, meteorology, geophysics, cartography, oceanography, environmental sciences and international studies.

Geography is a 'bridge' between the Arts and the Sciences, and Higher Geography is therefore recognised as a valuable qualification for both the Arts and Science faculties of Universities.

### NATIONAL 5, 4 AND 3

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

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

The contexts for studying are:

Unit 1: Physical Environments – a study of the weather, glaciation and coastal landscapes

Unit 2: Human Environments - a study of social and economic issues in Developed and Developing countries

Unit 3: Global Issues – a study of earthquakes, volcanoes and tropical storms and global health issues including AIDS

The main aims of National 4 and National 5 Courses are to enable learners to develop:

- a range of geographical skills and techniques
- straightforward / detailed understanding of the ways in which people and the environment interact in response to physical and human processes at local, national, international, and global scales
- straightforward / detailed understanding of spatial relationships and of the changing world in a balanced, critical and sympathetic way
- a geographical perspective on environmental and social issues
- an interest in, and concern for, the environment leading to sustainable development

The main aims of the National 3 Course are to enable learners to develop:

- a range of geographical skills and techniques
- an appreciation of the ways in which people and the environment interact in response to physical and human processes at local, national, international and global scales
- awareness of spatial relationships and an understanding of the changing world in a balanced, critical and sympathetic way
- a geographical perspective on environmental and social issues
- an interest in, and concern for, the environment and sustainable development

#### Progression

National 5 Geography is excellent preparation for the Higher course.

National 4/5 Geography also provides a good foundation for the study of Scottish Studies SCQF level 5.

# **GRAPHIC COMMUNICATION**

## **HIGHER**

This course develops pupil's knowledge and understanding of the use of graphic techniques for communication in the world around us and in the world of work. The course focuses on the international use of technical and computer graphics which are used to communicate in the disciplines of Architecture, Engineering, Construction, Manufacturing, Product Design, Interior Design, Fashion and Graphic Design.

The Course provides opportunity for learners to gain skills in reading, interpreting, and creating graphic communications. Learners will initiate, develop and communicate ideas graphically. They will develop spatial awareness and visual literacy through graphic experiences.

The Course is practical, exploratory and experiential in nature. It combines elements of recognised professional standards for graphic communication partnered with graphic design creativity and visual impact.

The Course allows learners to engage with technologies. It allows learners to consider the impact that graphic communication technologies have on our environment and society.

The aims of the Course are to enable learners to:

- develop skills in graphic communication techniques, including the use of equipment, graphics materials and software
- extend and apply knowledge and understanding of graphic communication standards, protocols, and conventions where these apply
- develop an understanding of the impact of graphic communication technologies on our environment and society

**Progression:** National 4 will give a sound foundation for the study of National 5, similarly success at National 5 level could enable progress to higher level

## **NATIONAL 5 AND 4**

This course develops pupil's knowledge and understanding of the use of graphic techniques for communication in the world around us and in the world of work. The course focuses on the international use of technical and computer graphics which are used to communicate in the disciplines of Architecture, Engineering, Construction, Manufacturing, Product Design, Interior Design, Fashion and Graphic Design.

The Course provides opportunity for learners to gain skills in reading, interpreting, and creating graphic communications. Learners will initiate, develop and communicate ideas graphically. They will develop spatial awareness and visual literacy through graphic experiences.

The Course is practical, exploratory and experiential in nature. It combines elements of recognised professional standards for graphic communication partnered with graphic design creativity and visual impact.

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- develop skills in graphic communication techniques, including the use of equipment, graphics materials and software
- extend and apply knowledge and understanding of graphic communication standards, protocols, and conventions where these apply
- develop an understanding of the impact of graphic communication technologies on our environment and society

### **Progression**

National 4 will give a sound foundation for the study of National 5, similarly success at National 5 could enable progress to Higher

For more information visit the CDT website.



## **HEALTH AND FOOD TECHNOLOGY**

**Due to the quantity of food products used throughout the year in Health and Food Technology please be aware that pupils will be asked for a £10 contribution towards course costs. This should be paid at the beginning of the school year in August.**

### **HIGHER**

#### **Recommended Entry**

Pupils would normally be expected to have achieved at the very least a B at National 5 HFT, however, entry will be also be at the discretion of the HFT dept. Pupils are also recommended to be sitting higher English to aid them with their assignment and written answers.

#### **Purpose and Course Details**

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

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

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

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

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

There are three mandatory Units in this Course:

#### **Health and Food Technology: Food for Health**

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

#### **Health and Food Technology: Food Product Development**

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

#### **Health and Food Technology: Contemporary Food Issues**

In this Unit, learners will investigate a range of contemporary food issues. They will analyse how these issues influence decisions taken by consumers when making food choices. They will communicate their findings in an appropriate way.

Higher HFT will require the candidate to pass all three units at a more challenging level than National 5. The course assessment for higher will consist of a written assignment that will be worth 50% of the final mark and will be externally assessed. Pupils must also complete a written exam that will be worth 50% of the final mark and will also be externally assessed

## NATIONAL 5

### Purpose and Course Details

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

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

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

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

There are three mandatory Units in this Course.

#### Health and Food Technology: Food for Health

The general aim of this Unit is to develop learners' knowledge and understanding of the relationship between food, health and nutrition. Learners will also develop knowledge and understanding of dietary needs for individuals at various stages of life and explain current dietary advice.

#### Health and Food Technology: Food Product Development

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

#### Health and Food Technology: Contemporary Food Issues

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

National 5 requires the candidate to pass the course assessment for National 5 which will consist of a written assignment that will be worth 50% of the final mark. Some sections of the assignment will be marked internally and the other sections will be submitted to SQA for external marking. Pupils must also complete a written exam that will be worth 50% of the final mark and will also be externally assessed.

# HISTORY

## **ADVANCED HIGHER (S6 Only)**

### **Purpose**

The purpose of this course is to acquire a considerable depth of knowledge about the chosen context i.e. USA 1850-1865 and to develop skills of analysis, drawing conclusions and evaluating sources.

### **Recommended Entry**

Normally students would be expected to have passed Higher History at grade B or above, or Higher in another social subject.

### **Course Details**

There are two units in this course, each of equal importance, covering the same subject content. Unit one is taught in supported tutorials. Students work independently to research and write a dissertation for unit two.

Unit Title – The House Divided USA 1850-1865

A Study of the American Civil War:

- The USA in 1850
- Slavery
- The Road to War
- The War at Home and Abroad
- Reconstruction

Unit 1 “The House Divided”, USA 1850 – 1865

Unit 2 Students will submit a dissertation (word-processed) of 4000 words on an aspect of the course selected by the student, in consultation with the teacher.

### **Assessment**

Course assessment is through an external examination which assesses content and outcome from unit 1, and external marking of the dissertation.

### **Progression**

Advanced History provides excellent preparation for the study of Arts or the Social Sciences at university level.

## **HIGHER**

### **Purpose**

The purpose of this course is to provide breadth and depth in the knowledge and understanding of historical concepts through the study of chosen contexts. It is also intended to develop skills of evaluating events and sources and of investigating relevant historical issues.

### **Recommended Entry**

While entry is at the discretion of the centre, students would normally be expected to have attained a National 5 in History or another social subject, or Higher in another social subject. Students would normally be expected to be attempting Higher English in one year.

### **Course Details**

Three mandatory units and an Assignment.

Unit - Title, Length and Brief Description

Historical Study: Scottish and British Topic

This unit will be based on the later modern period, Britain 1850's – 1979 – Studying the growth of democracy, votes for women and the development of the welfare state.

Historical Study: European and World Topic

This unit will be based on a study of the Cold War from its emergence after World War 2 to the fall of the USSR in 1989. Pupils will study events in Europe, Cuba and Vietnam.

## Historical Scottish Topic

This unit will be based on Migration and Empire 1830 – 1939. This is 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.

### Course assessment

Course assessment will be through an external examination which will assess content and outcomes from the mandatory units and an extended piece of written work, undertaken in controlled conditions in school and assessed externally, which relates to the content of the Higher course.

### Progression

From the achievement of a Higher unit or course students may be able to progress to units or the course at Advanced Higher in History.

Students may also progress to:

- higher education courses in History, humanities and social sciences, law and business administration or other related areas
- further education courses including HNC/HND courses in arts and social sciences or other areas.
- employment or vocational training in a variety of different areas.

## NATIONAL 5, 4 AND 3

History opens up the world of the past for learners. It provides learners with insights into their own lives and of the society and the wider world in which they live.

By examining the past, learners can better understand their own communities, their country and the wider world. Through an understanding of the concept of continuity, they can better appreciate change and its significance, both in their own times and in the past.

The contexts for studying are:

Unit 1: Scotland and the Great War

Unit 2: The Development of the Welfare State

Unit 3: The USA 1850-1880, the civil war period

All topics include elements of political, social, economic and cultural history.

The main aims of the National 4 and National 5 Courses are to develop:

- a conceptual understanding of the past and an ability to think independently
- a range of skills including the ability to apply a detailed historical perspective and evaluate sources in a range of contexts
- a straightforward / detailed understanding of the factors contributing to, and the impact of, historical events
- the skills of investigating historical events and on the basis of evidence, forming views
- the skills of explaining and analysing historical events, and drawing reasoned conclusions
- The main aims of the National 3 Course are to enable learners to develop:
  - a conceptual understanding of the past
  - a range of skills including the ability to apply a basic historical perspective and comment on historical sources
  - a basic knowledge and understanding of the factors contributing to historical events
  - a basic knowledge and understanding of the impact of historical events

### Progression

National 5 History is excellent preparation for the Higher course in History or Modern Studies.

National 4/5 History also provides a good foundation for the study of Scottish Studies SCQF level 5.

## **HOSPITALITY: Practical Cake Craft**

Due to the quantity and expense of food products used throughout the year in Cake Craft please be aware that pupils will be asked for a £30 contribution towards course costs. This can be paid at the beginning of the school year in August or in two instalments of £15 in August and January.

### **NATIONAL 5**

#### **Purpose and Course Details**

The Scottish hospitality industry is large, vibrant and growing. It employs a significant proportion of the nation's workforce. Cake production is a part of this sector, and the Course can be seen as a gateway to the hospitality industry.

The Course aims to enable learners to:

- develop technical skills in cake baking
- develop technical and creative skills in cake finishing
- follow safe and hygienic working practices
- develop their knowledge and understanding of cake design and follow trends in cake production
- acquire and use organisational skills in the context of managing time and resources

This Course is designed for those wishing to acquire cake-baking and cake-finishing skills and to develop and demonstrate innovativeness in these areas. An interest in the creative and artistic aspect of the Course would be an important consideration.

The Course is practical and relevant to the world of work. It enables learners to develop a range of artistic techniques and to consolidate them through practical activities. Drawing on all aspects of design, such as shape, colour, texture, balance and precision, learners are given the opportunity to produce a variety of individualised cakes and other baked items, and to creatively interpret a design brief.

