



Lockerbie Academy

Senior Phase Handbook



Dear Parent/Carer,

The options process

This booklet is designed to support the best choices for your child as they progress into the Senior Phase (S4-6) and their attempts to gain key qualifications that will allow them to access positive destinations, be that in university, college or the world of work. It is our hope that school has, to date, equipped your child with a broad set of skills and experiences, as well as qualifications. They now have the chance to select the subjects they wish to study to achieve their first set of formal qualifications, ranging through to their final key areas of study and experiential learning before they leave us for new pastures. Every individual is different, and our process allows breadth of study (for those still undecided about their career pathway) and focused specialisation (for example, the chance to focus on multiple sciences, social subjects, languages, technologies or the arts).

Increased personalisation and choice continue throughout this stage of the student's options process. It should also be noted at this stage that we continue to make available an adaptable curriculum for our full range of pupils – from those with personalised pathways to those who now require college and vocational options. This is done with the support and focused input from Pupil Support, the Careers Advice service, and our multiagency partnership working.

This booklet provides up-to-date information on all individual subject areas available on our options form. The options within this booklet have been created to maximise possibilities for breadth and depth of study to satisfy our full range of pupils. We will do our utmost to ensure that pupils receive their desired choices. This is, however, always subject to staffing and timetable restrictions in any school.

Which options should you pick?

The information in this booklet should be considered alongside oral and written reports on your child's performance and information from any open/information evenings as well as your child's individual course choice discussions. The key is to make evidence-based decisions that give the greatest chance of continued progression and success for your child. The best advice for your child is not to make decisions based on what friends are doing; what teacher you may get; or what you want to study if all the evidence is that you will not succeed here. Such choices generally lead to dissatisfaction and unhappiness, as nothing is more frustrating than struggling to progress and achieve in an area you are 'stuck in' due to bad choices. Do make subject choices based on what you are strong in (have evidenced a good grasp of broad skills in); enjoy; and that will lead to progression into an area you may wish to study/work in beyond school. If you already have a focused plan on progression into a certain job or university course, check entry requirements etc. and ensure that your choices leave that path clearly open as you progress.

Aim high!

Pupils will select options that should challenge them, be aspirational yet achievable within our caring learning community. Final level of presentation in the coming year (SCQF level 3 to SCQF level 7) will depend entirely on performance. I hope that the many inputs we have provided support good choices but if you have any specific questions, please do not hesitate to contact our Pupil Support team for further advice. I wish your child every success in this exciting next stage of their education.



Catherine Carrick
Depute Head Teacher

Curriculum Areas

Pages

Creative and Aesthetic.....	04 - 14
Languages and Literacy.....	15 - 24
Health & Technology.....	25 - 30
Humanities.....	31 - 40
Mathematics and ICT.....	41 - 50
Science.....	51 – 64
Wider Achievement.....	65

D & G College Courses- <https://bit.ly/4h8xOWv>

SRUC Courses – <https://bit.ly/4h5VzhZ>

Foundation Apprenticeships – <https://bit.ly/4a6E5zK>

YASS courses: <https://bit.ly/4fO9GYf>

SUBJECT AND LEVEL	Art and Design N3/4/5
WHY STUDY?	The National Art and Design Course enables learners to plan, develop, produce and present creative art and design work, and to develop their critical understanding of a range of art and design practice. The Course also enables learners to understand the impact of external factors on artists and designers and their works.
ENTRY REQUIREMENTS	National 3 – No formal requirements but pupils will normally have consistently achieved artwork and written work at level 2. National 4 – No formal requirements but pupils will normally have consistently achieved artwork and written work at level 3. National 5 – A pass at National 4 and a departmental recommendation. This is a demanding course in terms of workload, so pupils should have a proven track record of commitment, including an excellent homework record. Pupils who do not meet the entry requirements should consult the department in the first instance. Please note that you may find it challenging to take the National course if you have not studied Art & Design in S3 as you will have missed important skills development essential for these courses.
COURSE OUTLINE	A Design Unit – where pupils negotiate with their teacher to agree an area of design and go on to develop their ideas following the design process with support and guidance. Expressive Unit – Candidates plan, research and develop creative expressive work in response to their chosen stimulus. Critical Activity – Where pupils study artists and designers in order to inform their own practical work and enable them to sit a written exam if working at National 5 level.
ASSESSMENT	On-going assessments throughout the year. Practical art and design portfolio which is assessed internally at National 3 and 4 level or sent away to be marked by SQA at National 5 level (worth 80% of the overall mark). Written exam - 1 hour 30 minutes worth approximately 20% of the over-all mark.
TIPS FOR SUCCESS	Keep up to date with the practical work. Read your notes. Be passionate about what you do.
SKILLS FOR LIFE, LEARNING AND WORK	Literacy: Reading, writing, listening and talking. Numeracy: Number process, measurement. Health and Wellbeing: Personal learning, emotional wellbeing, planning for choices and changes, relationships. Employability, Enterprise and Citizenship: Employability skills, ICT skills, working with others, being enterprising, developing leadership skills. Thinking Skills: Remembering, understanding, applying learning in a new context, analysing and evaluating, creating.

SUBJECT AND LEVEL	Art and Design Higher
WHY STUDY?	The Higher Art and Design Course enables learners to communicate personal thoughts, feelings and ideas through the creative use of art and design materials, techniques and/or technology. Learners analyse a range of art and design practice and critically reflect on the impact of external factors on artists, designers and their work. They plan, develop, produce and present creative art and design work, develop personal creativity, and use problem solving, critical thinking and reflective practice skills.
ENTRY REQUIREMENTS	A pass at A or B at National 5 level including a pass in the Question Paper: This is a demanding course in terms of workload, so pupils should have a proven track record of commitment, including an excellent homework record. Pupils who do not meet the entry requirements should consult the department in the first instance.
COURSE OUTLINE	An Expressive Unit – where pupils choose their subject matter and go on to develop their ideas through a variety of media with support and guidance from the teacher. A Design Unit –where pupils choose an area of design and go on to develop their ideas following the design process with support and guidance from the teacher. Critical Activity – Where pupils study artists and designers in order to inform their own practical work and enable them to sit a written exam.
ASSESSMENT	On-going assessments throughout the year. Practical art and design portfolio sent away to be marked by SQA Two hour written exam worth 23% of the overall mark.
TIPS FOR SUCCESS	Keep up to date with the practical work. Read your notes. Be passionate about what you do.
SKILLS FOR LIFE, LEARNING AND WORK	Literacy: Reading, writing, listening and talking. Numeracy: Number process, measurement. Health and Wellbeing: Personal learning, emotional wellbeing, planning for choices and changes, relationships. Employability, Enterprise and Citizenship: Employability skills, ICT skills, working with others, being enterprising, developing leadership skills. Thinking Skills: Remembering, understanding, applying learning in a new context, analysing and evaluating, creating.

SUBJECT AND LEVEL	Art and Design Advanced Higher
WHY STUDY?	Advanced Higher Art and Design allows for an in-depth personal investigation into a chosen area of expressive art or design. Learners engage in a personally selected Expressive or Design enquiry, culminating in the presentation of an extensive portfolio of work. Learners will explore the creative potential of their chosen stimuli and experiment with materials, techniques and/ or technology to communicate and express their ideas, develop critical thinking and creative problem solving skills. The Advanced Higher course provides a personally challenging context for independent learning and enables pupils to explore their own ideas and interests through a sustained creative practice.
ENTRY REQUIREMENTS	A-C pass at Higher level Art and Design. Pass at National 5 English.
COURSE OUTLINE	Advanced Higher candidates choose to pursue either an Expressive or Design portfolio. Pupils, in consultation with the teacher, will take responsibility for determining the content and overall direction of their study. During the course learners will develop and refine a series of original and creative ideas through a personal, enquiry-based approach. Throughout the course learners engage critically with the work of artists and designers. They will demonstrate critical understanding of art and design practice and produce an in-depth analysis of the work of an artist or designer whose work has been influential in the development of their own creative practice.
ASSESSMENT	The course assessment consists of a substantial portfolio of creative work which is submitted to the SQA for external marking. An extended critical essay investigating the work of an artist or designer and an in-depth evaluation of the portfolio is submitted alongside the practical work. 60 marks are awarded for practical work, 30 marks for the critical analysis and 10 marks for evaluation. Throughout the year learners engage in on-going assessment, self and peer evaluation.
TIPS FOR SUCCESS	Be prepared to commit a substantial amount of time to your Advanced Higher portfolio. Choose a focus which you are passionate about and will sustain your interest throughout the year. Engage with wider opportunities to learn about the creative industries and the work of artists and designers.
SKILLS FOR LIFE, LEARNING AND WORK	Literacy: Analytical and evaluative skills, organising and using information, creating texts Numeracy: Number process, measurement Health and Wellbeing: Personal learning, emotional wellbeing, planning for choice and change Employability, Enterprise and Citizenship: Employability skills, ICT skills, working with others, enterprise, developing leadership skills. Thinking Skills: Creating, analysing and evaluating, critical thinking, applying learning in a new context

SUBJECT AND LEVEL	Drama National 3/4/5
WHY STUDY?	Provides a strong basis for further study, employment or training in the creative industries. Enables learners to develop a range of production skills and skills in presenting drama. Learners also explore form, genre, structure and style of drama. The Courses encourage learners to be creative and to express themselves in different ways. Learning through drama helps learners to appreciate cultural values, identities and ideas.
ENTRY REQUIREMENTS	National 3/4 – No formal requirements but pupils will normally have consistently achieved practical work and written work at level 2 or 3 National 5 – a pass at National 4 Drama and National 4 English or a departmental recommendation. This is a demanding course in terms of workload, so pupils should have a proven track record of commitment, including a good attendance record as absence from rehearsals impacts on others in the class.
COURSE OUTLINE	Drama Skills – The general aim of this Unit is to provide learners with the skills, knowledge and understanding to create and present drama through the use of a range of drama skills. Drama Production Skills – The general aim of this Unit is to provide learners with knowledge and understanding of a range of production skills. They will use these skills to enhance drama when presenting.
ASSESSMENT	At National 3: • Ongoing unit assessments throughout the year At National 4: • The added Value Unit, Drama: Performance enables the learner to provide evidence of added value for the National 4 Drama Course through the successful completion of a performance which will allow the learner to demonstrate application and challenge. • Ongoing unit assessments throughout the year. At National 5: • The question paper makes up 40% of the total mark. The purpose of the question paper is to add value by requiring integration and application of knowledge and skills from across the Units. • Performance worth 60% of the overall mark. The purpose of the performance is to enable learners to draw on, extend and apply the skills, knowledge and understanding they have learned during the Course. • Ongoing unit assessments throughout the year.
TIPS FOR SUCCESS	Participate fully in class/group discussions and performance activities. Take opportunity to watch amateur and professional productions. Don't fall behind with deadlines. Keep your notes up to date. Read Scripts whenever you can.
SKILLS FOR LIFE, LEARNING AND WORK	Literacy: Reading scripts, writing scripts and essays, listening and talking in groups and as a class. Health and Wellbeing: Personal learning with independence, developing emotional and physical wellbeing through practical drama activities. Building relationship. Employability, Enterprise and Citizenship: Use of ICT, working with others, being enterprising toward performances, demonstrating leadership skills, planning for and making choices and changes. Thinking Skills: Remembering lines and facts for essays, understanding texts and drawing conclusions, analysing and evaluating live performances.

SUBJECT AND LEVEL	Level 6 NPA Acting and Theatre Performance
WHY STUDY?	The NPA in Acting and Performance has been designed to improve progression to further study, providing students with relevant experiences which develop skills of self-discipline, commitment, collaboration and creativity: skills which contribute to the growth of the individual.
ENTRY REQUIREMENTS	A pass at National 5 Drama, preferably at A/B or in consultation with Drama Teacher or Faculty Head.
COURSE OUTLINE	The NPA in Acting and Performance (SCQF level 6) comprises two mandatory Units. These Units allow the candidates to develop stagecraft, performance skills and awareness of professional theatre.
ASSESSMENT	<u>Drama: Theatre Skills in Performance</u> 1. Question paper on the role of the actor and stagecraft (45 minutes, exam conditions) 2. Teacher's observational checklist from three different points in the rehearsal process. 3. One practical performance of no less than 30 minutes in length, plus rehearsal logs. 4. A written report of a minimum of 500 words. (45 minutes, open book) <u>Professional Theatre in Context</u> 1. A written report on two different styles/genres of professional theatre (i.e. pantomime, musical theatre, melodrama, tragedy, farce) of a minimum of 500 words. 2. A written report demonstrating your knowledge and understanding of the role of the theatre production team in creating a production. (45 minutes, open book) 3. A written analysis of two contrasting professional performances of a minimum of 1000 words (1 hour 30 minutes, exam conditions) All aspects are internally assessed on a pass / fail basis.
TIPS FOR SUCCESS	<u>Commitment:</u> Pupils must be prepared to put in extra time out with class hours for research, preparation and rehearsal. Successful pupils will be highly motivated and able to work independently, with a passion for theatre and performance. This course will suit pupils from National 5 or even Higher who are keen to continue to develop their practical abilities in Drama without the more academic requirements of Higher. It is not an easy option and it is time-intensive, but will reward hard work with results. <u>Homework:</u> Pupils will be expected to maintain detailed rehearsal logs, carry out research and rehearse. Volume of homework is therefore variable according to the weekly requirements but it is an integral part of the course and a key method of assessment.
SKILLS FOR LIFE, LEARNING AND WORK	Literacy: Reading scripts, writing scripts and essays, listening and talking in groups and as a class. Health and Wellbeing: Personal learning with independence, developing emotional and physical wellbeing through practical drama activities. Building relationship. Employability, Enterprise and Citizenship: Use of ICT, working with others, being enterprising toward performances, demonstrating leadership skills, planning for and making choices and changes. Thinking Skills: Remembering lines and facts for essays, understanding texts and drawing conclusions, analysing and evaluating live performances. Applying new learning in different contexts. Creating new drama from stimuli.

SUBJECT AND LEVEL	Drama AH
WHY STUDY?	The Advanced Higher Drama Course enables learners to learn about influential theatre practitioners and apply their theories in a devised production. They analyze performances and develop their practical skills for performance, either as an actor or in a backstage role. The Drama course provides a strong basis for further study, employment or training in the Creative Industries.
ENTRY REQUIREMENTS	• An enthusiasm for Drama and an interest in furthering your knowledge. • An A or B pass in the Higher Drama Course and an A or B in English at Higher level would be advisable. • Relevant skills and knowledge gained through other education systems or through personal interest and informal learning will be considered on a case by case basis for all identified levels. Please note – attendance records will be taken into consideration due to the impact this can have on the other members of a group when a pupil is absent.
ASSESSMENT	• Drama Performance - (60%) – Candidates demonstrate their performing skills by presenting a prepared programme of acting pieces for an examiner or by presenting design concepts for a performance. • Dissertation (40%) - All candidates draw on practitioners to research and write a 3000 word dissertation on a topic of their choice based on these.
TIPS FOR SUCCESS	Tips for Success • Participate fully in class/group discussions and performance activities. • Don't fall behind with deadlines. • Be prepared to attend lunchtime or after school rehearsals. • Keep your notes up to date.
SKILLS FOR LIFE, LEARNING AND WORK	Literacy: Reading scripts, writing scripts and essays, listening and talking in groups and as a class. Health and Wellbeing: Personal learning with independence, developing emotional and physical wellbeing through practical drama activities. Building relationship. Employability, Enterprise and Citizenship: Use of ICT, working with others, being enterprising toward performances, demonstrating leadership skills, planning for and making choices and changes. Thinking Skills: Remembering lines and facts for essays, understanding texts and drawing conclusions, analysing and evaluating live performances. Applying new learning in different contexts. Creating new drama from stimuli.

SUBJECT AND LEVEL	Music National 3 / 4 / 5
WHY STUDY?	The National 3, 4 or 5 Music Course enables learners to perform music, create original music using compositional methods and music concepts, and broaden their knowledge and understanding of music and musical literacy. The Course also enables learners to develop knowledge of the social and cultural factors that influence music. The Music Course provides a strong basis for further study, employment or training and progression to other qualifications in Music.
ENTRY REQUIREMENTS	• An enthusiasm for Music and an interest in furthering your knowledge. • While not mandatory for National 4, a pass in the National 3 Music Course would be advisable. • While not mandatory for National 5, a pass in the National 4 Music Course would be advisable. • Relevant skills and knowledge gained through other education systems or through personal interest and informal learning will be considered on a case by case basis for all identified levels.
COURSE OUTLINE	Music Performing Skills – learners will develop performing skills on two selected instruments, or on one selected instrument and voice. They will perform level-specific music with sufficient accuracy while maintaining the musical flow. Learners will, through regular practice and reflection, develop technical and musical performing skills. Music Composing Skills - 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 and create their music. Understanding Music - through listening, learners will develop knowledge and understanding of a variety of level-specific music concepts and music 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.
ASSESSMENT	National 4 – Added Value Unit This Unit adds value by introducing challenge and application. In the music performance, learners will draw on and extend their performing skills in a new context. Learners will prepare and perform a programme of music in a solo setting and/or as part of a group. National 5 Component 1 – Question Paper (35%) - All candidates draw on skills in aural discrimination and perception, knowledge and understanding of level-specific music concepts, music literacy and analysis of music. These skills are developed throughout the course. Component 2 – Composition Assignment (15%) - The assignment draws on candidates' skills, knowledge and understanding of music composition. They show their understanding of these elements of music through the creative and effective development of a range of musical ideas. They also self-reflect on their own original music and identify areas for improvement. Component 3 & 4 – Music Performance (50%) – Candidates demonstrate their performing skills by presenting a prepared programme of music on two instruments at grade 3 level. The programme of music must be designed to allow the candidate to demonstrate a sufficient level of technical and musical skills.
TIPS FOR SUCCESS	Participate fully in class/group discussions and performance activities. Don't fall behind with deadlines. Practice your instruments regularly. Keep your notes up to date.
SKILLS FOR LIFE, LEARNING AND WORK	Literacy – writing, listening and talking Health and Wellbeing – personal learning, emotional wellbeing, physical wellbeing, planning for and making choices and changes, relationships Employability – employability skills, ICT, working with others, enterprise, Leadership skills Thinking Skills – Remembering, understanding, applying, analysing and evaluating, creating

SUBJECT AND LEVEL	Music Higher
WHY STUDY?	The Higher Music Course enables learners to perform music, create original music using compositional methods and music concepts, and broaden their knowledge and understanding of music and musical literacy. The Course also enables learners to develop knowledge of the social and cultural factors that influence music. The Music Course provides a strong basis for further study, employment or training and progression to other qualifications in Music.
ENTRY REQUIREMENTS	• An enthusiasm for Music and an interest in furthering your knowledge. • While not mandatory, the ability to play a musical instrument, read music, and, for a pass in the National 5 Music Course would be advisable. • Relevant skills and knowledge gained through other education systems or through personal interest and informal learning will be considered on a case by case basis for all identified levels.
COURSE OUTLINE	Music Performing Skills – learners will develop performing skills on two selected instruments, or on one selected instrument and voice. They will perform level-specific music with sufficient accuracy while maintaining the musical flow. Learners will, through regular practice and reflection, develop technical and musical performing skills. Music Composing Skills - 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 and create their music. Understanding Music - through listening, learners will develop knowledge and understanding of a variety of level-specific music concepts and music 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.
ASSESSMENT	Music Performance - (50%) – Candidates demonstrate their performing skills by presenting a prepared programme of music on two instruments at grade 4 level. The programme of music must be designed to allow the candidate to demonstrate a sufficient level of technical and musical skills. Question Paper (35%) - All candidates draw on skills in aural discrimination and perception, knowledge and understanding of level-specific music concepts, music literacy and analysis of music. These skills are developed throughout the course. Composing Skills (15%) -The section draws on candidates' skills, knowledge and understanding of music composition. They show their understanding of these elements of music through the creative and effective development of a range of musical ideas. They also self-reflect on their own original music and identify areas for improvement.
TIPS FOR SUCCESS	Participate fully in class/group discussions and performance activities. Don't fall behind with deadlines. Practice your instruments regularly. Keep your notes up to date.
SKILLS FOR LIFE, LEARNING AND WORK	Literacy – writing, listening and talking Health and Wellbeing – personal learning, emotional wellbeing, physical wellbeing, planning for and making choices and changes, relationships Employability – employability skills, ICT, working with others, enterprise, Leadership skills Thinking Skills – Remembering, understanding, applying, analysing and evaluating, creating

SUBJECT AND LEVEL	Music AH
WHY STUDY?	The Advanced Higher Music Course enables learners to perform music, create original music using compositional methods and music concepts, and broaden their knowledge and understanding of music and musical literacy. The Course also enables learners to develop knowledge of the social and cultural factors that influence music. The Music Course provides a strong basis for further study, employment or training and progression to other qualifications in Music.
ENTRY REQUIREMENTS	• An enthusiasm for Music and an interest in furthering your knowledge. • While not mandatory, the ability to play a musical instrument, read music, and, for a pass in the Higher Music Course would be advisable. • Relevant skills and knowledge gained through other education systems or through personal interest and informal learning will be considered on a case by case basis
COURSE OUTLINE	• Music Performing Skills – learners will develop performing skills on two selected instruments, or on one selected instrument and voice. They will perform level-specific music with sufficient accuracy while maintaining the musical flow. Learners will, through regular practice and reflection, develop technical and musical performing skills. • Music Composing Skills - 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 and create their music. • Understanding Music and Analysing Music - Evidence will be required that the learner can demonstrate a breadth of knowledge and understanding of music, music concepts and musical literacy. Learners will analyse sections of musical movements or works, demonstrating detailed understanding of the music. They will also demonstrate the ability to analyse the impact of social and cultural influences on their selected music.
ASSESSMENT	• Music Performance - (60%) – Candidates demonstrate their performing skills by presenting a prepared programme of music on two instruments at grade 5 level. The programme of music must be designed to allow the candidate to demonstrate a sufficient level of technical and musical skills. • Question Paper (40%) - All candidates draw on skills in aural discrimination and perception, knowledge and understanding of level-specific music concepts, music literacy and analysis of music. These skills are developed throughout the course • Composing Skills -The section draws on candidates' skills, knowledge and understanding of music composition. They show their understanding of these elements of music through the creative and effective development of a range of musical ideas. They also self-reflect on their own original music and identify areas for improvement. • Understanding and Analysing Music - Learners will analyse sections of musical movements or works, demonstrating detailed understanding of the music. They will also demonstrate the ability to analyse the impact of social and cultural influences on their selected music.
TIPS FOR SUCCESS	• Participate fully in class/group discussions and performance activities. • Don't fall behind with deadlines. • Practice your instruments regularly and keep your notes up to date.
SKILLS FOR LIFE, LEARNING AND WORK	Literacy – writing, listening and talking Health and Wellbeing – personal learning, emotional wellbeing, physical wellbeing, planning for and making choices and changes, relationships Employability – employability skills, working with others, enterprise, Leadership skills