There are two mandatory Units in this Course:

#### **Cake Baking (National 5)**

The purpose of this Unit is to enable learners to develop the ability to bake a range of cakes and other items safely and hygienically. In the production of a range of cakes and other baked items, learners will demonstrate specialist skills, techniques and processes. To promote personalisation and choice, this Unit provides opportunities to investigate baking trends and allows learners to apply this knowledge in a range of practical contexts.

#### **Cake Finishing (National 5)**

The purpose of this Unit is to enable learners to develop the ability to finish a range of cakes and other baked items safely and hygienically. In the finishing processes learners will apply specialised skills and creative techniques. To promote personalisation and choice, this Unit allows opportunities to investigate trends in cake finishing and allows learners to apply this knowledge in a range of practical contexts.

#### **Assessment**

The course assessment will consist of a practical activity that will be worth 75% of the final mark, and the remaining 25% will be assessed by externally marked question paper.

## HOSPITALITY: Practical Cookery

Due to the quantity of food products used throughout the year in Hospitality please be aware that pupils will be asked for a £20 contribution towards course costs. This can be paid at the beginning of the school year in August or in two instalments of £10 in August and January.

### NATIONAL 5

#### **Purpose and Course Details**

This Course aims to further develop learners' life skills and enhance their personal effectiveness in terms of cookery and to provide a set of skills for those who wish to progress to further study in the hospitality context. In preparing learners for life, the Course anticipates their future needs in that it enables them to learn how to plan, prepare and cook food for themselves and others. It also develops organisational skills, which have an application in a wide variety of contexts.

The Course aims to enable learners to:

- proficiently use a range of cookery skills, food preparation techniques and cookery
- processes when following recipes
- select and use ingredients to produce and garnish or decorate dishes
- develop an understanding of the characteristics of ingredients and an awareness of their sustainability
- develop an understanding of current dietary advice relating to the use of ingredients
- plan and produce meals and present them appropriately
- work safely and hygienically

The Course contains a significant practical component, which involves experiential learning, and is supported by related theory. It uses real-life hospitality contexts, which makes it relevant to the world of work.

The Course makes an important contribution to general education through developing a range of essential skills. Its contribution to vocational education is important because it allows progression to a range of careers in the hospitality industry. The Course also supports the wider curriculum through developing learners' understanding of the importance of sustainable ingredients.

There are three mandatory Units in this Course:

**Cookery Skills, Techniques and Processes** This Unit aims to enhance learners' cookery skills, food preparation techniques and their ability to follow cookery processes in the context of producing dishes. Learners will also develop an understanding of the importance of safety and hygiene and the ability to follow safe and hygienic practices at all times.

**Understanding and Using Ingredients** This Unit aims to enhance learners' knowledge and understanding of ingredients from a variety of different sources and of their characteristics. It also addresses the importance of sustainability, the responsible sourcing of ingredients and of current dietary advice. Learners will further develop the ability to select and use a range of appropriate ingredients in the preparation of dishes and to do so safely and hygienically.

**Organisational Skills for Cooking** This Unit aims to extend learners' planning, organisational and time management skills. Learners will develop the ability to follow recipes; to plan, produce and cost dishes and meals; and to work safely and hygienically. They will also extend their ability to carry out an evaluation the product.

National 5 Hospitality requires the candidate to pass the course assessment which consists of a practical activity worth 75% of the final mark. This will require them to plan, prepare, cook and present a three-course meal to a given specification within a given timescale. It also requires learners to demonstrate their ability to follow safe and hygienic practices throughout. The remaining 25% will be assessed by externally marked question paper.

## NATIONAL 4 AND 3

### Purpose and Course Details

This Course aims to develop learners' life skills and enhance their personal effectiveness in terms of cookery and to provide a set of skills for those who wish to progress to further study in the hospitality context. In preparing learners for life, the Course anticipates their future needs in that it enables them to learn how to prepare and cook food for themselves and others. It also develops their organisational skills, which have an application in a variety of contexts.

The Course aims to enable learners to:

- use a range of cookery skills, food preparation techniques and cookery processes
- when following recipes
- select and use ingredients to produce and garnish or decorate dishes
- develop an understanding of ingredients and their uses and an awareness of
- responsible sourcing
- develop an awareness of current dietary advice relating to the use of ingredients
- work safely and hygienically

The Course contains a significant practical component, which involves experiential learning, and is supported by related theory. It uses real-life hospitality contexts, which makes it relevant to the world of work.

There are three mandatory Units in this Course:

**Cookery Skills, Techniques and Processes** This Unit aims to develop learners' cookery skills, food preparation techniques, and their ability to follow cookery processes, in the context of producing dishes with minimal guidance. Learners will also develop an understanding of the importance of safety and hygiene and the ability to follow safe and hygienic practices at all times.

**Understanding and Using Ingredients** This Unit aims to develop learners' knowledge and understanding of ingredients from a variety of different sources and their uses. It also addresses the importance of responsible sourcing of ingredients and of current dietary advice. Learners will develop an ability to select and use appropriate ingredients, with minimal guidance, in the preparation of dishes and to do so safely and hygienically.

**Organisational Skills for Cooking** This Unit aims to develop learners' organisational and time management skills. Learners will acquire the ability to follow recipes and time plans to produce dishes, with minimal guidance, and to work safely and hygienically. They will also further develop the ability to carry out an evaluation of the product.

National 3 Hospitality requires the candidate to pass all three units. There is no overall courses assessment for national 3. National 4 Hospitality requires the candidate to pass all three units at a more challenging level than National 3. The course assessment for national 4 consists of a practical activity which will require them to plan, prepare, cook and present a two-course meal to a given specification within a given timescale. It also requires learners to demonstrate their ability to follow safe and hygienic practices throughout.

# HUMAN BIOLOGY

## HIGHER

Pupils who follow a course in Higher Human Biology should not opt for a course in Higher Biology in the same session.

### Recommended entry

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

- National 5 Biology Course

### Course structure

**Human Cells** In this Unit, learners will develop knowledge and understanding through studying stem cells, differentiation in somatic and germline cells, and the research and therapeutic value of stem cells and cancer cells. The Unit covers the key areas of cell division and differentiation in human cells; structure and replication of DNA; gene expression; genes and proteins in health and disease; human genomics; metabolic pathways; cellular respiration; energy systems in muscle cells.

Analytical thinking and problem solving skills will be developed in context, through investigation of DNA, the expression of the genotype, and protein production, which allows study of mutations and genetic disorders. DNA technology is covered, including sequencing and medical and forensic applications. In addition, the Unit covers metabolic pathways and their control, through enzymes, with emphasis on cellular respiration and the role of ATP.

**Physiology and Health** In this Unit, learners will develop knowledge and understanding by focusing on the key areas of the structure and function of reproductive organs and gametes and their role in fertilisation; hormonal control of reproduction; the biology of controlling fertility; ante- and postnatal screening; the structure and function of arteries, capillaries and veins; the structure and function of the heart; pathology of cardio vascular disease (CVD); blood glucose levels and obesity linked to cardiovascular disease and diabetes. By studying these systems, learners will be able to develop their problem solving and analytical thinking skills. Reproduction covers hormonal control and the biology of controlling fertility, including fertile periods, treatments for infertility, contraception, ante-natal care and post-natal screening. The Unit also covers relevant tissues and circulation and the pathology of cardiovascular disease, including the impact on society and personal lifestyle.

**Neurobiology and Communication** In this Unit, learners will develop knowledge and understanding through the key areas of divisions of the nervous system and parts of the brain; perception and memory as storage, retention and retrieval of information; the cells of the nervous system and neurotransmitters at synapses; communication and social behaviour. The approach is more on function than structure, and covers neural communication and the links between neurotransmitters and behaviour, while considering personal and social citizenship. This approach enables the development of both analytical thinking and problem solving skills in context.

**Immunology and Public Health** In this Unit, learners will develop knowledge and understanding through the key areas of non-specific defences; specific cellular defences; the transmission and control of infectious diseases; active immunisation and vaccination and the evasion of specific immune responses by pathogens. Analytical thinking and problem solving skills will be developed contextually within these topics. This Unit details the immune system's role through allergic and defence responses. The Unit emphasises the control of infectious diseases and the principles of active immunisation and vaccination.

### Conditions of award

To gain the award of the Course, the learner must pass all of the Units as well as the Course assessment. The required Units are shown in the Course outline section. Course assessment will provide the basis for grading attainment in the Course award.

### Course assessment

The learner will draw on and extend the skills they have learned during the Course. These will be assessed within a question paper and an assignment, requiring demonstration of the breadth of skills, knowledge and understanding acquired from across the Units in unfamiliar contexts and/or integrated ways.

### Progression

This Course or its Units may provide progression to:

- Advanced Higher Biology
- other qualifications in Biology or related areas
- further study, employment and/or training



# **LANGUAGES**

## **ADVANCED HIGHER (S6 Only)**

### **Purpose**

The main purpose of the course is to develop advanced skills in reading, listening, talking and writing in order to understand and use one of the following languages:

- French
- Gaelic Learners
- German
- Spanish

### **Recommended entry**

While entry to the unit is at the discretion of the centre, students would normally be expected to have attained the skills, knowledge and understanding required by the following:

- Higher Modern Languages or its component units

### **Course details**

Two mandatory units and one optional unit will be studied in the context of Society, Learning, Employability and Culture and are internally assessed.

### **Unit Titles**

Understanding Language

Using Language

Optional Unit – Extended Reading and Viewing (French, German and Spanish)

Optional Unit – Literature (Gaelic Learners)

Students will also be required to complete a folio which will include work based on units studied.

### **Course Assessment**

This takes the form of a performance through which learners will demonstrate their talking skills, and 2 question papers through which learners will demonstrate their listening, reading and writing skills in the modern language.

## **HIGHER**

### **Purpose**

The main purpose of the course is to develop the skills of reading, listening, talking and writing in order to understand and use one of the following languages:

- French
- Gaelic Learners
- German
- Spanish

### **Recommended Entry**

While entry to the course is at the discretion of the centre, students will normally be expected to have attained the skills, knowledge and understanding required by the following:

- National 5 Modern Languages course or component units.

### **Course Details**

3 Mandatory units will be studied in the context of Society, Learning, Employability and Culture and are internally assessed. The successful candidate will be required to pass all the units as well as the course assessment.

### **Unit Titles**

Understanding Language

Using Language

Optional Unit – Extended Reading and Viewing (French, German and Spanish)

Optional Unit – Literature and Translation (Gaelic Learners)

**Course Assessment:** This takes the form of a performance through which learners will demonstrate their talking skills and 2 question papers through which learners will demonstrate their listening, reading and writing skills in the modern language.

**Progression**

Advanced Higher Modern Languages course or component units.

**NATIONAL 5**

The main purpose of the course is to develop the skills of reading, listening, talking and writing in order to understand and use one of the following languages:

- French
- Gaelic (Learners)
- German
- Spanish

The course contributes towards the development of literacy skills by providing learners with opportunities to read, listen, talk and write in a modern language, and to reflect on how this relates to English.