SUBJECT AND LEVEL	Music Technology National 5
WHY STUDY?	The National 5 Music Technology Course enables learners to develop practical technical skills and creative use of music technology in a range of straightforward contexts. The Course includes some opportunities for personalisation and choice in selecting varied contexts for learning. This makes it suitable for a variety of learners with a range of musical interests. The Music Technology Course provides a strong basis for further study, employment or training and progression to other qualifications in Music Technology.
ENTRY REQUIREMENTS	• An enthusiasm for Music/Music Technology and an interest in furthering your knowledge. • While not mandatory for National 4, a pass in the National 3 Music Technology Course would be advisable. • While not mandatory for National 5, a pass in the National 4 Music Technology Course would be advisable. • Relevant skills and knowledge gained through other education systems or through personal interest and informal learning will be considered on a case by case basis for all identified levels.
COURSE OUTLINE	Music Technology Skills - Learners will develop skills and techniques relating to the use of music technology hardware and software to capture and manipulate audio. Learners will explore a range of uses of this technology through practical activities. Understanding 20th and 21st Century Music - Learners will develop knowledge and understanding of 20th and 21st century musical styles and genres, and an understanding of related music technology developments. Music Technology in Context - Learners will use music technology skills in a range of contexts such as live performance, radio broadcast, composing and/or sound design for film, TV themes, adverts and computer gaming.
ASSESSMENT	National 5 Component 1 – Assignment (70%) - The assignment comprises two meaningful and appropriately challenging tasks. The candidate is required to draw on and apply technological and musical skills and knowledge, at an appropriate level, developed throughout the course. The creative productions may be in any two appropriate contexts, such as (but not limited to) live performance, multi-track recording, radio broadcast, composing and sound design for film, audiobooks and computer gaming. Component 2 – Question Paper (30%) – The question paper requires candidates to use listening skills and to draw on and apply knowledge and understanding of a sample of all the technological terms, styles and genres, and music concepts.
TIPS FOR SUCCESS	Participate fully in class/group discussions and performance activities. Don't fall behind with deadlines. Keep your notes up to date.
SKILLS FOR LIFE, LEARNING AND WORK	Literacy – writing, listening and talking Health and Wellbeing – personal learning, emotional wellbeing, physical wellbeing, planning for and making choices and changes, relationships Employability – employability skills, ICT, working with others, enterprise, Leadership skills Thinking Skills – Remembering, understanding, applying, analysing and evaluating, creating

SUBJECT AND LEVEL	Music Technology Higher
WHY STUDY?	The Higher Music Technology Course enables learners to develop practical technical skills and creative use of music technology in a range of straightforward contexts. The Course includes some opportunities for personalisation and choice in selecting varied contexts for learning. This makes it suitable for a variety of learners with a range of musical interests. The Music Technology Course provides a strong basis for further study, employment or training and progression to other qualifications in Music Technology.
ENTRY REQUIREMENTS	• An enthusiasm for Music/Music Technology and an interest in furthering your knowledge. • While not mandatory, a pass at N5 in Music Technology is advisable. • Relevant skills and knowledge gained through other education systems or through personal interest and informal learning will be considered on a case by case basis for all identified levels.
COURSE OUTLINE	Music Technology Skills - Learners will develop skills and techniques relating to the use of music technology hardware and software to capture and manipulate audio. Learners will explore a range of uses of this technology through practical activities. Understanding 20th and 21st Century Music - Learners will develop knowledge and understanding of 20th and 21st century musical styles and genres, and an understanding of related music technology developments. Music Technology in Context - Learners will use music technology skills in a range of contexts such as live performance, radio broadcast, composing and/or sound design for film, TV themes, adverts and computer gaming.
ASSESSMENT	Component 1 - Assignment (70%) - The assignment will be a meaningful and appropriately challenging task requiring breadth, challenge and application. The learner will draw on and apply technological and music skills and knowledge, at an appropriate level, developed through the units of the Course. The creative production may be in any appropriate context such as (but not limited to) live performance, radio broadcast, composing and sound design for film, TV themes, adverts and computer gaming. Component 2 - Question Paper (30%) – The question paper will consist of questions in response to music and audio excerpts in a range of 20th and 21st century styles and genres. A range of question types will be used, assessing understanding of relevant music and technological concepts
TIPS FOR SUCCESS	Participate fully in class/group discussions and performance activities. Don't fall behind with deadlines. Keep your notes up to date.
SKILLS FOR LIFE, LEARNING AND WORK	Literacy – writing, listening and talking Health and Wellbeing – personal learning, emotional wellbeing, physical wellbeing, planning for and making choices and changes, relationships Employability – employability skills, ICT, working with others, enterprise, Leadership skills Thinking Skills – Remembering, understanding, applying, analysing and evaluating, creating

SUBJECT AND LEVEL	English & Literacy – National 3
WHY STUDY NATIONAL 3 ENGLISH & LITERACY?	- You will continue to develop skills of understanding, analysis and evaluation of both written and spoken texts. - You will create your own written and spoken texts. - You will continue to develop literacy skills in reading, writing, talking and listening. - This can be a route to National 4 in S5 or S6. - Some college courses and employers will want an English qualification.
ENTRY REQUIREMENTS	National 2 English and Literacy or equivalent (e.g. BGE Level 1 or 2).
COURSE OUTLINE	You will study a wide range of texts – written, spoken, film and internet. Reading, writing, talking and listening activities to develop these skills.
ASSESSMENT	- Unit assessments throughout the year - Understanding language: reading & listening - Producing Language: writing & talking - Literacy
TIPS FOR SUCCESS	- Practice reading newspapers, magazines, books and websites - Practice ‘reading’ film and TV programmes
SKILLS FOR LIFE, LEARNING AND WORK	<u>Employability, Enterprise and Citizenship</u> You will engage with others as a member of a team through collaborative approaches to learning such as group discussion, joint decision-making and evaluation processes. You will be learn and practise recognising the value of others’ perspectives through shared approaches to planning and problem solving in your work on both texts and topics. Throughout the course you will be encouraged and supported to take individual responsibility for your own learning through self and peer-evaluation both of individual pieces of work and of your progress. Learning to set challenging but achievable targets will be central to your work in English. <u>Literacy Skills</u> Clearly this is the key component of your work in this subject. You will continue to develop your reading skills – understanding, analysis and evaluation – to an increasingly sophisticated standard. You will continue to progress your writing in a variety of genre building a widening vocabulary and range of expression. In functional writing you will deepen your understanding of strategies and value in researching and utilising information from reliable sources. The creative process enhances not only your ability to express yourself powerfully but also your powers of critical thought. Talking and listening are vital to our engagement with the world around us and you will be encouraged to improve your communication skills in a range of situations. <u>Higher Order Thinking Skills</u> In English you will engage with a wide range of texts - prose, poetry, drama, media, non-fiction, spoken, visual – and higher order thinking skills are the key tool in understanding, analysing and evaluating all of these. You will be supported in practising these throughout your text based learning and encouraged to build these into your study as a key learning strategy. It is also important to remember that we will sometimes be discussing/ reading/ listening to texts with themes that are part of the human condition. We'll always try to support you through this, but please be aware that great literature is often great because it speaks to us on a personal level and has an impact on our lives.

SUBJECT AND LEVEL	English & Literacy – National 4
WHY STUDY NATIONAL 4 ENGLISH & LITERACY?	- You will continue to develop skills of understanding, analysis and evaluation of both written and spoken texts. - You will create your own written and spoken texts. - You will continue to develop literacy skills in reading, writing, talking and listening. - This can be a route to National 5 in S5 or S6. - Many colleges require National 4 English for entry. It can also be a requirement for employment.
ENTRY REQUIREMENTS	National 3 English and Literacy or BGE Level 3.
COURSE OUTLINE	You will study a wide range of texts – written, spoken, film and internet. Reading, writing, talking and listening activities to develop these skills.
ASSESSMENT	- Unit assessments throughout the year - Analysis and Evaluation: reading and listening - Creation and Production: writing and talking - Literacy: reading, writing, listening and talking - Added Value Unit - Assignment
TIPS FOR SUCCESS	- Practice reading newspapers, magazines, books and websites - Practice 'reading' film and TV programmes - Keep up to date with new vocabulary, including critical terms – note it down and learn it at home - Keep up to date with deadlines
SKILLS FOR LIFE, LEARNING AND WORK	<u>Employability, Enterprise and Citizenship</u> You will engage with others as a member of a team through collaborative approaches to learning such as group discussion, joint decision-making and evaluation processes. You will be learn and practise recognising the value of others' perspectives through shared approaches to planning and problem solving in your work on both texts and topics. Throughout the course you will be encouraged and supported to take individual responsibility for your own learning through self and peer-evaluation both of individual pieces of work and of your progress. Learning to set challenging but achievable targets will be central to your work in English. <u>Literacy Skills</u> Clearly this is the key component of your work in this subject. You will continue to develop your reading skills – understanding, analysis and evaluation – to an increasingly sophisticated standard. You will continue to progress your writing in a variety of genre building a widening vocabulary and range of expression. In functional writing you will deepen your understanding of strategies and value in researching and utilising information from reliable sources. The creative process enhances not only your ability to express yourself powerfully but also your powers of critical thought. Talking and listening are vital to our engagement with the world around us and you will be encouraged to improve your communication skills in a range of situations. <u>Higher Order Thinking Skills</u> In English you will engage with a wide range of texts - prose, poetry, drama, media, non-fiction, spoken, visual – and higher order thinking skills are the key tool in understanding, analysing and evaluating all of these. You will be supported in practising these throughout your text based learning and encouraged to build these into your study as a key learning strategy. It is also important to remember that we will sometimes be discussing/ reading/ listening to texts with themes that are part of the human condition. We'll always try to support you through this, but please be aware that great literature is often great because it speaks to us on a personal level and has an impact on our lives.