**Mandatory Units:**

Languages: Understanding Language  
Using Language

**Recommended entry:**

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

- National 4 Modern Languages Course or relevant component Units

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

**Progression**

This Course or its Units may provide progression to:

- other SQA qualifications in Modern Languages or related areas
- further study, employment or training

**NATIONAL 4 AND 3**

The main purpose of the course is to develop the skills of reading, listening, talking and writing in order to understand and use one of the following languages:

- French
- Gaelic (Learners)
- German
- Spanish

The course contributes towards the development of literacy skills by providing learners with opportunities to read, listen, talk and write in a modern language, and to reflect on how this relates to English.

**Mandatory Units**

Languages: Understanding Language  
Using Language

**Recommended entry**

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

For National 4 - National 3 Modern Languages Course or relevant component Units

For National 3 – No entry requirements

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

**Progression**

This Course or its Units may provide progression to:

- other SQA qualifications in Modern Languages or related areas
- further study, employment or training

# GÀIDHLIG

## ADVANCED HIGHER – SÀR ÀRD ÌRE GÀIDHLIG

S6 Only

### **Purpose**

The main purpose of Advanced Higher Gàidhlig is to provide learners with the opportunity to develop and apply at an advanced level the language skills of translation and interpretation through an in-depth study of Gaelic language and literature. Learners will demonstrate their knowledge, skills and understanding through the production of a Specialist Study.

### **Recommended Entry**

Entry to this Course is at the discretion of the centre. However, learners would normally be expected to have attained the skills, knowledge and understanding required by the following:

Higher Gàidhlig Course

### **Course Details**

Three mandatory units will be studied providing learners with the opportunity to develop their listening and talking, reading and writing skills to express and understand complex ideas with a sophisticated level of language. The successful candidate will be required to pass all the units as well as the course assessment.

### **Unit Titles**

- Translation Skills - Providing learners with opportunities to develop skills in translation from written complex English to Gaelic and from spoken complex Gaelic to English.
- Writing and Literary Criticism Skills - Providing learners with opportunities to develop skills to produce complex writing in Gaelic and to evaluate previously seen complex literary texts.
- Specialist Study of Language and/or Culture - Providing learners with opportunities to develop analysis and evaluation skills by carrying out an individual study linked to an aspect of Gaelic literature and its place in Gaelic language and/or culture.

### **Course Assessment**

The Course assessment will take the form of a performance through which learners will demonstrate their talking skills, and a question paper through which learners will demonstrate their reading, writing and translation skills and knowledge of literature.

## HIGHER – ÀRD ÌRE GÀIDHLIG

### **Purpose and aims of the Course**

The main purpose of the Course is to provide learners with the opportunity to develop the skills of listening, reading, talking and writing in order to understand and use Gaelic language. The course also aims to enable learners to develop a knowledge and understanding of Gaelic cultural heritage and the cultural heritage of others .

### **Recommended entry**

Entry to this Course is at the discretion of the centre. However, learners would normally be expected to have attained the skills, knowledge and understanding required by the following:

National 5 Gàidhlig Course or relevant component Units

### **Course structure**

This Course is made up of two mandatory Units.

The two Units include the four language skills of listening, reading, talking and writing. The successful candidate will be required to pass all the units as well as the course assessment.

### **Unit Titles**

Gàidhlig: Analysis and Evaluation The purpose of this Unit is to provide learners with the opportunity to develop listening and reading skills in the contexts of literature, language, media and culture. Learners develop the skills needed to understand, analyse and evaluate detailed and complex texts.

Gàidhlig: Creation and Production The purpose of this Unit is to provide learners with the opportunity to develop talking and writing skills in a wide range of contexts. Learners develop the skills needed to create and produce detailed and complex language in both oral and written forms.

### **Course Assessment**

Learners will provide evidence of their listening, reading, talking and writing skills, and their ability to understand and use Gaelic language. The Course assessment will take the form of a performance question papers<sup>2</sup> through which learners will demonstrate their talking skills, and two 3 through which learners will demonstrate their listening, reading and writing skills.

## NATIONAL 5

### Purpose and aims of the Course

The main purpose of the Course is to provide learners with the opportunity to develop the skills of listening, reading, talking and writing in order to understand and use Gaelic 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.

The Course fosters an appreciation of language awareness and of a wide range of literature and texts. This enables learners to access their own cultural heritage and history, as well as the culture and history of others.

### Mandatory Units

Gàidhlig: Analysis and Evaluation

Gàidhlig: Creation and Production

### Recommended entry

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

- National 4 Gàidhlig Course or relevant component Units

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

### Progression

This Course or its Units may provide progression to:

- other qualifications in Gàidhlig or related areas
- further study, employment and/or training

## NATIONAL 4

### Purpose and aims of the Course

The main purpose of the Course is to provide learners with the opportunity to develop the skills of listening, reading, talking and writing in order to understand and use Gaelic 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.

The Course fosters an appreciation of language awareness and of a wide range of literature and texts. This enables learners to access their own cultural heritage and history, as well as the culture and history of others.

### Mandatory Units

Gàidhlig: Analysis and Evaluation

Gàidhlig: Creation and Production

Gàidhlig: Literacy

Added Value Unit

### Recommended entry

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

- National 3 Gàidhlig Course or relevant component Units

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

### Progression

This Course or its Units may provide progression to:

- other qualifications in Gàidhlig or related areas
- further study, employment or training

## **NATIONAL 3**

### **Purpose**

The main purpose of the Course is to provide learners with the opportunity to develop skills in listening, reading, talking and writing in order to understand and use Gaelic 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 carry out new and more challenging tasks in a variety of situations.

The Course fosters an appreciation of language awareness and of a wide range of literature and texts. This enables learners to access their own cultural heritage and history, as well as the culture and history of others.

### **Mandatory Units**

Gàidhlig: Understanding Language

Gàidhlig: Producing Language

Gàidhlig: Literacy

### **Recommended entry**

Entry to this Course is at the discretion of the centre. In terms of prior learning and experience, relevant experiences and outcomes may provide an appropriate basis for doing this Course.

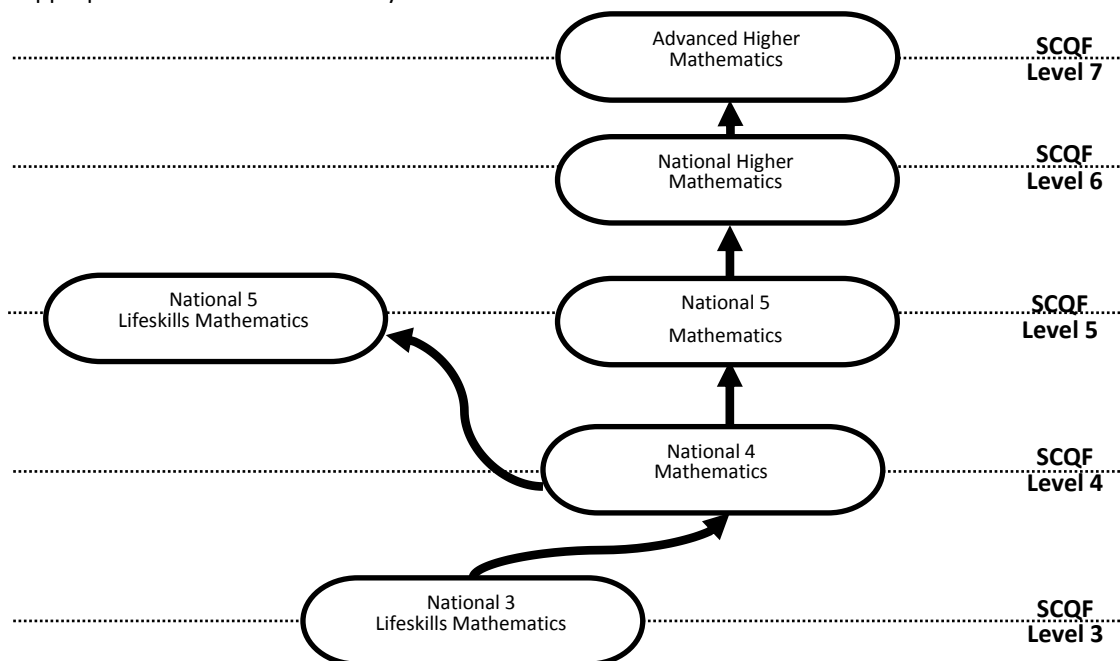
### **Progression**

This Course or its Units may provide progression to:

- other qualifications in Gàidhlig or related areas
- further study, employment and/or training

## MATHEMATICS

There are two distinct routes offered by the Maths department at National 5 Level in Dingwall Academy, the Lifeskills Mathematics route and the Mathematics route as illustrated below. This section of the option booklet will help you choose the most appropriate Maths course to study in senior school.



SCQF: Scottish Credit and Qualifications Framework

The New Curriculum for Excellence suite of Mathematics Courses provides a greater choice compared to the old qualifications. Whether you would like to study to Advanced Higher or just need a Maths qualification at a certain level as an entrance requirement for a University or college course there is a suitable course for all pupils in senior school.

When making choices for senior school pupils should remember that qualifications in Maths and English at the highest possible level are desirable by employers, the armed forces and further education establishments such as colleges and Universities.

You must check with your desired college or university course entry requirements before making your choice of Mathematics or Lifeskills Mathematics at National 5 level. Some universities accept Lifeskills for certain courses whereas others don't.

The course descriptions on the following pages will provide minimum entrance requirements for each course based on previous qualifications. These should be read carefully as they will provide guidance on suitable progression. At the end of each course description there is progression advice on successful completion of each course. This will enable learners to plan their future courses in S5/6, college or employment.