SUBJECT AND LEVEL	English – National 5
WHY STUDY NATIONAL 5 ENGLISH	- You will continue to develop skills of understanding, analysis and evaluation of both written and spoken texts. - You will create your own written and spoken texts. - You will continue to develop literacy skills in reading, writing, talking and listening. - This can be a route into Higher in S5 or S6. - Many universities and colleges demand National 5 English as an entry requirement. It can also be a requirement for employment.
ENTRY REQUIREMENTS	National 4 English and Literacy or BGE Level 4.
COURSE OUTLINE	You will study a wide range of texts – written, spoken, film and internet. At least one of these texts will be chosen from the SQA list of Scottish texts. Reading, writing, talking and listening activities to develop these skills.
ASSESSMENT	- A final exam at the end of the course, worth 70% of the overall mark. There are two papers – Reading for Understanding, Analysis & Evaluation (close reading) which is one hour long and Critical Reading (literature) which lasts for one hour 30 minutes. - A portfolio of two writing pieces – one functional and one creative or reflective. - A group discussion to assess listening and talking skills: Spoken Language Unit. - For Units only: Unit assessments throughout the year Analysis and Evaluation; reading & listening Creation and Production: writing & talking
TIPS FOR SUCCESS	- Read all your texts for study in advance of the classes on them. - Practice reading newspapers, magazines, books and websites - Keep up to date with new vocabulary, including critical terms – note it down and learn it at home
SKILLS FOR LIFE, LEARNING AND WORK	<u>Employability, Enterprise and Citizenship</u> You will engage with others as a member of a team through collaborative approaches to learning such as group discussion, joint decision-making and evaluation processes. You will be learn and practise recognising the value of others' perspectives through shared approaches to planning and problem solving in your work on both texts and topics. Throughout the course you will be encouraged and supported to take individual responsibility for your own learning through self and peer-evaluation both of individual pieces of work and of your progress. Learning to set challenging but achievable targets will be central to your work in English. <u>Literacy Skills</u> Clearly this is the key component of your work in this subject. You will continue to develop your reading skills – understanding, analysis and evaluation – to an increasingly sophisticated standard. You will continue to progress your writing in a variety of genre building a widening vocabulary and range of expression. In functional writing you will deepen your understanding of strategies and value in researching and utilising information from reliable sources. The creative process enhances not only your ability to express yourself powerfully but also your powers of critical thought. Talking and listening are vital to our engagement with the world around us and you will be encouraged to improve your communication skills in a range of situations. <u>Higher Order Thinking Skills</u> In English you will engage with a wide range of texts - prose, poetry, drama, media, non-fiction, spoken, visual – and higher order thinking skills are the key tool in understanding, analysing and evaluating all of these. You will be supported in practising these throughout your text based learning and encouraged to build these into your study as a key learning strategy. It is also important to remember that we will sometimes be discussing/ reading/ listening to texts with themes that are part of the human condition. We'll always try to support you through this, but please be aware that great literature is often great because it speaks to us on a personal level and has an impact on our lives.

SUBJECT AND LEVEL	Media – National 5/Higher
WHY STUDY NATIONAL4/5 MEDIA?	The National 5 and Higher Media courses enable pupils to analyse and create media content, as appropriate to purpose, audience and context. Pupils develop knowledge of the key aspects of media and of the role of media in society. This can build upon prior knowledge gained during the BGE in the skills course Media Magic, as well as film and marketing studies undertaken in English. This course is for learners who are interested in film, television, advertising, the press and/or other media and creating their own media content, for example: print adverts, film storyboards and short films. See Mrs Tyler or Mrs Hurst for more information
ENTRY REQUIREMENTS	Progression routes will be based on CfE levels achieved and using teacher's professional judgement. - S3 CfE level 4  N5 Media - S4 N4 English  N5 Media - S4 N5 English  N5 Media - H English  N5 or H Media (grade dependent) - N5 Media  H Media
ASSESSMENT	- For N5 Media there is an external exam (worth 50 marks) lasting 1 hour and 30 minutes. - For N5 there is also an Assignment (worth 48 marks) on Planning and Developing Media Content. - For Higher Media there are 2 external exams: Paper 1 Analysis of Media Content (worth 30 marks) lasting 1 hour and 45 minutes; Paper 2 Role of Media (worth 20 marks) lasting 1 hour. - For Higher there is also an Assignment (worth 50 marks) on Planning and Developing Media Content.
SKILLS FOR LIFE, LEARNING AND WORK	Undertaking Media enables pupils to further develop a number of skills necessary for Learning, Life and Work. Through engagement with course pupils will be able to further develop their literacy and higher order thinking skills – making this an excellent bridging course for those pupils who wish to progress from N5 English. Through opportunities for participation in group and whole class discussion, pupils can further develop their confidence, practise assertive behaviours, and develop their interpersonal skills. The Planning and Developing Media Content Assignment at N5 and Higher, enable pupils to develop skills in the area of Enterprise, employability and citizenship. For these assignments pupils must engage in the creative process and adapt their ideas as required.

SUBJECT AND LEVEL	Level 6 Communications and Literature
WHY STUDY?	This course is designed to provide you with skills in understanding, analysing, evaluating and using complex, formal English and literature in a range of written and spoken forms. Because it covers both Literature and communications, we will study a range of different fiction and non-fiction texts. The aim of the course is to work to build these skills at a pace that will suit you without the final exam at the end. You will read and learn about a variety of high quality literary texts from different genres and respond to them critically in both written and spoken form, and hopefully enjoy doing this. A high level of analytical reading skill will be developed as texts are studied, analysed and evaluated. The skills, knowledge and understanding in the course supports learning and further study and builds confidence in a wide range of curricular areas. Universities and employers are recognising the validity of this course in demonstrating knowledge of these necessary skills as a great alternative to Higher English or as a stepping stone.
ENTRY REQUIREMENTS	National 5 English D or C
COURSE OUTLINE	We will work together to read, analyse and discuss a range of different literature and non-fiction texts. We will build skills in reading, writing, listening and talking. As the course progresses, you will have the opportunity to personalise the course to your tastes and share your views and opinions on different issues. We will explore a range of different poems, plays, speeches as the course progresses and support you in developing confidence in your skills and opinions.
ASSESSMENT	• No final exam – all coursework Although this might seem like a lot, we will assess you over the year when you're ready. You will ... • Produce 2 responses (a talk or an essay) to non fiction texts • Produce an argumentative essay • Analyse a body of work • Produce a detailed talk • Engage in a detailed discussion • Produce 2 responses (a talk or an essay) on fiction texts • Unseen textual analysis
TIPS FOR SUCCESS	Reading, reading and more reading! Our main aim is to build your confidence in accessing high quality texts independently and sharing views and opinions. It is really important that you find out what you're good at and what you enjoy because there is lots of scope to personalise this course or link it in with your other subjects. It is essential that you build confidence to speak up in class and engage in discussion - it doesn't matter if others disagree or we are on the wrong track as this is all part of the learning process. It is also important to remember that we will sometimes be discussing/ reading/ listening to texts with themes that are part of the human condition . We'll always try to support you through this, but please be aware that great literature is often great because it speaks to us on a personal level and has an impact on our lives.

SUBJECT AND LEVEL	English – Higher
WHY STUDY HIGHER ENGLISH	- You will continue to develop skills of understanding, analysis and evaluation of both written and spoken texts at a sophisticated level. - You will create your own detailed written and spoken texts. - You will continue to develop literacy skills to a high level in reading, writing, talking and listening. - This can be a route into Advanced Higher in S6. - Many universities and colleges demand Higher English as an entry requirement. It can also be a requirement for employment. - Many possible career paths are opened by an English qualification at Higher or at University or College level. These include: Journalism, Marketing, Advertising, Publishing, Management, Film & TV, Travel & Tourism.
ENTRY REQUIREMENTS	National 5 English at Grade 'B' or above.
COURSE OUTLINE	You will study a wide range of texts – written, spoken, film and internet. At least one of these texts will be chosen from the SQA list of Scottish texts. Reading, writing, talking and listening activities to develop these skills.
ASSESSMENT	- A final exam at the end of the course, worth 70% of the overall mark. There are two papers – Reading for Understanding, Analysis & Evaluation (close reading) and Critical Reading (literature) which are both one hour 30 minutes long. - A portfolio of two writing pieces – one functional and one creative or reflective – worth 30% of the over-all mark. - A group discussion to assess listening and talking skills: Spoken Language Unit. - For Units only: Unit assessments throughout the year in Analysis and Evaluation; reading & listening plus Creation and Production: writing & talking
TIPS FOR SUCCESS	- Read all your texts for study in advance of the classes on them. - Practice reading newspapers, magazines, books and websites - Keep up to date with new vocabulary, including critical terms – note it down and learn it at home. Keep up to date with deadlines. - Keep your notes up to date: read over them and annotate every night to make sure you understand them and to find anything you need to ask your teacher.
SKILLS FOR LIFE, LEARNING AND WORK	<u>Employability, Enterprise and Citizenship</u> -You will engage with others as a member of a team through collaborative approaches to learning such as group discussion, joint decision-making and evaluation processes. You will be learn and practise recognising the value of others' perspectives through shared approaches to planning and problem solving in your work on both texts and topics. Throughout the course you will be encouraged and supported to take individual responsibility for your own learning through self and peer-evaluation both of individual pieces of work and of your progress. <u>Literacy Skills</u> - Clearly this is the key component of your work in this subject. You will continue to develop your reading skills – understanding, analysis and evaluation – to an increasingly sophisticated standard. You will continue to progress your writing in a variety of genre building a widening vocabulary and range of expression. In functional writing you will deepen your understanding of strategies and value in researching and utilising information from reliable sources. The creative process enhances not only your ability to express yourself powerfully but also your powers of critical thought. <u>Higher Order Thinking Skills</u> -In English you will engage with a wide range of texts - prose, poetry, drama, media, non-fiction, spoken, visual – and higher order thinking skills are the key tool in understanding, analysing and evaluating all of these. It is also important to remember that we will sometimes be discussing/ reading/ listening to texts with themes that are part of the human condition. We'll always try to support you through this, but please be aware that great literature is often great because it speaks to us on a personal level and has an impact on our lives.

SUBJECT AND LEVEL	National 3 Modern Languages (French)
WHY STUDY?	The main purpose of the Course is to develop the skills of reading, listening, talking and writing, in order to understand and use French.
ENTRY REQUIREMENTS	You can opt to continue to study your first foreign language or you can opt to take a second/third foreign language as a complete beginner.
COURSE OUTLINE	There are 2 compulsory units in N3 Modern Languages: • Understanding Language: The purpose of this Unit is to provide you with the opportunity to develop reading and listening skills in French/Spanish and to develop your knowledge of simple language. • Using Language: The purpose of this Unit is to provide you with the opportunity to develop talking and writing skills in French/Spanish and to develop your knowledge of simple language. Over these 2 units you will communicate ideas and information in the contexts of: • Society • Learning • Employability • Culture You will have the opportunity to access up to date resources at a basic level on each of these themes.
ASSESSMENT	All skills are internally assessed. You will be required to secure a Pass in: • Talking assessment • Reading Assessment • Listening assessment • Writing assessment Assessment is ongoing throughout the year, therefore there is no final exam.
SKILLS FOR LIFE, LEARNING AND WORK	• Literacy: The course contributes towards the development of literacy skills by providing you with opportunities to read, listen, talk and write in a modern language, and to reflect on how this relates to English. • Employability, enterprise and citizenship: Knowledge of a foreign language should stand you in good stead for the future, whether in the world of work, pleasure or further study. It also promotes a greater understanding of different cultures and increases awareness of life in another country than your own. • Thinking skills: Language is at the core of thinking. You reflect, communicate and develop ideas through language.

SUBJECT AND LEVEL	National 4 Modern Languages (French)
WHY STUDY?	The main purpose of the Course is to develop the skills of reading, listening, talking and writing, in order to understand and use French.
ENTRY REQUIREMENTS	You may already have an N3 qualification in your chosen language. You may be able to opt to take a second/third language at this level as a complete beginner, if you already have proven ability in languages or BGE Level 3.
COURSE OUTLINE	There are 2 compulsory units in N4 Modern Languages: • Understanding Language: The purpose of this Unit is to provide you with the opportunity to develop reading and listening skills in French/Spanish and to develop your knowledge of straightforward language. • Using Language: The purpose of this Unit is to provide you with the opportunity to develop talking and writing skills in French/Spanish, and to develop your knowledge of straightforward language. Over these 2 units you will communicate ideas and information in the contexts of: • Society • Learning • Employability • Culture You will have the opportunity to access up to date resources at a N4 level on each of these themes.
ASSESSMENT	All skills are internally assessed. You will be required to secure a Pass in: • 1 Talking assessment • 1 Reading Assessment • 1 Listening assessment • 1 Writing assessment You are required to complete an Added Value Unit which comprises two Reading and one Talking Assessment. Assessment is ongoing throughout the year, therefore there is no final exam.
SKILLS FOR LIFE, LEARNING AND WORK	• Literacy: The course contributes towards the development of literacy skills by providing you with opportunities to read, listen, talk and write in a modern language, and to reflect on how this relates to English. • Employability, enterprise and citizenship: Knowledge of a foreign language should stand you in good stead for the future, whether in the world of work, pleasure or further study. It also promotes a greater understanding of different cultures and increases awareness of life in another country than your own. • Thinking skills: Language is at the core of thinking. You reflect, communicate and develop ideas through language. •

SUBJECT AND LEVEL	National 5 Modern Languages (French)
WHY STUDY?	The main purpose of the course is to enable you to develop the skills of reading, listening, talking and writing in order to understand and use French, as well as developing the ability to apply knowledge and understanding of French.
ENTRY REQUIREMENTS	You may already have an N4 qualification in your chosen language. You may be able to opt to take a second/third language at this level as a complete beginner, if you already have proven ability in languages or BGE Level 4.
COURSE OUTLINE	There are 4 topic areas: • Society • Learning • Employability • Culture You will have the opportunity to access up to date resources at N5 level on each of these themes.
ASSESSMENT	The final exam is structured as follows: • Paper 1 Reading/Writing 50 marks (worth 27.5% of total mark) • Paper 2 Listening 20 marks (worth 25% of total mark) • The N5 Performance Talk involves a Presentation (2 minutes approx.) followed by a Conversation (5minutes approx.) • Written assignment 20 marks (worth 12.5% of total mark). It involves creating one piece of writing which will be externally marked by SQA.
SKILLS FOR LIFE, LEARNING AND WORK	• Literacy: The course contributes towards the development of literacy skills by providing you with opportunities to read, listen, talk and write in a modern language, and to reflect on how this relates to English. • Employability, enterprise and citizenship: Knowledge of a foreign language should stand you in good stead for the future, whether in the world of work, pleasure or further study. It also promotes a greater understanding of different cultures and increases awareness of life in another country than your own. • Thinking skills: Language is at the core of thinking. You reflect, communicate and develop ideas through language. You are also applying grammatical knowledge and understanding.

SUBJECT AND LEVEL	Higher Modern Languages (French)
WHY STUDY?	The main purpose of the Course is to develop the skills of reading, listening, talking and writing, in order to understand and use French.
ENTRY REQUIREMENTS	N5 pass in French Proven ability in a first foreign language with a view to gaining an additional Higher in one year.
COURSE OUTLINE	There are 2 compulsory units in Higher Modern Languages: • Understanding Language: The purpose of this Unit is to provide you with the opportunity to develop and extend reading and listening skills in French, and to develop your knowledge and understanding of detailed and complex language in the contexts of society, learning, employability, and culture. • Using Language: The purpose of this Unit is to provide you with the opportunity to develop and extend talking and writing skills in French, and to develop their knowledge and understanding of detailed and complex language in the contexts of society, learning, employability, and culture. Over these 2 units you will communicate ideas and information in the contexts of: • Society where you will study topics such as family and friends, teenage problems, media, global languages and citizenship. • Learning: where you will study topics such as understanding yourself as a learner, the importance of language learning and education. • Employability: where you will study topics such as jobs, work and CVs. • Culture: where you will study topics such as working abroad, living in a multicultural society and the importance of traditions and customs, films and literature from other countries.
ASSESSMENT	There will be a final exam at the end of the course: • Question paper 1 (50 marks): Reading (30 marks, worth 25% of total mark) and Directed Writing (20 marks, worth 12.5% of total mark) • Question paper 2: Listening (20 marks, worth 12.5% of total mark) • Performance through which you will demonstrate your Talking skills. This performance is a 10 minutes conversation. (30 marks, worth 25% of total mark) • Written assignment 20 marks (worth 12.5% of total mark). It involves creating one piece of writing which will be externally marked by SQA.
SKILLS FOR LIFE, LEARNING AND WORK	• Literacy: You will have the opportunity to develop advanced language skills in Talking, Listening, Reading and Writing in meaningful real life contexts and to reflect on how this relates to English. • Employability, enterprise and citizenship: Studying Higher Modern Languages will enable you to make connections with different people and their culture and to play a fuller part as a global citizen in today's society. Knowing a foreign language is a skill for life, a skill for work and a skill for pleasure. Languages play a crucial role in the Business world. • Thinking skills: Language is at the core of thinking. You reflect, communicate and develop ideas through language.

SUBJECT AND LEVEL	Physical Education – National 5
WHY STUDY NATIONAL 5 PHYSICAL EDUCATION?	The National 5 Physical Education Course allows learners to develop and demonstrate a comprehensive range of movement and performance skills in physical activities. - demonstrating a comprehensive range of movement and performance skills safely - understanding factors that impact on performance - planning, developing and implementing approaches to enhance personal performance - monitoring, recording and evaluating performance development - decision-making and problem-solving
ENTRY REQUIREMENTS	Candidates should have achieved the fourth curriculum level or National 4 Physical Education course or equivalent qualifications and/or experience prior to starting this course.
ASSESSMENT	• Performance (60 marks) Two different activities • Portfolio (60 marks) which will be marked according to SQA guidance and instructions and graded A to D. This will be typed and submitted to SQA in early April • To gain National 5, learners must pass the Course Assessment (the Performance and the Portfolio) • The Performance Units are assessed by the school/centre (following SQA external quality assurance to meet national standards) • Unit assessment (or ‘evidence of learning’) could be videos of performance, peer and self-reflection, oral evidence through question/answer sessions, use of ICT
SKILLS FOR LIFE, LEARNING AND WORK	Literacy ❖ Embedding literacy skills: researching and presenting information; evaluating; discussing; listening; talking. Health and wellbeing ❖ Emotional wellbeing ❖ Physical wellbeing Employability, enterprise and citizenship ❖ Working with others Thinking skills ❖ Applying ❖ Analysing and evaluating

SUBJECT AND LEVEL	Physical Education – Higher
WHY STUDY HIGHER PHYSICAL EDUCATION?	Key content, activities and subject – specific skills - develop a broad and comprehensive range of complex movement and performance skills, and demonstrate them safely and effectively across a range of challenging contexts - select and apply skills and make informed decisions to effectively perform in physical activities - analyse mental, emotional, social and physical factors that impact on performance - understand how skills, techniques and strategies combine to produce an effective performance - analyse and evaluate performance to enhance personal effectiveness
ENTRY REQUIREMENTS	National 5 pass in National 5 PE (A or B preferred) Good level of practical performance in two activities Achieved at least 50% in the Portfolio Assessment National 5 pass in English preferred.
ASSESSMENT	Question Paper – 2hrs and 30mins worth 50 marks Performance - 2 activities worth 50 marks
SKILLS FOR LIFE, LEARNING AND WORK	Literacy ❖ Embedding literacy skills: researching and presenting information; evaluating; discussing; listening; talking. Health and wellbeing ❖ Emotional wellbeing ❖ Physical wellbeing Employability, enterprise and citizenship ❖ Working with others Thinking skills ❖ Applying ❖ Analysing and evaluating

SUBJECT AND LEVEL	Design and Manufacture – National 5
WHY STUDY?	<i>Design & Manufacture course provides an opportunity to further enhance the skills developed from the Design element of the S2/3 D&T course.</i> The aims of the course are to enable learners to develop: • skills in design and manufacturing models, prototypes and products • knowledge and understanding of manufacturing processes and materials • an understanding of the impact of design and manufacturing technologies on our environment and society <u>Course Progression & Career Opportunities</u> The course will provide opportunities for progression in the senior phase of the school to study National /5/Higher Design & Manufacture. The course gives a good basis for any learner wishing to pursue a career in Engineering, Design or Manufacturing.
ENTRY REQUIREMENTS	For National 5 any pupil is able to sit this course but we recommend someone who has studied technology in years S2-3
COURSE OUTLINE	Design - Candidates study the design process from brief to design proposal. This helps them develop skills in initiating, developing, articulating, and communicating design proposals. They gain an understanding of the design/make/test process and the importance of evaluating and resolving design proposals on an ongoing basis. Candidates also develop an understanding of the factors that influence the design of products. Manufacture - Candidates study the manufacture of prototypes and products. This helps them develop practical skills in the design/make/test process. They gain an appreciation of the properties and uses of materials, as well as a range of manufacturing processes and techniques, allowing them to evaluate and refine design and manufacturing solutions. Candidates also gain an understanding of commercial manufacture. Integrating the two areas of study is fundamental to delivering the course successfully; it allows candidates to ‘close the design loop’ by manufacturing their design ideas.
ASSESSMENT	The assessment task comprises two assignments: • ‘Assignment — design’ has 55 marks. • ‘Assignment — practical’ has 45 marks. The assessment task requires candidates to complete the ‘assignment — practical’ by manufacturing what they have designed in the ‘assignment — design’. Thus the same assessment task covers both assignments. This assessment task has 100 marks out of a total of 180 marks available for the course assessment. The other component is a question paper.
TIPS FOR SUCCESS	• Regularly access online resources and online news articles to help develop an understanding of the main branches of design and manufacturing processes and well as look at current projects involving designers from a number of different vocations. • Participate fully in class/group discussions and practical activities. • Don’t fall behind with deadlines • Keep your notes up to date.
SKILLS FOR LIFE, LEARNING AND WORK	Numeracy N4/5 ○ Money, time and measurement Employability, enterprise and citizenship N4/5 ○ Enterprise Thinking skills N4 ○ Remembering, understanding, applying Thinking skills N5 ○ Understanding, applying, analysing and evaluating

SUBJECT AND LEVEL	Design and Manufacture – Higher
WHY STUDY HIGHER DESIGN AND MANUFACTURE?	The Higher Design and Manufacture Course allows learners to explore the multi-faceted world of product design and manufacturing. Creativity is at the heart of this Course and its combination with technology makes it exciting and dynamic. The Course combines scientific, mathematical and technological rigour with design and manufacture creativity and innovation. Learners are encouraged to exercise imagination, creativity and logical thinking. The Course thus provides a broad scope for personalisation and choice.
ENTRY REQUIREMENTS	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 5 Design and Manufacture, National 5 Art and Design, National 5 Graphic Communication, National 5 Practical Metalworking, National 5 Practical Woodworking
COURSE OUTLINE	As well as the Course assessment, the Course includes two areas of study. Design and Manufacture: Design (Higher) This area covers the processes of product design from brief to resolved design proposals and specification. It helps learners develop skills in initiating, developing, articulating and communicating design proposals for products. It allows them to gain skills and experience in evaluating design proposals in order to refine, improve and resolve them. Design and Manufacture: Materials and Manufacturing (Higher) This area covers the processes of product design from design proposals to prototype. It allows learners to gain skills in planning and making models and prototypes. It helps learners to ‘close the design loop’ by manufacturing a set of design ideas. In both areas, learners will gain knowledge and understanding of design and manufacturing technologies and how these impact on our environment and society.
ASSESSMENT	The assessment for this course is split into two sections - a question paper and an internal assignment. The question paper has two sections: Section 1 (25 marks) consists of a single question based on the design and manufacture of two similar products. Section 2 (55 marks) consists of six or seven questions that focus on the design and manufacture of commercial products and the impact design and manufacturing technologies have on society, the environment and the world of work. The assignment has 90 marks out of a total of 170 marks for the course assessment. The assignment assesses the ability of candidates to apply design skills to develop a proposal according to a set brief.
TIPS FOR SUCCESS	• Regularly access online resources and online news articles to help develop an understanding of the main branches of design and manufacturing processes • Participate fully in class/group discussions and practical activities. • Don't fall behind with deadlines • Keep your notes up to date.