<b>Advanced Higher Mathematics</b>	SCQF: Level 7 (32 SCQF credit points)	
Minimum Entrance Requirement: - successful completion of Higher Mathematics		
<p><b>Course Aims &amp; Purpose</b></p> <p>The aims of the Course are to enable learners to:</p> <ul style="list-style-type: none"> <li>select and apply complex mathematical techniques in a variety of mathematical situations, both practical and abstract</li> <li>extend and apply skills in problem solving and logical thinking</li> <li>extend skills in interpreting, analysing, communicating and managing information in mathematical form, while exploring more advanced techniques</li> <li>clarify their thinking through the process of rigorous proof</li> </ul>		
<p><b>Course Structure</b></p> <p>The course consists of three mandatory Units and an externally marked Exam</p>		
<b>Unit 1 - Methods in Algebra and Calculus</b>		
The general aim of the Unit is to develop advanced knowledge and skills in algebra and calculus that can be used in practical and abstract situations to manage information in mathematical form.		
<b>Unit 2 - Applications in Algebra and Calculus</b>		
The general aim of the Unit is to develop advanced knowledge and skills that involve the application of algebra and calculus to real life and mathematical situations, including applications to geometry.		
<b>Unit 3 - Geometry, Proof and Systems of Equations</b>		
The general aim of the Unit is to develop advanced knowledge and skills that involve geometry, number and algebra, and to examine the close relationship between them.		
<p><b>Course Assessment</b></p> <p>To gain the award of the Course, the learner must pass all of the Units as well as the Course assessment. Course assessment will provide the basis for grading attainment in the Course award. The Course assessment is graded A–D.</p>		
<p><b>Progression</b></p> <p>On successful completion of this course, the learner could progress on to:</p> <ul style="list-style-type: none"> <li>• Further education courses.</li> <li>• Employment and/or training</li> </ul>		

<b>National Higher Mathematics</b>	SCQF: Level 6 (24 SCQF credit points)	C747 76
Minimum Entrance Requirement: - successful completion of National 5 Mathematics (Intermediate 2 A or B)		
<p><b>Course Aims &amp; Purpose</b></p> <p>Mathematics is important in everyday life, allowing us to make sense of the world around us and to manage our lives.</p> <p>Using mathematics enables us to model real-life situations and make connections and informed predictions. It equips us with the skills we need to interpret and analyse information, simplify and solve problems, assess risk and make informed decisions.</p> <p>The Course aims to:</p> <ul style="list-style-type: none"> <li>• motivate and challenge learners by enabling them to select and apply mathematical techniques in a variety of mathematical situations</li> <li>• develop confidence in the subject and a positive attitude towards further study in mathematics and the use of mathematics in employment</li> <li>• deliver in-depth study of mathematical concepts and the ways in which mathematics describes our world</li> <li>• allow learners to interpret, communicate and manage information in mathematical form; skills which are vital to scientific and technological research and development</li> <li>• deepen the learner's skills in using mathematical language and exploring advanced mathematical ideas</li> </ul>		
<p><b>Course Structure</b></p> <p>The course consists of three mandatory Units and an externally marked Exam</p>		
Expressions and Functions		
The general aim of this Unit is to develop knowledge and skills that involve the manipulation of expressions, the use of vectors and the study of mathematical functions. The Outcomes cover aspects of algebra, geometry and trigonometry, and also skills in mathematical reasoning and modelling.		
Relationships and Calculus		
The general aim of this Unit is to develop knowledge and skills that involve solving equations and to introduce both differential calculus and integral calculus. The Outcomes cover aspects of algebra, trigonometry, calculus, and also skills in mathematical reasoning and modelling..		
Applications		
The general aim of this Unit is to develop knowledge and skills that involve geometric applications, applications of sequences and applications of calculus. The Outcomes cover aspects of algebra, geometry, calculus, and also skills in mathematical reasoning and modelling.		
<p><b>Course Assessment</b></p> <p>To gain the award of the Course, the learner must pass all of the Units as well as the Course assessment. Course assessment will provide the basis for grading attainment in the Course award. The Course assessment is graded A–D.</p>		
<p><b>Progression</b></p> <p>On successful completion of this course, the learner could progress on to:</p> <ul style="list-style-type: none"> <li>• Advanced Higher Mathematics</li> <li>• Further education courses.</li> <li>• Employment and/or training</li> </ul>		



<b>National 5 Mathematics</b>	SCQF: Level 5 (24 SCQF credit points)	Course code: C747 75
Minimum Entrance Requirement:- successful completion of S3 course (3M1, 3M2, 3M3)		
<b>Course Aims &amp; Purpose</b>		
<p>A comprehensive description of the National 5 course aims and purpose including the course rationale can be found at the following web sites.</p> <p><a href="http://www.sqa.org.uk/sqa/47419.html">http://www.sqa.org.uk/sqa/47419.html</a> National 5 Mathematics in a Nutshell</p>		
<b>Course Structure</b>		
The course consists of three mandatory Units and an externally marked Exam		
Expressions and Formulae		Unit code: H22F 75
The general aim of this Unit is to develop skills linked to mathematical expressions and formulae. These include the manipulation of abstract terms, the simplification of expressions and the evaluation of formulae. The Outcomes cover aspects of number, algebra, geometry and reasoning.		
Relationships		Unit code: H22G 75
The general aim of this Unit is to develop skills linked to mathematical relationships. These include solving and manipulating equations, working with graphs and carrying out calculations on the lengths and angles of shapes. The Outcomes cover aspects of algebra, geometry, trigonometry and reasoning.		
Applications		Unit code: H22J 75
The general aim of this Unit is to develop skills linked to applications of mathematics. These include using trigonometry, geometry, number processes and statistics within real-life contexts. The Outcomes cover aspects of these skills and also skills in reasoning.		
<b>Course Assessment</b>		
To gain the award of the Course, the learner must pass the Course assessment. Course assessment will provide the basis for grading attainment in the Course award. The Course assessment is graded A–D.		
<b>Progression</b>		
On successful completion of this course, the learner could progress on to:		
<ul style="list-style-type: none"> <li>• Higher Mathematics</li> <li>• Further education courses.</li> <li>• Employment.</li> </ul>		

<b>National 4 Mathematics</b>	SCQF: Level 4 (24 SCQF credit points)	Course code: C747 74
Minimum Entrance Requirement:- successful completion of S3 course (3M4, 3M5,)		
<p>A comprehensive description of the National 4 course aims and purpose including the course rationale can be found at the following web sites.</p> <p><a href="http://www.sqa.org.uk/sqa/47417.html">http://www.sqa.org.uk/sqa/47417.html</a> National 4 Mathematics in a Nutshell</p>		
<b>Course Structure</b>		
The course consists of three mandatory units and an Added Value Unit in the form of a test.		
Expressions and Formulae		Unit code: H22F 74
The general aim of this Unit is to develop skills linked to mathematical expressions and formulae. These include the manipulation of abstract terms, the simplification of expressions and the evaluation of formulae. The Outcomes cover aspects of number, algebra, geometry and reasoning.		
Relationships		Unit code: H22G 74
The general aim of this Unit is to develop skills linked to mathematical relationships. These include solving and manipulating equations, working with graphs and carrying out calculations on the lengths and angles of shapes. The Outcomes cover aspects of algebra, geometry, trigonometry and reasoning.		
Numeracy		Unit code: H225 74
The general aim of this Unit is to develop learners' numerical and information handling skills to solve straightforward, real-life problems involving number, money, time and measurement. As learners tackle real-life problems, they will decide what numeracy skills to use and how to apply these skills to an appropriate level of accuracy. Learners will also interpret graphical data and use their knowledge and understanding of probability to identify solutions to straightforward real-life problems involving money, time and measurement.		
Added Value – Mathematics Test		Unit code: H22H 74
A two paper test where breadth and challenge will be demonstrated through the use and integration of mathematical ideas and strategies linked to straightforward mathematical expressions, formulae and relationships.		
<b>Course Assessment</b>		
To gain the award of the Course, the learner must pass all of the Units as well as the Added Value test. National 4 courses are not graded		
<b>Progression</b>		
On successful completion of this course, the learner could progress on to:		
<ul style="list-style-type: none"> <li>• National 5 Mathematics</li> <li>• National 5 Lifeskills Mathematics</li> <li>• National 5 Numeracy Unit</li> </ul>		

<b>National 5 Lifeskills Mathematics</b>	SCQF: Level 5 (24 SCQF credit points)	Course code: C744 75
Minimum Entrance Requirement:- successful completion of S3 course (3M1, 3M2 and 3M3)		
<b>Course Aims &amp; Purpose</b> <p>A comprehensive description of the National 5 Lifeskills Mathematics course aims and purpose including the course rationale can be found at the following web sites.</p> <p><a href="http://www.sqa.org.uk/sqa/47418.html">http://www.sqa.org.uk/sqa/47418.html</a>  National 5 Lifeskills Mathematics in a Nutshell</p>		
<b>Course Structure</b> The course consists of three mandatory Units and an externally marked Exam		
<b>Managing Finance and Statistics</b>		Unit code: H221 75
The general aim of this Unit is to develop skills that focus on the use of mathematical ideas and valid strategies that can be applied to managing finance and statistics in real-life contexts. This includes skills in analysing financial positions, budgeting as well as organising and presenting data to justify solutions and/or draw conclusions in real-life situations.		
<b>Geometry and Measures</b>		Unit code: H224 75
The general aim of this Unit is to develop skills that focus on the use of mathematical ideas and valid strategies that can be applied to geometry and measurement in real-life contexts. This includes skills in analysing and using geometry and measures to determine and justify solutions to real-life problems.		
<b>Numeracy</b>		Unit code: H225 75
The general aim of this Unit is to develop learners' numerical and information handling skills to solve real-life problems involving number, money, time and measurement. At this level, real-life problems will have some complex features and be set in contexts which are likely to be unfamiliar to the learner.		
<b>Course Assessment</b> To gain the award of the Course, the learner must pass the Course assessment. Course assessment will provide the basis for grading attainment in the Course award. The Course assessment is graded A–D.		
<b>Progression</b> On successful completion of this course, the learner could progress on to: <ul style="list-style-type: none"> <li>• Further education courses.</li> <li>• Employment.</li> </ul> Please note there is no progression to Higher Mathematics from this course.		

<b>National 3 Lifeskills Mathematics</b>	SCQF: Level 3 (18 SCQF credit points)	Course code: C744 7
Minimum Entrance Requirement:- successful completion of S3 course (3M6, 3M7)		
<p><b>Course Aims &amp; Purpose</b></p> <p>The National 3 Lifeskills Mathematics Course will help learners to become numerate, to make sense of the world around them and to function responsibly and independently in everyday life.</p> <p>A comprehensive description of the National 3 Lifeskills Mathematics course aims and purpose including the course rationale can be found at the following web sites.</p> <p><a href="http://www.sqa.org.uk/sqa/48597.html">http://www.sqa.org.uk/sqa/48597.html</a></p>		
<p><b>Course Structure</b></p> <p>The course consists of three mandatory units.</p>		
Manage Money and Data	Unit code: H284 73	
<p>The general aim of this Unit is to enable learners to apply their skills, knowledge and understanding of mathematics and numeracy to manage money and data in real-life contexts. Learners will build on their mathematical and numerical skills to determine factors affecting income and expenditure, budgeting and saving. Learners will also organise, present and interpret data based on real-life contexts.</p>		
Shape, Space and Measures	Unit code: H283 73	
<p>The general aims of this Unit is to enable learners to apply their skills, knowledge and understanding of shape, space and measures in real-life contexts. Learners will build on their mathematical and numerical skills by using measures and elementary geometry to tackle real-life situations.</p>		
Numeracy	Unit code: H225 73	
<p>The general aim of this Unit is to develop learners' numerical and information handling skills to solve simple, real-life problems involving number, money, time and measurement. As learners tackle real-life problems, they will use their knowledge of number processes, information handling and probability to make informed decisions.</p>		
<p><b>Course Assessment</b></p> <p>To gain the award of the Course, the learner must pass all of the Units.</p> <p>National 3 courses are not graded</p>		
<p><b>Progression</b></p> <p>On successful completion of this course, the learner could progress on to:</p> <ul style="list-style-type: none"> <li>• National 4 Lifeskills Mathematics</li> <li>• National 4 Mathematics</li> </ul>		

<b>National 2 Lifeskills Mathematics</b>	SCQF: Level 2 (18 SCQF credit points)	Course code: C744 72
Minimum Entrance Requirement:- completion of S3 course (3M7)		
<p><b>Course Aims &amp; Purpose</b></p> <p>The National 3 Lifeskills Mathematics Course will help learners to become numerate, to make sense of the world around them and to function responsibly and independently in everyday life.</p> <p>A comprehensive description of the National 3 Lifeskills Mathematics course aims and purpose including the course rationale can be found at the following web sites.</p> <p><a href="http://www.sqa.org.uk/sqa/48567.html">http://www.sqa.org.uk/sqa/48567.html</a></p>		
<p><b>Course Structure</b></p> <p>The course consists of two mandatory units and two optional units</p>		
Manage Money and Data		Unit code: H21R 72
<p>The general aim of this Unit is to enable learners to apply their skills, knowledge and understanding of mathematics and numeracy to manage money and data in real-life contexts. Learners will build on their mathematical and numerical skills to determine factors affecting income and expenditure, budgeting and saving. Learners will also organise, present and interpret data based on real-life contexts.</p>		
Shape, Space and Measures		Unit code: H21T 72
<p>The general aims of this Unit is to enable learners to apply their skills, knowledge and understanding of shape, space and measures in real-life contexts. Learners will build on their mathematical and numerical skills by using measures and elementary geometry to tackle real-life situations.</p>		
Optional Units		
Lifeskills Mathematics: Money Lifeskills Mathematics: Time Lifeskills Mathematics: Measurement	Unit code: H21V 72 Unit code: H21W 72 Unit code: H21Y 72	
<p><b>Course Assessment</b></p> <p>To gain the award of the Course, the learner must pass all of the Units. National 3 courses are not graded</p>		
<p><b>Progression</b></p> <p>On successful completion of this course, the learner could progress on to:</p> <ul style="list-style-type: none"> <li>National 3 Lifeskills Mathematics</li> </ul>		

# **MODERN STUDIES**

## **HIGHER**

### **Purpose**

This course is designed to help students:

- develop knowledge and understanding of political, social and international issues
- develop the skills of analysis, synthesis, evaluating and decision making

### **Recommended Entry**

While entry is at the discretion of the school, students would normally be expected to have attained:

- National 5 in Modern Studies or another social subject
- or a course at National 5 or Higher in another social subject

### **Course Details**

The course comprises three units plus an assignment.

Unit – Title, Length and Brief Description

- Political Issues in the United Kingdom
- Democracy in Scotland and the UK
- Social Issues in the United Kingdom
- Crime and Law
- International Issues
- The Politics of Development in Africa

### **Progression**

Students who are successful in the Higher course could progress to Advanced Higher Modern Studies or to a Higher course in another social subject. Alternatively, they progress to HNC or HND awards or use the Higher qualification for general entrance to university or to a particular courses in social sciences e.g. Politics, Sociology or International Relations. Career prospects include work in local government, tourism, business administration, law, journalism, teaching, social work, social care, media, advertising, marketing, personnel, police and community education.

## **NATIONAL 5, 4 AND 3**

Modern Studies opens up the world of contemporary society for learners.

The purpose of Modern Studies is to develop the learner's knowledge and understanding of contemporary political and social issues in local, Scottish, United Kingdom and international contexts. In these contexts, learners will develop an awareness of the social and political issues they will meet in their lives.

The contexts for studying are:

Unit 1: Democracy in Scotland and the UK

Unit 2: Social Inequality in the UK – focussing on health and poverty

Unit 3: The USA – a study of society and politics in the USA

The main aims of the National 5 and National 4 Courses are to enable learners to develop:

- a range of research and information handling skills
- straightforward / detailed understanding of the democratic process
- straightforward / detailed understanding of social and economic issues at local, Scottish, national and international levels and ways of addressing needs and inequalities
- awareness / understanding of different views about the extent of state involvement in society
- awareness / understanding of the nature and processes of conflict resolution
- understanding of human and legal rights and responsibilities and their application in different societies.

### **Progression**

National 5 Modern Studies is excellent preparation for the Higher course in Modern Studies or History.

National 4/5 Modern Studies also provides a good foundation for the study of Scottish Studies SCQF level 5.

# MUSIC

## ADVANCED HIGHER

## S6 Only

### Course structure

The Course has an integrated approach to learning and includes a mixture of practical learning, and related understanding of music. In the Course 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.

#### Music: Performing Skills (Advanced Higher)

In this Unit, 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.

#### Music: Composing Skills (Advanced Higher)

In this Unit, 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 Music (Advanced Higher)

In this Unit, 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.

#### Course Assessment (Advanced Higher)

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

#### Component 1 — performance

The purpose of the performance option is to allow learners to demonstrate advanced levels of creativity and applied musical skills when performing a prepared programme of music on either two selected instruments, or a selected instrument and voice. The programme of music should last a total of 20 minutes. The performance time on either of the two selected instruments, or instrument and voice, must be a minimum of eight minutes within the overall twenty minute programme. The programme of music must include a minimum of two contrasting pieces of music on each of the two selected instruments, or instrument and voice. These should be of Grade 5 or equivalent level of difficulty.

This performance will give learners the opportunity to demonstrate the following skills, knowledge and understanding:  
the ability to perform a prepared programme of musically and technically demanding music either solo and/or in a group setting  
the ability to maintain musical flow and realise the composer's intentions  
interpretive flair and musicality when performing

The performance will have 60 marks (60% of the total mark). The same overall mark weighting will apply to each instrument/voice in the programme. (30/30)

Marks will be awarded for, as appropriate:

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

#### Component 2 — question paper

The purpose of the question paper is to assess learners' knowledge and understanding of music concepts and music literacy. Learners will demonstrate conceptual knowledge and understanding of music by responding to music excerpts and an associated range of questions in sophisticated and challenging musical contexts. All questions in the paper are compulsory. The range of question types within the question paper will allow scope for assessing understanding of music literacy and the learners' ability to identify and analyse the use of music concepts.

The question paper will give learners an opportunity to demonstrate the following skills, knowledge and understanding:

- advanced levels of aural discriminatory ability
- in-depth knowledge of a range of level-specific and other music concepts from other SQCF levels
- knowledge and applied use of music literacy

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

Marks will be awarded for:

- an understanding of the concept content for the Course
- the ability to identify and analyse the use of music concepts and styles in complex contexts
- knowledge and applied use of musical literacy

### **Conditions of award**

To gain the award of the Course, the learner must pass all of the Units as well as the external Course assessment. Course assessment will provide the basis for grading attainment in the Course award.

### **Recommended entry**

Learners would normally be expected to have attained the skills, knowledge and understanding required at Higher level music or equivalent qualifications and/or experience. In terms of prior learning and experience, relevant experiences and outcomes may also provide an appropriate basis for doing this Course.

### **Progression**

This Course or its Units may provide progression to:

- other qualifications in Music or related areas
- further study, employment or training

## **HIGHER**

### **Course structure**

The Course has an integrated approach to learning and includes a mixture of practical learning, and related understanding of music. In the Course 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.

#### **Music: Performing Skills (Higher)**

In this Unit, learners will develop performing skills on two instruments, or on one instrument and voice, chosen in consultation with the Music Department staff. They will perform challenging level-specific music with sufficient accuracy and will maintain the musical flow realising the composers' intentions. Learners will, through regular practice and critical reflection and evaluation, develop their technical and musical performing skills.

#### **Music: Composing Skills (Higher)**

In this Unit, learners will experiment with, and creatively use complex compositional methods and music concepts to realise their intentions when creating original music. Learners will critically reflect on and evaluate the impact and effectiveness of their creative and musical choices and decisions. They will analyse how musicians and composers create music in different ways and how music styles are shaped by social and cultural influences.

#### **Understanding Music (Higher)**

In this Unit, through listening, learners will develop detailed knowledge and understanding of a range of complex musical concepts and literacy. They will identify and distinguish the key features of specific music styles and recognise level-specific music concepts in excerpts of music, and music signs and symbols in notated music.

### **Course Assessment (Higher)**

The Course assessment will consist of two Components: a performance, and a question paper.

#### **Component 1 — performance**

The purpose of the performance is to allow learners to demonstrate their performance and musical skills on either two selected instruments, or on a selected instrument and voice, in a twelve-minute prepared programme of music. The overall programme length must not exceed thirteen minutes. The performance time on either of the two selected instruments, or instrument and voice, must be a minimum of four minutes within the overall twelve-minute programme. Learners should perform a minimum of two contrasting pieces of music on each of the two selected instruments, or instrument and voice. These should be of Grade 4 or equivalent level of difficulty.



This performance will give learners the opportunity to demonstrate the following skills:

- the ability to perform a prepared programme of music on two selected instruments, or one instrument and voice, either solo and/or in a group setting
- the ability to maintain musical flow and realise the composer's intentions when performing

This performance will have 60 marks (60% of the total mark). The same overall mark weighting will apply to each instrument/voice in the programme (30/30). Marking of the performance should be approached holistically. Each piece of music in the programme will be given a mark out of 10. As the total number of pieces of music in the programme will be variable, scaling will be used to determine the final mark for each instrument/voice.

Marks will be awarded as appropriate, for:

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

#### Component 2 — question paper

The purpose of the question paper is to test the learners' knowledge and understanding of music concepts and music literacy. Learners will demonstrate conceptual knowledge and understanding of music by responding to questions that relate to musical excerpts and music concepts and styles. A range of question types will be used in the question paper, allowing scope for assessing a variety of music concepts and understanding of music literacy. All questions in the paper are compulsory.

This question paper will give learners an opportunity to demonstrate the following skills, knowledge and understanding:

- aural discriminatory ability
- knowledge of a range of music concepts, music literacy and music styles

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

Marks will be awarded for:

- an understanding of the concept content for the Course
- the ability to identify concepts in a range of music excerpts and styles in both straightforward and more complex contexts
- knowledge and application of music literacy

#### Conditions of award

To gain the award of the Course, the learner must pass all of the Units as well as the external Course assessment. Course assessment will provide the basis for grading attainment in the Course award.

#### Recommended entry

Learners would normally be expected to have attained the skills, knowledge and understanding required at National 5 level music or equivalent qualifications and/or experience. In terms of prior learning and experience, relevant experiences and outcomes may also provide an appropriate basis for doing this Course.

#### Progression

This Course or its Units may provide progression to:

- Advanced Higher Music
- other qualifications in Music or related areas
- further study, employment or training

## NATIONAL 5

#### Course structure

The Course has an integrated approach to learning and includes a mixture of practical learning, composition and understanding of music. In the Course 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.

Throughout the course, pupils will focus on three core elements:

### **Performing**

Learners will develop performing skills on two instruments, or on one instrument and voice, chosen in consultation with the Music Department staff. They will perform level-specific music with sufficient accuracy and will maintain the musical flow. Learners will, through regular practice and self-reflection, develop technical, musical and performing skills.