SUBJECT AND LEVEL	Practical Woodworking – National 5
WHY STUDY?	The Practical Woodworking course is largely workshop-based. It provides a broad introduction to practical woodworking. The course is distinct in value in that it allows learners to develop practical psychomotor skills (manual dexterity and control) in a universally popular practical craft environment. It helps develop safe working practices and to become proactive in matters of health and safe. It allows them to learn how to use a wide range of tools, equipment and materials correctly and safely.
ENTRY REQUIREMENTS	You are expected to have attained a basic level of skills and knowledge from your core technology classes. In addition it would be advantageous to have followed one of the following elective courses in S3. - Practical Craft Skills (BGE) - Design and Technology (BGE) - Design and Manufacture (Nat 5)
COURSE OUTLINE	This course develops skills in three main areas. Each area provides opportunities for your child to understand safe working practices, sustainability issues, and good practice in recycling within a workshop environment. Flat-frame construction Pupils will develop skills, knowledge and understanding in the use of woodworking tools and in making woodworking joints and assemblies commonly used in flat-frame joinery, involving complex features. Pupils will develop their ability to read and use drawings and diagrams depicting both familiar and unfamiliar woodwork tasks. Carcase construction Pupils will develop skills, knowledge and understanding in the use of woodworking tools and in making woodworking joints and assemblies commonly used in carcase construction, involving complex features. This may include working with manufactured board or with frames and panels. Pupils will use working drawings or diagrams in both familiar and unfamiliar contexts that require some interpretation on their part. Machining and finishing Pupils will develop skills, knowledge and understanding in using machine and power tools. They will also develop skills in a variety of woodworking surface preparations and finishing techniques.
ASSESSMENT	The practical activity allows candidates to demonstrate the application of skills and knowledge developed during the course to produce a finished product, to a given standard and specification. The practical activity will be to manufacture a product and complete a log book. The log book will be provided as part of the assessment task. The question paper has 70 marks out of a total of 130 marks.
TIPS FOR SUCCESS	• Listen to your teacher. • Always ask for assistance if you require help. • Work safely and maturely in the workshop. • High quality work is always appreciated.
SKILLS FOR LIFE, LEARNING AND WORK	• Numeracy ○ Money, time and measurement • Employability, enterprise and citizenship ○ Working with others • Thinking skills ○ Applying ○ Creating

SUBJECT AND LEVEL	Physical Education NPA level 6 Sports Development
WHY STUDY Sports Development	Key content, activities and subject – specific skills This course supports candidates wishing to pursue Sports Development as a possible career path. During the course candidates will learn about the wide variety of roles / careers that Sport can offer. The competences achieved will allow candidates to make other career decisions and follow different sporting pathways. The award will allow candidates to develop their personal leadership qualities and to develop their knowledge, skills and understanding of current theories and concepts surrounding the topic.
ENTRY REQUIREMENTS	Candidates should have a keen interest in sport and be prepared to lead activity sessions with young people National 5 pass in National 5 PE (A or B preferred) National 5 pass in English preferred.
ASSESSMENT	Candidates must successfully complete several assessment tasks within the two units. There is no final exam
SKILLS FOR LIFE, LEARNING AND WORK	Literacy • Embedding literacy skills: researching and presenting information; evaluating; discussing; listening; talking. Health and wellbeing • Emotional wellbeing • Physical wellbeing Employability, enterprise and citizenship • Working with others Thinking skills • Applying • Analysing and evaluating

SUBJECT AND LEVEL	Geography – National 4/5
WHY STUDY NATIONAL 4/5 GEOGRAPHY?	The National 4/5 qualification in Geography gives learners an understanding of geographical issues at a local, national and global level. This covers a range of topics such as glacial and coastal landscape, climate change, health, population, cities and farming. Pupils practice a range of skills such as mapping, graph interpretation, problem solving and researching. Geography has a strong scientific element to the course so it complements subjects such as Biology and Chemistry. It also has strong links with other humanities subjects such as Modern Studies and History. Pupils are required to take part in a fieldtrip to Grasmere in June to gather data in preparation for the added value unit (N4) and assignment (N5 see below).
ENTRY REQUIREMENTS	Ideally learners will have taken geography in S3 but this is not essential.
COURSE OUTLINE	• Physical Environments – glaciation, weather and coasts • Human Environments – population, farming and cities • Global Issues – climate change and health issues
ASSESSMENT	• N5 – a final exam at the end of the course, worth 80% of the overall mark based on knowledge, understanding and skills • An assignment worth 20% of the final grade • Ongoing unit assessments throughout the year for National 4
TIPS FOR SUCCESS	• Practice past questions within strict time limits • Don't fall behind with deadlines • Keep your notes up to date. Make them accurate, detailed, and well presented • Ask the teacher if you don't understand a topic or skill • Be aware of up to date issues around the world that can be used as examples in your answers
SKILLS FOR LIFE, LEARNING AND WORK	Geography lends itself to the development of literacy skills, particularly reading and writing. Candidates are encouraged to read as widely as possible in order to provide up to date real life examples of geographical events. Also given the opportunity to produce extended writing where appropriate to help them progress to the Higher Geography course. Numeracy skills such as interpreting geographical data that has been tabulated or graphed is vital at this level in both the final exam and the assignment. Pupils are also expected to process raw data gathered on their fieldtrip into various graphs such as cross sections, pie charts and multiple bar charts in preparation for the assignment. Map skills are also required. Critical thinking skills are developed and learners are able to apply their knowledge to real case studies and issues. National geography encourages the remembering of information, the analysing of information from sources and from acquired knowledge. Candidates will demonstrate these skills through class work, formally assessed tasks and the assignment.

SUBJECT AND LEVEL	Geography – Higher
WHY STUDY HIGHER GEOGRAPHY?	The Higher qualification in Geography gives learners a deeper understanding of geographical processes and issues. This covers a range of topics such as glaciation, climate change, health, population and cities. Geography has a strong scientific element to the course so it complements subjects such as Biology and Chemistry. It also has strong links with other Humanities subjects as Modern Studies and History. ○ Learners will gain more advanced skills in analysing and communicating geographical ideas and will be required to handle OS maps and different types of data. ○ Pupils are required to take part in a fieldtrip to Bowness on Windermere in June to gather data in preparation for the assignment.
ENTRY REQUIREMENTS	National 5 Pass in Geography or any other Social Subject (History, Modern Studies or RMPS)
COURSE OUTLINE	• Physical Environments – atmosphere, water, soils, glaciation, coasts & rivers • Human Environments – population, rural and urban studies • Global Issues – climate change and development and health
ASSESSMENT	• A final exam at the end of the course, worth 70% of the overall mark based on knowledge, understanding and skills • An assignment worth 30% of the final grade • Ongoing assessments throughout the year
TIPS FOR SUCCESS	• Practice past questions within strict time limits • Don't fall behind with deadlines • Keep your notes up to date. Make them accurate, detailed, and well presented • Ask the teacher if you don't understand a topic or skill • Be aware of up to date issues around the world that can be used as examples in your answers
SKILLS FOR LIFE, LEARNING AND WORK	Opportunities for practical activities including fieldwork are provided, so that learners can interact with their environment. The pupils visit Bowness on Windermere to undertake fieldwork in preparation for their assignment. The investigative and critical thinking skills developed on this trip and the subsequent assignment give learners important experience in group work and working on their own. These are vital skills for their life and work. Geography lends itself to the development of literacy skills, particularly reading and writing. Candidates are encouraged to read as widely as possible in order to provide up to date real life examples of geographical events and given the opportunity to produce extended writing where appropriate to help them progress to the Advanced Higher Geography course, further study, employment or training. Numeracy skills such as interpreting geographical data that has been tabulated or graphed is vital at this level in both the final exam and the assignment. Pupils are also expected to process raw data gathered on their fieldtrip into various graphs such as cross sections, pie charts and multiple bar charts in preparation for the assignment. Critical thinking skills are developed and learners are able to apply their knowledge to real case studies and issues. For example, section 4 of the examination paper challenges pupils to use their informed decision making on a map based scenario such as the siting of a landfill site or music festival. Higher geography encourages the remembering of facts and figures, the analysing of information from sources and from acquired knowledge. Candidates will demonstrate these skills through class work, formally assessed tasks and the assignment.

SUBJECT AND LEVEL	Geography – Advanced Higher
WHY STUDY ADVANCED HIGHER GEOGRAPHY?	○ The Advanced Higher qualification in Geography builds on knowledge and understanding at Higher level and skills such as planning, researching, problem solving, mapping, graphing and statistical analysis. ○ The course prepares pupils for a range of university courses and careers associated with social subjects, environmental issues and the sciences. ○ Learners have the opportunity to take part in a 3-day residential fieldtrip along with the Biology Department at the Blencathra field centre in the Lake District.
ENTRY REQUIREMENTS	At least a grade B at Higher level
COURSE OUTLINE	There are 2 units – Geographical Skills and Geographical issues. Through these two units pupils are taught a range of skills which prepare them for the essay and field study that they have to carry out. There is an opportunity to specialise in a chosen area of interest
ASSESSMENT	A question paper worth 50 marks which is externally assessed A folio which is externally assessed containing a field project based on 1 of the 4 topics studied on the fieldtrip (70 marks) & an essay on a topic of your choice (30 marks)
TIPS FOR SUCCESS	• Practice past questions within strict time limits • Don't fall behind with deadlines • Keep your notes up to date. Make them accurate, detailed, and well presented • Ask the teacher if you don't understand a topic or skill • Be aware of up to date issues around the world that can be used as examples
SKILLS FOR LIFE, LEARNING AND WORK	Learners should engage in a variety of learning activities as appropriate to the subject. These may include for example: • researching information for their subject & undertaking fieldwork • using active and open-ended learning activities such as research, case studies and presentation tasks • making accurate and relevant searches for information on the internet • engaging in wide-ranging independent reading • recording the results of research and independent investigation • presenting findings/conclusions of research and investigation • participating in informed debate and discussion with peers • reaching conclusions from a wide range of complex information • written and/or oral communication and presentation skills to present information • participating in field trips and visits <u>Literacy skills</u> Throughout the Course, and while undertaking the assignment, learners will have the opportunity to develop reading skills. They may read a variety of texts, including academic journals, newspaper reports, online articles, etc. This will help learners develop their skills to read critically and evaluate the ideas contained in written sources, drawing conclusions with justification, constructing arguments in a balanced and structured way; and expressing reasoned views about the texts they study. The Course will provide considerable opportunities to develop writing skills. <u>Citizenship</u> At Advanced Higher level, learners will develop citizenship through deepening their understanding of issues facing contemporary society. They will be required to apply their knowledge and understanding of factual elements of social and political issues and topics. <u>The project-folio</u> This project-folio worth 70% of the final grade, will provide opportunities for candidates to develop knowledge and understanding of Geography through a chosen field project such as footpath erosion, glaciation or soils and essay. Recent learners have chosen essay topics such as HS2, nuclear power, the decline of the High Street, Coral Reef Bleaching and the Heathrow's planned 3rd runway.

SUBJECT AND LEVEL	History – National 4/5
WHY STUDY NATIONAL 4/5 HISTORY?	• Gives an in-depth understanding of 3 important areas of historical interest covering a broad range of local, national and international topics. • Develops skills of information handling, historical research, source handling and essay writing. • Possible career paths include: Journalism, Law, Management, Tourism, Politics, Museums and Archives and Teaching.
ENTRY REQUIREMENTS	• A willingness to work hard. • At National 4 – while not mandatory, a SQA National 3 pass in a Social Subjects Course (or relevant component units) and National 3 English & Literacy would be desirable. • At National 5 – while not mandatory, a SQA National 4 pass in a Social Subjects Course (or relevant component units) and National 4 English & Literacy would be desirable.
COURSE OUTLINE	○ Historical Study Scottish – The Era of the Great War 1910-28 ○ Historical Study British – Changing Britain 1761-1914 ○ Historical Study European World – Red Flag: Lenin and the Russian Revolution 1894-1921
ASSESSMENT	A final exam at the end of the N5 course, worth 80% of the overall mark. The exam consists of both knowledge and understanding and source handling questions and lasts 2 hours and 20 minutes. An assignment, researching a historical issue of the student's choice, worth 20% of the overall marks for the course assessment. Ongoing unit assessment throughout the year.
TIPS FOR SUCCESS	• Keep your notes up to date, make them accurate, detailed and well presented. • Don't fall behind with deadlines. • Consistently attempt practice questions before assessments and give yourself strict time limits. • Ask the teacher if you don't understand a topic or skill.
SKILLS FOR LIFE, LEARNING AND WORK	History lends itself to the development of literacy skills, particularly reading and writing. Candidates are encouraged to read as widely as possible and given the opportunity to produce extended writing, where appropriate, to help them progress. They will read a variety of texts about a topic/ issue they are studying, including a range of primary sources such as newspapers in print, or electronically. They may study these alongside academic research or government reports at an appropriate level, for example, when studying the Children's Employment Commission (Mines) 1842 report as part of the <i>Changing Britain 1760-1914</i> course. This course also allows for development of writing skills. For example, they may describe and summarise the research they have carried out, assess and evaluate the value of different sources, and express opinions and viewpoints, as well as personally reflect on their performance. Citizenship is developed through examining Scotland's place within the world, self-awareness and growing identity, particularly when studying <i>The Era of the Great War 1910-28</i>. By studying <i>Red Flag, Lenin and the Russian Revolution 1894-1921</i>, candidates develop a wider and deeper perspective on international historical events and themes. — all of which help develop candidates' thinking skills. Thinking skills are developed across all time periods. Through the nature of historical study, candidates will develop and apply their understanding of key issues and key events.

SUBJECT AND LEVEL	History – Higher
WHY STUDY HIGHER HISTORY?	• Teaches essay writing skills which are very important for further education. • Gives an understanding of important historical periods and themes. • Develops skills of information handling, analysis and evaluation. • Possible career paths include: Journalism, Law, Management, Social Work and Teaching.
ENTRY REQUIREMENTS	National 5 pass in History or English and other Social Subjects (Modern Studies, RMPS or Geography).
COURSE OUTLINE	• Britain 1850-1951 – focusing on: the Growth of Democracy; the Liberal Reforms 1906-14; the Labour Governments 1945-51 & Women & the vote • Italy – focusing on the failure and success of Italian nationalism 1815-1870: and the rise to power of Fascism 1918-1939 • Migration & Empire 1830-1939, the causes of Scottish migration, impact on the empire, impact of empire and migration on Scotland.
ASSESSMENT	• Two final exams at the end of the course: Paper 1 involves answering 2 extending course response questions worth 44 marks (1hr 30mins); Paper 2 consists of 4 questions worth 36 marks (1hr 30mins). • An assignment on any aspect of the course worth 30 marks.
TIPS FOR SUCCESS	• Use BBC Bitesize notes on the internet. • Take time with your homework essays. • Get homework in on time. • Word process homework essays so corrections can be made and then essays can be used as Revision notes.
SKILLS FOR LIFE, LEARNING AND WORK	History lends itself to the development of literacy skills, particularly reading and writing. Candidates are encouraged to read as widely as possible and given the opportunity to produce extended writing where appropriate. They will read a variety of texts about a topic or issue they are studying, including a range of primary sources such as newspapers in print or electronic form. They may study these alongside academic research or government reports at an appropriate level, for example when studying welfare reforms passed by both the Liberal Governments between 1906-14 and Labour Governments between 1945-51 as part of the <i>Britain 1851-1951</i> course. This means that they are able to consider many different types of text and consider their benefits and limitations in terms of providing information to help them complete their assignment. This course also allows for considerable scope for the development of writing skills. Citizenship is developed through examining Scotland's place within the world, self-awareness and growing identity, particularly when studying <i>Migration and Empire, 1830-1939</i>. By studying <i>Italy, 1815-1939</i>, candidates develop a wider and deeper perspective on significant international historical events and themes. Candidates will be encouraged to interpret and evaluate historical source material. They will be encouraged to record and display information from different sources, e.g. books, notes, lessons and the internet, in various different ways — all of which help develop candidates' thinking skills. Thinking skills are developed across all time periods. Through the nature of historical study, candidates will develop and apply their understanding of key issues.

SUBJECT AND LEVEL	Modern Studies N4/5
WHY STUDY?	• Gives an understanding and knowledge of contemporary society. • Develops skills of analysis. • Possible career paths include Journalism, Law, Management, Social Work and Teaching.
ENTRY REQUIREMENTS	At National 4 • While not mandatory, a SQA National 3 pass in Social Subjects Course (or relevant component Units) and National 3 English and Literacy would be desirable. At National 5 • While not mandatory, a SQA National 4 pass in Social Subjects Course (or relevant component Units) and National 4 English and Literacy would be desirable.
COURSE OUTLINE	• Democracy in the UK including looking at the role of MPs, the powers of the Prime Minister and Pressure Groups. • Crime and Law in the UK – looking at causes of crime, impact of crime and punishments. • International Issues – China focusing on the Chinese Government and social and economic inequalities.
ASSESSMENT	At National 5 • A final exam at the end of the course, worth 80% of the overall grade. The exam is a mixture of Knowledge and Understanding questions and Enquiry Skills questions and lasts 2 hours 20 minutes. • An assignment on any aspect of Modern Studies, worth 20% of the overall mark. • Ongoing unit assessments throughout the year.
TIPS FOR SUCCESS	• Watch TV news and read a quality newspaper every day, to collect relevant examples. • Continually practise both Knowledge and Understanding and Enquiry Skills type of questions. • Don't fall behind with deadlines. • Keep your notes up to date.
SKILLS FOR LIFE, LEARNING AND WORK	National 5 Modern Studies lends itself to the development of literacy skills, particularly reading and writing. Candidates are encouraged to read as widely as possible and given the opportunity to produce extended writing where appropriate to help them progress to the Higher Modern Studies course, further study, employment or training. They will read a variety of texts about a topic or issue they are studying, including a range of sources such as newspapers in print or electronic form. They may study these alongside academic research or government reports at an appropriate level, for example when studying the work of the UK Cabinet while studying the unit <i>Politics in the UK</i>. This means that they are able to consider many different types of text and consider their benefits and limitations in terms of providing information to help them complete their assignment. This course also allows for considerable scope for the development of writing skills Citizenship By studying democracy in the UK and Scotland and, where the study of a world power is chosen, the political system of China, candidates develop political literacy and explore key concepts such as: participation; representation, rights and responsibilities; and decision-making in society — all central to the themes of citizenship. Thinking skills are developed through gaining knowledge and understanding of contemporary issues and events. This course encourages the remembering of information, the analysing of information from sources and from acquired knowledge, and the evaluation of different types of evidence and viewpoints.

SUBJECT AND LEVEL	Modern Studies Higher
WHY STUDY?	• Gives an understanding of contemporary society. • Develops skills of analysis and essay writing. • Possible career paths include Journalism, Law, Management, Social Work and Teaching.
ENTRY REQUIREMENTS	National 5 pass Modern Studies or other Social Subject (History, Geography or RMPS) plus National 5 English
COURSE OUTLINE	• Democracy in the UK, including the work of the Holyrood and Westminster Governments. • Social Inequality in the UK, focusing on health and economic inequality. • International Issues – USA, focusing on the work of the US government and inequality in US society.
ASSESSMENT	• A final exam at the end of the course consists of 2 question papers. Paper 1 is worth 47% and requires candidates to answer 3 essay questions (1hr 45 mins). Paper 2 is worth 26% and allows candidates to demonstrate the application of skills such as drawing conclusions, evaluating the reliability of a range of sources plus detecting & explaining the degree of objectivity (1hr 15mins). • An assignment worth 27% (produced in 1hr 30mins in class time)
TIPS FOR SUCCESS	• Watch TV news and read a quality newspaper every day, to collect relevant examples. • Get as much essay writing practice as you can. • Don't fall behind with deadlines. • Keep your notes up to date.
SKILLS FOR LIFE, LEARNING AND WORK	Modern Studies lends itself to the development of literacy skills, particularly reading and writing. Candidates are encouraged to read as widely as possible and given the opportunity to produce extended writing where appropriate to help them progress to the Advanced Higher Modern Studies course, further study, employment or training. They will read a variety of texts about a topic or issue they are studying, including a range of sources such as newspapers in print or electronic form. They may study these alongside academic research or government reports at an appropriate level, for example when studying changes to and impact of Government policies dealing with Poverty when studying <i>Social Issues in the UK</i>. This means that they are able to consider many different types of text and consider their benefits and limitations in terms of providing information to help them complete their assignment. This course also allows for considerable scope for the development of writing skills. For example, they may describe and summarise the research they have carried out, assess and evaluate the value of different sources, and express opinions and viewpoints, as well as personally reflect on what has been learned. <u>Citizenship</u> By studying democracy in the UK and Scotland and, where the study of a world power is chosen, the political system of the USA, candidates develop political literacy and explore key concepts such as: participation; representation, rights and responsibilities; and decision-making in society — all central to the themes of citizenship. <u>Thinking Skills</u> Thinking skills are developed through gaining knowledge and understanding of contemporary issues and events and are able to apply their knowledge to real events and issues. This course encourages the remembering of information, the analysing of information from sources and from acquired knowledge, and the evaluation of different types of evidence and viewpoints.