### **Composition**

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

### **Understanding Music**

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

### **Course Assessment**

The Course assessment will consist of three Components — a performance, an assignment and a question paper.

#### **Component 1 — Performance**

The purpose of this performance is to allow learners to demonstrate their performance and musical skills on either two selected instruments, or on a selected instrument and voice, in an eight-minute prepared programme of music. The overall programme length must not exceed eight and a half minutes. The performance time on either of the two selected instruments, or instrument and voice, must be a minimum of two minutes within the overall eight-minute programme. Learners should perform a minimum of two contrasting pieces of music on each of the two selected instruments, or instrument and voice. These should be of Grade 3 or equivalent level of difficulty.

This performance will give learners an opportunity to demonstrate the following skills, knowledge and understanding:

- the ability to perform a prepared programme of music on two selected instruments or one instrument and voice, either solo and/or in a group setting
- the ability to maintain musical flow and realise the composer's intentions when performing

This performance will have 60 marks (50% of the total mark). The same overall mark weighting will apply to each instrument/voice in the programme (30/30).

Marks will be awarded, as appropriate, for melodic accuracy/intonation, rhythmic accuracy, maintaining the tempo and flow of the music, conveying mood and character, tone and dynamics.

Prior to the final Performance Exam, pupils will be expected to participate in a Performance Evening. This is an opportunity for pupils to perform one piece on each of their instruments to a small audience made up of their classmates and parents. This is an invaluable opportunity for the pupils to develop their performance skills in the run up to their final exam.

#### **Component 2 – Assignment**

The assignment will assess pupils' skills in Composition. The assignment will be worth 30 marks and will be externally marked by the SQA. This assignment will make up 15% of the total mark.

#### **Component 3 — Question Paper**

The purpose of the question paper is to test learners' knowledge and understanding of music concepts and music literacy. Learners will demonstrate conceptual knowledge and understanding of music by responding to questions that relate to musical excerpts and music concepts and styles. A range of question types will be used in the question paper, allowing scope for assessing a variety of music concepts and understanding of music literacy. All questions in the question paper are compulsory.

This question paper will give learners an opportunity to demonstrate the following skills, knowledge and understanding:

- aural discriminatory ability
- knowledge of a range of music concepts, music literacy and music styles

This question paper will have 40 marks (35% of the total marks). Marks will be awarded for:

- an understanding of the concept content for the Course
- the ability to identify concepts in a range of music excerpts and styles in straightforward contexts
- knowledge and application of musical literacy

### **Conditions of award**

To gain the award of the Course, the learner must pass the external Course assessment. Course assessment will provide the basis for grading attainment in the Course award.

### **Recommended entry**

Learners would normally be expected to have attained the skills, knowledge and understanding required at National 4 level music or equivalent qualifications and/or experience. In terms of prior learning and experience, relevant experiences and outcomes may also provide an appropriate basis for doing this Course.

### **Progression**

This Course or its Units may provide progression to:

- Higher Music
- other qualifications in Music or related areas
- further study, employment or training

## **NATIONAL 4**

### **Course structure**

The Course has an integrated approach to learning and includes a mixture of practical learning and related understanding of music. In the Course learners will draw on their understanding of music styles and concepts as they experiment with using these when performing and creating music.

#### **Music: Performing Skills (National 4)**

In this Unit, learners will develop performing skills on two instruments, or on one instrument and voice, chosen in consultation with the Music Department staff. They will perform level-specific music with sufficient accuracy while maintaining the musical flow. Learners will, through regular practice and reflection, develop technical and musical performing skills.

#### **Music: Composing Skills (National 4)**

In this Unit, learners will experiment with and use compositional methods and music concepts in imaginative ways when creating their own music. Learners will reflect on their own creative choices and decisions, and develop a basic understanding of how musicians develop their ideas to create music.

#### **Understanding Music (National 4)**

In this Unit, through listening, learners will develop knowledge and understanding of a variety of level-specific musical concepts and literacy. They will listen to music extracts and identify which specific music concepts are used and where these appear in the music. They will develop an understanding of the distinctive sounds of specific music styles and common music signs, symbols and terms used in music notation.

#### **Added Value Unit: Music Performance (National 4)**

In the added value unit for National 4 Music the learner will carry out a musical performance which shows that they can apply their creative and technical music skills and understanding of music in a new context when performing an agreed programme of music by:

- Selecting, with some support, two or more pieces of music for each instrument
- Performing the agreed music with sufficient technical accuracy in pitch and rhythm
- Maintaining musical flow throughout the programme of music
- Realising the composers' intentions with regard to phrasing and dynamics
- Reflecting on the strengths and weaknesses of their performance

### **Conditions of award**

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

### **Recommended entry**

Learners would normally be expected to have attained the skills, knowledge and understanding required at National 3 level music or equivalent qualifications and/or experience. In terms of prior learning and experience, relevant experiences and outcomes may also provide an appropriate basis for entry to this course.

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

- National 5 Music
- other qualifications in Music or related areas
- further study, employment or training

## **NATIONAL 3**

### **Course structure**

The Course has an integrated approach to learning and includes a mixture of practical learning, and appreciation and understanding of music. In the Course learners will draw on their understanding of music styles and concepts as they experiment with and use these when performing and creating music.

#### **Music: Performing Skills (National 3)**

In this Unit, learners will develop performing skills on two instruments, or on one instrument and voice, chosen in consultation with the Music Department staff. They will play level-specific sections of music with sufficient accuracy while maintaining the musical flow. Learners will, with support, reflect on their own performing skills.

#### **Music: Composing Skills (National 3)**

In this Unit, learners will use their knowledge of music styles and concepts when creating their own music. They will experiment with and use straightforward compositional methods and simple music concepts in imaginative ways. Learners will, with support, reflect on their own creative choices and the creative choices of others.

#### **Understanding Music (National 3)**

In this Unit, by listening to a range of music and music styles, learners will develop their understanding of level-specific music concepts. They will develop the ability to distinguish between different music styles and sounds, and will be able to identify and recognise simple music signs and symbols used in music notation.

### **Conditions of award**

To achieve the National 3 Music Course, learners must pass all of the required Units.

### **Progression**

This Course or its Units may provide progression to:

- National 4 Music
- other qualifications in Music or related areas
- further study, employment or training

## **MUSIC PERFORMING UNITS**

As well as National 5, Higher and Advanced Higher music qualifications, the Music Department also offers the 'Performing on One Instrument or Voice' unit for pupils in S5/S6. In this unit candidates will develop complex skills in solo instrumental or vocal performance. They will rehearse a varied programme of music, develop a relatively wide knowledge of their chosen instrument/voice and its repertoire, and present a musical performance.

To successfully pass the unit, pupils must achieve the following outcomes:

1. Carry out an effective music practice routine
2. Describe the music chosen for performance
3. Perform music in contrasting styles

Please note, these are free standing units, which are marked internally and verified externally. Pupils interested in this should choose it in the same column as Music, and enter "Units only" for Subject Level.

# **PHILOSOPHY**

## **HIGHER**

### **Course outline**

#### Mandatory Units

Philosophy: Arguments in Action  
Philosophy: Knowledge and Doubt  
Philosophy: Moral Philosophy  
Course Assignment

### **Progression**

This Course or its Units may provide progression to Philosophy, social studies or social science subjects or related areas.

An understanding of philosophy also provides a useful background for study or employment in a number of areas such as the media, politics, social policy, health professions and law.

### **Purpose and aims of the Course**

The main purpose of this Course is to challenge learners to think clearly about problems by asking them questions about the world we live in. Learners will explore philosophical ideas and arguments relating to general and fundamental philosophical issues of relevance in the world today. Learners will develop the ability to use philosophical thinking skills and terminology to analyse and evaluate philosophical positions, theories and arguments and to develop their own reasoning skills.

Learners will become empowered to challenge assumptions and to apply their knowledge and understanding of different positions and theories in philosophy. Thinking, analytical and communication skills, which are important in education and employment, are developed throughout the Course.

### **Course structure**

This Course has been constructed to facilitate a hierarchical arrangement with National 5 Philosophy Course.

The main purpose of the Course is to develop learners' knowledge and understanding of philosophy and their analytical, evaluative, thinking and communication skills.

A central theme of the Course is to engage with difficult questions of life such as existence, truth, reality and what it means to be moral. Each Unit of the Course promotes the development of thinking, reasoning and communication skills. Learners are introduced to philosophical theories and argument and develop the ability to analyse and evaluate theories and arguments.

At Higher, learners will develop their ability to analyse and evaluate theories and arguments and apply different ideas in philosophy using a detailed knowledge of theories. They will develop their ability to evaluate texts and to analyse and evaluate complex arguments.

Options within Units offer personalisation and choice.

#### Philosophy: Arguments in Action (Higher)

This Unit develops learners' ability to think philosophically. Learners will acquire a set of thinking and philosophical skills, which they can apply to analyse and evaluate a range of everyday and philosophical arguments, drawing from a variety of contexts.

#### Philosophy: Knowledge and Doubt (Higher)

This Unit equips learners with the knowledge and skills necessary to examine, discuss and evaluate theories of knowledge. They will investigate different theories to develop an understanding of rationalist and empiricist views, and the problems posed by scepticism. Learners will use a range of sources and select texts for analysis to critically evaluate philosophical responses to issues in epistemology.

#### Philosophy: Moral Philosophy (Higher)

This Unit equips learners with the knowledge and skills necessary to examine, understand and debate specific philosophical issues in moral philosophy. Learners will study different moral theories and philosophers to analyse and evaluate different moral positions in relation to real-life situations. They will explore how different theories can be applied to moral issues. Learners will develop their own informed opinions about the theories explored.

### **Course assessment**

Courses from Higher to Advanced Higher include assessment of added value. At Higher and Advanced Higher, the added value will be assessed in the Course assessment.

This is assessed through a question paper and an assignment.

The question paper will sample philosophical knowledge and understanding from Course Units and will assess the learner's ability to apply knowledge and understanding to analyse and evaluate theories and complex arguments.

The assignment will be a philosophical investigation using philosophical skills, knowledge and understanding to give a reasoned view on a question or claim.

## **NATIONAL 5**

### **Course outline**

#### Mandatory Units

Philosophy: Arguments in Action

Philosophy: Knowledge and Doubt

Philosophy: Moral Philosophy

Course Assignment

### **Progression**

This Course or its Units may provide progression to:

- Higher Philosophy Course.
- Higher Religious, Moral and Philosophical Studies Course.
- Other SQA qualifications in social studies, social science or related areas.

An understanding of philosophy also provides a useful background for study or employment in a number of other areas such as the media, politics, social science, health professions and law.

### **Purpose and aims of the Course**

The main purpose of this Course is to challenge learners to think clearly about problems by asking them questions about the world we live in. Learners will explore philosophical ideas and arguments relating to general and fundamental philosophical issues of relevance in the world today. Learners will develop the ability to use philosophical thinking skills and terminology to analyse and evaluate arguments and to develop their own reasoning skills.

The Units in the Course will provide learners with a basic knowledge and understanding of different positions and theories in Philosophy.

### **Course structure**

This Course provides a foundation for progression to the Higher Philosophy Course.

The main purpose of the Course is to develop learners' knowledge and understanding of philosophy and their analytical, evaluative, thinking and communication skills.

The course aims to enable learners to engage with challenging questions about the human condition such as existence, truth, reality and what it means to be moral. This will help them to develop confidence in their own reasoning and understanding of challenging concepts.

Options within Units offer personalisation and choice.

#### Philosophy: Arguments in Action (National 5)

This Unit develops learners' ability to think philosophically. Learners will acquire a basic set of thinking and philosophical skills which they can apply to analyse and evaluate a range of everyday and philosophical arguments, drawing from a variety of contexts.

#### Philosophy: Knowledge and Doubt (National 5)

This Unit equips learners with the knowledge and skills necessary to understand and discuss theories of knowledge. Learners will investigate reasons for scepticism in philosophy, with reference to different sources. Learners will actively explore problems associated with theories of knowledge, and use thinking skills to evaluate theories and to express opinions with supporting reasons.

#### Philosophy: Moral Philosophy (National 5)

This Unit equips learners with the knowledge and skills necessary to examine and understand specific philosophical issues in moral philosophy. Learners will be introduced to different moral theories and philosophers to help explain different moral positions in relation to real-life situations. Learners will explore how different theories can be applied to moral issues. Learners

will develop their own opinions about the theories explored and support these with reasons.

**Course assessment**

At National 5 the added value will be assessed in the Course assessment. The Course will be assessed through a question paper and assignment.

The question paper will sample philosophical knowledge and understanding from Course Units and will assess the learner's ability to apply knowledge and understanding to analyse and evaluate theories and arguments.

The assignment will be a report on a philosophical investigation using philosophical skills, knowledge and understanding to give a reasoned view on a question or claim.

# **PHYSICAL EDUCATION**

## **HIGHER**

### **Recommended Entry**

While entry is at the discretion of the PE department, pupils would normally be expected to have achieved **at the very least a B at National 5 PE**. Pupils will, however, need to have a high level of motivation, an excellent participation record in PE and have demonstrated a high level of performance in at least two activities. Pupils are also recommended to be sitting higher English to aid them with their written answers.

**Due to the nature of the overall practical course assessment in PE pupils should be regularly training and competing in at least one activity within the school extra curriculum program or with an external club or group. Pupils can seek advice from the PE department with regards to school sports clubs or sports clubs within the local community.**

### **Purpose and Course Details**

The main purpose of this Course is to develop and demonstrate a broad and comprehensive range of complex skills in challenging contexts. Learners will develop the ability to use strategies to make appropriate decisions for effective performance. They will also analyse a performance, understand what is required to develop it and then apply this knowledge to their own performance. By actively participating in physical activities, learners will demonstrate initiative, decision-making and problem-solving. They will experience a range of roles and responsibilities, and this will enable them to develop their interpersonal skills. The

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

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

The Course has two mandatory Units:

#### **Physical Education: Performance Skills**

The general aim of this Unit is to develop learners' ability to perform in physical activities by enabling them to acquire a comprehensive range of movement and performance skills. They will learn how to select, use, demonstrate and adapt these skills. Learners will develop consistency in their control and fluency during movement to enable them to meet the physical demands of performance in a safe and effective way. Pupils will need to demonstrate higher level practical ability in at least two activities to achieve this unit.

#### **Physical Education: Factors Impacting on Performance**

The general aim of this Unit is to develop learners' knowledge and understanding of the factors that impact on performance in physical activities. Learners will consider the effects of mental, emotional, social and physical factors on performance, and will develop an understanding of how to plan for, monitor, record and evaluate the process of personal performance.

Higher PE will require the candidate to pass both units. The course assessment for Higher PE will consist of a one off challenging performance that pupils must do written preparation and evaluation for. This will be worth **60%** of the final mark. Pupils must also complete a written exam that will be worth **40%** of the final mark and will be externally assessed.

## **NATIONAL 5 AND 4**

### **Purpose and Course Details**

The main purpose of the Course is to develop and demonstrate movement and performance skills in physical activities. By engaging in practical activities, learners can demonstrate initiative, decision-making and problem-solving.

The Course encourages learners to develop a positive attitude towards a healthy lifestyle, and the contribution that physical activity makes to this. The Course also provides an opportunity to support the way that individual attitudes, values and



behaviours are formed.

The skills, knowledge and understanding that learners acquire by successfully completing this Course are transferable to learning, to life and to the world of work.

Pupils choosing National 4/5 PE will need to have a high level of motivation, an excellent participation record in PE and have demonstrated a good level of performance in at least two activities for National 4 and a high level of performance in at least two activities for National 5.

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

- develop the ability to safely perform a comprehensive range of movement and performance skills
- understand factors that impact on personal performance in physical activities
- build capacity to perform effectively
- develop approaches to enhance personal performance
- monitor, record and evaluate performance development

The Course has two mandatory Units:

**Physical Education: Performance Skills**

The general aim of this Unit is to develop learners' ability to perform in physical activities by enabling them to acquire a comprehensive range of movement and performance skills. They will learn how to select, use, demonstrate and adapt these skills. Learners will develop consistency in their control and fluency during movement to enable them to meet the physical demands of performance in a safe and effective way.

**Physical Education: Factors Impacting on Performance**

The general aim of this Unit is to develop learners' knowledge and understanding of the factors that impact on performance in physical activities. Learners will consider the effects of mental, emotional, social and physical factors on performance, and will develop an understanding of how to plan for, monitor, record and evaluate the process of personal performance.

National 4 will require the candidate to pass both units and the course assessment. This course assessment will consist of a one off challenging performance that pupils must warm up for and demonstrate appropriate performance skills and decision making throughout. This will be marked on a pass or fail basis.

National 5 require the candidate to pass the course assessment which will consist of two challenging performances that pupils must do written preparation and evaluation for. This will be worth 50% of the final mark. Pupils must also complete a written portfolio that will be worth 50% of the final mark and will be externally assessed.

## **NATIONAL 3**

### **Purpose and Course Details**

This Course is practical and experiential. Its main purpose is to allow learners the opportunity to participate in physical activities and develop their basic movement and performance skills in familiar contexts. In addition, the Course offers the opportunity to increase learners' understanding of the important link between fitness and good health.

Learners are encouraged to demonstrate initiative, decision-making and problem-solving by participating in, and reflecting on these activities.

The skills that learners acquire by successfully completing the Course will be transferable to learning, to life and to the world of work.

The aims of the Course are to enable learners to:

participate in physical activities  
develop the ability to safely perform a range of basic movement and performance skills in familiar contexts  
develop an awareness of factors impacting on performance  
develop approaches to enhance personal performance  
monitor, record and reflect on performance during physical activities

The Course has two mandatory Units:

#### Physical Education: Performance Skills (National 3)

The general aim of this Unit is to provide learners with the opportunity to develop and safely demonstrate a range of basic movement and performance skills in familiar contexts. It enables learners to experience a range of physical activities that will provide contexts for reinforcing and extending these basic skills.

#### Physical Education: Factors Impacting on Performance (National 3)

The general aim of this Unit is to provide learners with the opportunity to explore and raise their awareness of factors that impact on personal performance in physical activities. Learners will (with support) record, monitor and reflect on their own performance.

National 3 PE candidates are required to pass both units. There is no overall course assessment.

# **PHYSICS**

## **ADVANCED HIGHER (S6 only)**

### **Recommended entry**

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

- Higher Physics Course

### **Course structure**

#### **Rotational Motion and Astrophysics.**

Key areas studied:

- Kinematic relationships
- Angular motion
- Rotational dynamics
- Gravitation
- General relativity
- Stellar physics

#### **Quanta and Waves**

Key areas studied:

- Introduction to quantum theory
- Particles from space
- Simple harmonic motion
- Waves
- Interference
- Polarisation

#### **Electromagnetism**

Key areas studied:

- Fields
- Circuits
- Electromagnetic radiation

#### **Conditions of award**

To gain the award of the Course, the learner must pass all of the Units as well as the Course assessment. The required Units are shown in the Course outline section. Course assessment will provide the basis for grading attainment in the Course award.

#### **Course assessment**

Learners will draw on, extend and apply the skills they have learned during the Course. This will be assessed within a question paper and a project, requiring demonstration of knowledge, skills and understanding acquired from across the Units and how they can be applied in unfamiliar contexts and/or integrated ways.

#### **Progression**

This Course or its Units may provide progression to:

- an HND/degree in a physics based course or a related area
- a career in a physics based discipline or related area

## HIGHER

### Recommended entry

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

- National 5 Physics Course

### Course structure

#### Our Dynamic Universe

Key areas studied:

- Motion-equations and graphs
- Forces, energy and power
- Collisions, explosions and impulse
- Gravitation
- Special relativity
- The expanding universe

#### Researching Physics

This Unit covers the key skills necessary to undertake research in physics. Learners will research the relevance of Physics theory to everyday life by exploring the physics behind a topical issue. Learners will develop the key skills associated with collecting and synthesising information from a number of different sources. Equipped with the knowledge of common physics apparatus and techniques, they will plan and undertake a practical investigation related to a topical issue.

#### Particles and waves

Key areas studied

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

#### Electricity

Key areas studied

- Monitoring and measuring a.c.
- Current, Potential difference, power and resistance
- Electrical sources and internal resistance
- Capacitors
- Conductors, semiconductors and insulators
- P-n junctions

#### Conditions of award

To gain the award of the Course, the learner must pass all of the Units as well as the Course assessment. The required Units are shown in the Course outline section. Course assessment will provide the basis for grading attainment in the Course award.

#### Course assessment

The learner will draw on and extend the skills they have learned during the Course. These will be assessed within a question paper and an assignment, requiring demonstration of the breadth of skills, knowledge and understanding acquired from across the Units in unfamiliar contexts and/or integrated ways.

Progression

This Course or its Units may provide progression to:

- Advanced Higher Physics
- other qualifications in Physics or related areas
- further study, employment and/or training

## **NATIONAL 5**

The purpose of the Course is to develop learners' interest and enthusiasm for physics in a range of contexts. The skills of scientific inquiry and investigation are developed, throughout the Course, by investigating the applications of physics. This will enable learners to become scientifically literate citizens, able to review the science-based claims they will meet.

Physics gives learners an insight into the underlying nature of our world and its place in the universe. From the sources of the power we use, to the exploration of space, it covers a range of applications of the relationships that have been discovered through experiment and calculation, including those used in modern technology. An experimental and investigative approach is used to develop knowledge and understanding of physics concepts.

This Course will enable learners to develop a deeper understanding of physics concepts and the ability to describe and interpret physical phenomena using mathematical skills. They will develop scientific methods of research in which issues in physics are explored and conclusions drawn.

The Course also serves to equip all learners with an understanding of the impact of physics on everyday life, and with the knowledge and skills to be able to evaluate media reports. This will also equip learners to make their own decisions on issues within a modern society where the body of scientific knowledge and its applications and implications are ever developing. By using the skills base and knowledge and understanding of physics, learners will become scientifically literate citizens.

## **NATIONAL 4 AND 3**

Science is vital to everyday life, and allows us to understand and shape the world in which we live and influence its future. Scientists play a key role in meeting society's needs in areas such as medicine, energy, industry, material development, the environment and sustainability. As the importance and application of science continues to grow and develop, more trained scientists will be required. It is also important that everyone has an informed view of science.

The Courses are practical and experiential, and develops scientific understanding of issues relating to physics. It aims to generate interest and enthusiasm in physics, and to enable learners to develop confidence in recognising and communicating ideas on scientific phenomena.

The Courses give learners an insight into the underlying nature of our world and its place in the universe. From the sources of the power we use, to the exploration of space, it covers a range of applications of the relationships that have been discovered through experiment and calculation, including those used in modern technology. Advances in physics mean that our view of what is possible is continually being updated. These Courses allows learners to understand the processes behind scientific advances, and to appreciate and contribute to topical scientific debate.

The Courses will therefore enable learners to become scientifically literate citizens, while developing their literacy and numeracy skills. It will also develop learners' investigative and experimental skills in a physics context. Learners will recognise the impact physics makes on their lives, the environment and society.

## **PRACTICAL METALWORKING**

### **NATIONAL 5 AND 4**

The Course is practical, exploratory and experiential in nature. It combines elements of practical metalworking techniques and standard practice with elements of creativity.

The Course allows learners to gain a range of practical metalworking skills and to use a variety of tools, equipment and materials. It allows them to plan activities through to the completion of a finished product in metal.

The Course will also give learners the opportunity to develop thinking, numeracy, and employability, enterprise and citizenship skills.

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

- skills in metalworking techniques
- skills in measuring out and marking metal sections and sheet materials
- safe working practices in workshop environments
- practical creativity and problem-solving skills
- a knowledge / understanding of sustainability issues in a practical metalworking context

This workshop based Course provides an opportunity for learners to develop generic and practical skills suited to a number of engineering disciplines.

For more information visit the CDT website.

## **PRACTICAL WOODWORKING**

### **NATIONAL 5 AND 4**

The Course is practical, exploratory and experiential in nature. It combines elements of technique and standard practice with elements of creativity.

The Course provides opportunities for learners to gain a range of practical woodworking skills and to use a variety of tools, equipment and materials. It allows them to plan activities through to the completion of a finished product in wood.

The Course will also give learners the opportunity to develop thinking, numeracy, and employability, enterprise and citizenship skills.

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

- skills in woodworking techniques
- skills in measuring and marking out timber sections and sheet materials
- safe working practices in workshop environments
- practical creativity and problem-solving skills
- a knowledge / understanding of sustainability issues in a practical woodworking context

The workshop based Course give an insight into industrial practices, and helps develop self-confidence and mature attitudes for the world of work.

For more information visit the CDT website.

# **RELIGIOUS, MORAL & PHILOSOPHICAL STUDIES**

## **HIGHER**

### **Course outline**

Mandatory Units

World Religion

Morality and Belief

Religious and Philosophical Questions

Course Assignment

### **Progression**

This Course or its Units may provide progression to:

Advanced Higher Religious, Moral and Philosophical Studies or its Units.

Further study, employment and / or training.

An understanding of Religious, Moral and Philosophical Studies also provides a useful background for study or employment in a number of areas such as the media, politics, social policy, health professions and law.

### **Purpose and aims of the Course**

The purpose of this Course is to develop knowledge and understanding of religious, moral and philosophical issues that affect the world today. Religious and non-religious perspectives will be included. The Course will explore the questions they raise and the solutions or approaches they offer. Learners will have opportunities to reflect on these and on their own experience and views. This will be achieved through successful study of the Course Units.

The Course will require learners to study a world religion in detail, understand contemporary moral issues and responses, and study key aspects of religious and philosophical questions.

The Course will help learners develop an understanding of religious, moral and philosophical issues of relevance in the world today. Learners will develop skills which are transferable to other areas of study and which they will use in everyday life.

#### **World Religion (Higher)**

In this Unit, learners will develop skills to interpret and comment on the meaning and context of sources related to the religion selected for study. They will develop in-depth factual and abstract knowledge and understanding of the impact and significance of religion today through studying some key beliefs, practices and sources found within one of the world's six major religions (Buddhism, Christianity, Hinduism, Islam, Judaism or Sikhism) and the contribution these make to the lives of followers.

#### **Morality and Belief (Higher)**

In this Unit, learners will develop skills to evaluate and express detailed, reasoned and well-structured views about contemporary moral questions and responses. They will develop in-depth factual and theoretical knowledge and understanding of contemporary moral questions and religious and non-religious responses. The range of contexts for study will be flexible to allow for personalisation and choice. Religious viewpoints studied must be from one of the world's six major religions (Buddhism, Christianity, Hinduism, Islam, Judaism or Sikhism).

#### **Religious and Philosophical Questions (Higher)**

In this Unit, learners will develop skills to critically analyse religious and philosophical questions and responses. They will develop in-depth factual and theoretical knowledge and understanding of these. The range of contexts for study will be flexible to allow for personalisation and choice. Religious viewpoints studied must be from one of the world's six major religions (Buddhism, Christianity, Hinduism, Islam, Judaism or Sikhism).

### **Course assessment**

At Higher and Advanced Higher, the added value will be assessed in the Course assessment.

Learners will draw on, extend and apply the skills, knowledge and understanding they have learned during the Course. This will be assessed by a combination of a question paper and an assignment.

The question paper will require demonstration of a breadth of skills, knowledge and understanding from across the Course.

The assignment will require learners to draw on, extend and apply their knowledge and skills and will be sufficiently open and flexible to allow for personalisation and choice.

## **NATIONAL 5, 4 AND 3**

### **Course outline**

Mandatory Units -  
World Religion  
Morality and Belief  
Religious and Philosophical Questions  
Course assignment (Nat 5)

### **Progression**

This Course or its Units may provide progression to:  
National 4, 5 Higher Religious, Moral and Philosophical Studies Course or its Units  
further study, employment and/or training

An understanding of Religious Moral and Philosophical Studies also provides a useful background for study or employment in a number of areas such as the media, politics, social policy, health professions and law.

### **Purpose and aims of the Course**

The purpose of this Course is to develop knowledge and understanding of religious, moral and philosophical issues that affect the world today. Religious and non-religious perspectives will be included. The Course will explore the questions they raise and the solutions or approaches they offer. Learners will have opportunities to reflect on these and on their own experience and views. This will be achieved through successful study of the Course Units.

The Course will require learners to study a world religion in detail, understand contemporary moral issues and responses, and study key aspects of religious and philosophical questions.

The Course will help learners develop an understanding of religious, moral and philosophical issues of relevance in the world today. Learners will develop skills which are transferable to other areas of study and which they will use in everyday life.

### **Course structure**

This Course develops a range of thinking skills. It encourages active learning in the process of investigating religious, moral and philosophical topics or issues. Learners need to develop and apply relevant knowledge and understanding. Learners will learn to express viewpoints and will have the opportunity to reflect on, and articulate, their personal faith or values. Through the Course as a whole, learners will consider the beliefs, values or viewpoints of more than one religion.

By undertaking this Course, learners will develop a range of important and transferable skills including: commenting on sources related to world religions; expressing views about contemporary moral questions; and considering religious, moral and philosophical questions and responses to these.

The skills listed above will be developed and applied over a range of contexts in the following Units. Each Unit also offers opportunities for learners to focus on particular skills.

This Course has three mandatory Units. Within each Unit there is a considerable degree of flexibility in the topics which can be studied, to allow personalisation and choice.

#### **World Religion (National 3, 4 and 5)**

In this Unit, learners will develop skills to comment on the meaning of sources related to the religion selected for study. They will develop basic knowledge and understanding of the impact and significance of religion today through studying some key beliefs, practices and sources found within one of the world's six major religions (Buddhism, Christianity, Hinduism, Islam, Judaism or Sikhism) and the contribution these make to the lives of followers.

#### **Morality and Belief (National 3, 4 and 5)**

In this Unit, learners will develop skills to express views about contemporary moral questions and responses. They will develop basic knowledge and understanding of contemporary moral questions and religious and non-religious responses. The range of contexts for study will be flexible to allow for personalisation and choice. Religious viewpoints studied must be from one of the world's six major religions (Buddhism, Christianity, Hinduism, Islam, Judaism or Sikhism).

#### **Religious and Philosophical Questions (National 3, 4 and 5)**

In this Unit, learners will develop skills to outline religious and philosophical questions and responses. They will develop basic knowledge and understanding of these. The range of contexts for study will be flexible to allow for personalisation and choice. Religious viewpoints studied must be from one of the world's six major religions (Buddhism, Christianity, Hinduism, Islam, Judaism or Sikhism).



### **Conditions of award**

To achieve the National 3 and 4 Religious, Moral and Philosophical Studies Course, learners must pass all of the required Units. National 3 and 4 Courses are not graded.

To achieve the National 5 Religious, Moral and Philosophical Studies Course, learners must pass the external course assessment.

### **Course Assessment**

Courses from National 4 to Advanced Higher include assessment of added value.

At National 5, Higher and Advanced Higher, the added value will be assessed in the course assessment.

Learners will draw on, extend and apply the skills, knowledge and understanding they have learned during the Course. This will be assessed by a combination of a question paper and an assignment.

The question paper will require demonstration of a breadth of skills, knowledge and understanding from across the Course.

The assignment will require learners to draw on, extend and apply their knowledge and skills and will be sufficiently open and flexible to allow for personalisation and choice.

## **SCOTTISH STUDIES**

### **AWARD SCQF 5**

Scottish Studies is being offered as a joint course between History, Geography and Art. The purpose of the award is to allow learners to broaden their knowledge of Scotland and to consider the significant contributions made in many areas of society both at home and abroad.

Students would normally be expected to have attained National 4 level in a social subject. No previous experience of certificate level Art is required but staff will assess pupil suitability for the course on application.

The course is aimed at pupils in S5 and S6.

The course comprises of four units

Art: a study of historical and contemporary Scottish artists and designers and creating practical work in relation to a Scottish theme.

Scottish History : Wallace, Bruce and the wars of Independence

Travel and Tourism in Scotland : Introduction, Case Studies and Customer Service

Scotland in Focus: identify a project to research and create a presentation. Pupils have a wide ranging choice to suit an area of personal interest.

The nature of assessment will depend on the combination of units which are selected. Pupils must achieve the outcomes for each of the selected units. There is no final exam.

Pupils are also given opportunities to develop skills for learning, skills for life and skills for work.

### **Progression**

From SCQF level 4 progression to other awards at SCQF level 5

From SCQF level 5 progression to other awards at SCQF level 6

It could also lead to vocational training or employment in a variety of sectors including tourism, cultural and heritage industries.