SUBJECT AND LEVEL	N4/5 Travel & Tourism
WHY STUDY?	A new offering this year, Travel and Tourism is a flexible interdisciplinary course that combines both business and admin/IT skills with some humanities concepts. It develops investigation, comparing, contrasting and decision making skills. It can be used as a further stepping stone into other courses such as Geography, Business and English.
ENTRY REQUIREMENTS	An interest in the travel and tourism industry, and a willingness to work hard.
COURSE OUTLINE	The course will cover 4 units Unit 1 Employability – gain a basic understanding of the employment opportunities within travel and tourism and improve your skills in preparation for working within the industry. Unit 2 Customer Service - understand the importance and principles of Customer Service Unit 3 UK and Worldwide – build a detailed understanding of tourism in the UK and the rest of the world Unit 4 Scotland – build a detailed understanding of tourism in Scotland
ASSESSMENT	This is ongoing throughout the year. Each unit will be assessed using a variety of methods from written work, to verbal presentations and interactions with others. In addition to written evidence of the outcomes, the pupil's log book will help to evidence the effort levels.
TIPS FOR SUCCESS	Students are expected to bring materials to class and attend lessons or copy up missed work. In additions high effort levels are needed to make sure that notes are of a high standard. A desire to do well is very important and results in the highest standards being reached.
SKILLS FOR LIFE, LEARNING AND WORK	Skills for Life learning and Work This course centres on developing 5 main skills (detailed below) in addition to a number of "Employability" related skills and abilities. • Communication • Numeracy • Information and Communication Technology • Problem Solving • Working with Others Students will gain knowledge and understanding of the Travel and Tourism industry. This knowledge will help students to have a greater understanding of the world of work and open future job prospects to them. Health and Wellbeing - Students are supported to improve their skills of learning independently by gradually increasing the degree of independence as the course progresses. Employability, enterprise and Citizenship – This is a core element of the Travel and Tourism course with all units containing an element of employability skills. Students really gain a good understanding of employability both in a historical and current sense. Some of these skills will relate specifically to the Travel and Tourism industry while the majority are relatable to all employment opportunities.

SUBJECT AND LEVEL	RMPS N4/5
WHY STUDY?	• RMPS is an interesting look at the world and the people in it and why some act in certain ways and how we cope. • Will give pupils the skill of analysing religious, moral and philosophical question and the ability to present detailed and reasoned views upon the knowledge and understanding gained from the course. • Develops skills of reflection upon life experience and develops beliefs about particular issues that pose problems in society today such as embryo research and euthanasia. • It develops skills of being able to be objective and apply ethics to certain situations with analysis. • Gives them the ability to organise information. • Possible career paths include Journalism, Law, Management, Social Work and Teaching.
ENTRY REQUIREMENTS	None required.
COURSE OUTLINE	World Religion – Buddhism Morality and Belief – Morality, Medicine and the Human Body. Philosophical Questions – The Problems of Evil and Suffering.
ASSESSMENT	• National 5: a final exam at the end of the course, worth 80% of the overall mark. There are 3 sections worth 80 marks. This will be 2 hours 20 minutes. • There is also an assignment in National 5 worth 20 marks, written in class in 1 hour. • National 4 complete a Value Added Unit marked internally and achieve course by completing outcomes. • Ongoing unit assessment throughout the year.
TIPS FOR SUCCESS	• Do homework on time and to best of ability. • Read over class notes regularly. • Complete revision notes as course goes along and meet deadlines. • Keep your notes up to date. • Develop your own opinions.
SKILLS FOR LIFE, LEARNING AND WORK	Throughout Higher RMPS students will gain vital employment and life skills through the following: By using literacy: Reading and Writing - Much of the course is extended answers and reading material which will develop the skill of using different sources and writing well developed answers. Health and Wellbeing: Personal learning. - Students in National RMPS are encouraged to learn independently and are set tasks and goals that they have to organise and work towards. This encourages responsibility and self-pride in what they do and achieve. Students will develop employability, enterprise and citizenship: The medical ethics section of the course is a challenge to look at the world of medicine and how we treat patients in the world today. This encourages respect of others' views and ideas, a skill necessary in the workplace today. Students will develop thinking skills of: Analysing and applying In the process of essay writing students learn other points of view and they will have to learn to apply these different thought processes to different situations regarding the use of medicine. This encourages a greater understanding of the implications of people's actions.

SUBJECT AND LEVEL	RMPS Higher
WHY STUDY?	• Encourages pupils to consider questions about the meaning, value and purpose of life. • Develops skills of reflection upon life experience and develops beliefs about particular issues that pose problems in society today. • It develops skills of being able to be objective and apply ethics to certain situations with analysis. • Gives them the ability to write essays and organise information. • Possible career paths include Journalism, Law, Management, Social Work and Teaching.
ENTRY REQUIREMENTS	National 5 Pass in RMPS, History or English or any other Social Subject (Modern Studies, Geography).
COURSE OUTLINE	• World Religion – Judaism • Morality and Belief – Morality and Justice. • Religion and Philosophical Questions – Origins.
ASSESSMENT	• A final exam at the end of the course, worth 80 marks. There will be 3 parts to the exam split over 2 papers. • An assignment which is open choice based on a topic or issue relevant to RMPS, to be written in class, in 1 hour 30 minutes, when pupils are ready. This is worth 30 marks. • Ongoing Unit assessments throughout the year.
TIPS FOR SUCCESS	• Get as much essay writing practice as you can. • Hand in homework on time. • Don't fall behind with deadlines. • Keep your notes detailed and up to date.
SKILLS FOR LIFE, LEARNING AND WORK	Throughout Higher RMPS students will gain vital employment and life skills through the following: By using literacy: Reading and writing - Much of the course is essay based and reading material which will develop the skill of using different sources and writing essays which is the basis of the course. Health and Wellbeing: Personal learning - Students in Higher RMPS are encouraged to learn independently and are set tasks and goals that they have to organise and work towards. This encourages responsibility and self-pride in what they do and achieve. Employability Citizenship -The Religion and Justice section of the course is a challenge to look at the world of crime and punishment and how we treat criminals in the world today. This encourages respect of others' views and ideas. Students will develop thinking skills of: Analysing and Applying In the process of essay writing, students learn other points of view such as religion/utilitarian and have to learn to apply these different thought processes to different situations regarding crime and punishment. This encourages a greater understanding of the actions and implications of people

SUBJECT AND LEVEL	Administration & IT - National 4
WHY STUDY?	IT skills are important in everyday life, as well as work and further study. National 4 Administration and IT will provide an introduction to using IT and cover skills in the main Microsoft Office software, providing a good grounding for using the software in the workplace or at College. This course has automatic accreditation for Core Skills: ICT at National 4 level as part of the skills for learning, skills for life and skills for work framework.
ENTRY REQUIREMENTS	• National 3 Administration and IT. • Completion of level 3 experiences and outcomes in S3. • Or discussion with the Principal Teacher.
COURSE OUTLINE	• Learners will study the following Units in Administration and IT: IT solutions for Administrators, Communication in Administration and Administrative Practice. • Across the three Units pupils will develop a range of IT skills in the following applications: word processing, spreadsheets, databases, desktop publishing and presentation software from the Microsoft Office software. • They will also have the opportunity to work in an administrative context by learning how to organise events and produce professional documents (such as posters, booklets, attendance lists) to support these events.
ASSESSMENT	Learners will complete assessments for each Unit of the Course.
TIPS FOR SUCCESS	• Keep your notes up to date. • Typing speed – as the assessments to pass this course are mainly completed by working with a computer, being able to type at a reasonable speed is important. Websites, such as www.typingtest.com provide free typing resources or simply keying in passages from books, newspapers or magazines will help improve your speed. Making use of Microsoft Office software in other subjects, to type essays, create presentations for talks, or spreadsheets to create charts – this will help develop your skills in using the software in different contexts. • Help show other people how to use the software, at home or pupils in school who do not study Administration and IT – helping people learn how to use the software will help you remember how to use it.

SUBJECT AND LEVEL	Administration & IT - National 5
WHY STUDY?	IT skills are important in everyday life, as well as work and further study. National 4 Administration and IT will provide an introduction to using IT and cover skills in the main Microsoft Office software, providing a good grounding for using the software in the workplace or at College. This course has automatic accreditation for Core Skills: ICT at National level as part of the skills for learning, skills for life and skills for work framework.
ENTRY REQUIREMENTS	• National 4 Administration and IT. • completion of level 4 experiences and outcomes • discussion with the Principal Teacher.
COURSE OUTLINE	• Learners will study the following Units in Administration and IT: IT solutions for Administrators, Communication in Administration and Administrative Practice. • Across the three Units pupils will develop a range of IT skills in the following applications: word processing, spreadsheets, databases, desktop publishing and presentation software from the Microsoft Office software. • They will also have the opportunity to work in an administrative context by learning how to organise events and produce professional documents (such as posters, booklets, attendance lists) to support these events.
ASSESSMENT	Learners will complete topic tests at the end of each unit of work. Assignment completed in March – 3 hours, 70 marks. Question paper completed during exam diet- 2 hours, 50 marks. Both assessments will cover practical IT tasks and theory questions.
TIPS FOR SUCCESS	• Keep your notes up to date. • Typing speed – as the assessments to pass this course are mainly completed by working with a computer, being able to type at a reasonable speed is important. Websites, such as www.typingtest.com provide free typing resources or simply keying in passages from books, newspapers or magazines will help improve your speed. • Making use of Microsoft Office software in other subjects, to type essays, create presentations for talks, or spreadsheets to create charts – this will help develop your skills in using the software in different contexts. • Help show other people how to use the software, at home or pupils in school who do not study Administration and IT – helping people learn how to use the software will help you remember how to use it.

SUBJECT AND LEVEL	Administration & IT Higher
WHY STUDY?	IT skills are important in everyday life, as well as work and further study. Higher Administration and IT will cover the advanced skills in using the main Microsoft Office software, providing a good grounding for using the software in the workplace or at College and University. This course has automatic accreditation for Core Skills: ICT at Higher level as part of the skills for learning, skills for life and skills for work framework.
ENTRY REQUIREMENTS	National 5 Administration and IT
COURSE OUTLINE	- Learners will study the following Units in Administration and IT: IT Solutions for Administrators, Communication in Administration and Administrative Theory and Practice. - Across the three Units pupils will develop a range of IT skills in the following applications: word processing, spreadsheets, databases, desktop publishing and presentation software from the Microsoft Office software. - They will also have the opportunity to work in an administrative context by learning how to organise, manage and communicate relatively complex information, manage the organisation of events and develop an understanding of the various legislation that is enforced in the workplace.
ASSESSMENT	- Learners will complete topic tests at the end of the Communication in Administration, Administrative Theory and Practice Unit and IT Solutions Units - Question paper (50 marks) – completed during the exam diet (1hr 30mins) - Assignment worth 70 marks completed in March covering IT Skills (2 hrs)
TIPS FOR SUCCESS	- Typing speed – as the majority of tasks for this course are working with a computer, being able to type at a reasonable speed is important. Websites, such as www.typingtest.com provide free typing resources of simple keying in passages from books, newspapers or magazines will help improve your speed. - Keeping up to date with latest business news, particularly advances in technology and legislation, by reading a newspaper or reading online business news websites will help develop your understanding of the course. - Making use of Microsoft Office software in other subjects, to type essays, create presentations for talks or spreadsheets to create charts – this will help develop your skills in using the software in different contexts. - Help show other people how to use the software, at home or pupils in school who do not study Administration and IT – helping people learn how to use the software will help you remember how to use it.

SUBJECT AND LEVEL	Business Management - National 4
WHY STUDY?	• The study of business is suitable for all pupils interested in developing an understanding of the modern business environment or finding out how and why people set up in business. • The Course introduces the dynamic, competitive, financial and economic environment of business. It develops skills in presenting business related information, in a variety of formats, to the various stakeholders of an organisation.
ENTRY REQUIREMENTS	Completion of Level 3 experiences and outcomes in S3.
COURSE OUTLINE	• Learners will study the following Units in National 4 Business: • Business in Action and Influences on Business. • The course will focus on small and medium sized businesses, such as sole traders, partnerships and franchises, as well as businesses that operate in the public and third sector. Pupils will consider the impact that these businesses have on our economy and society and also look at how the businesses achieve their strategic goals through the different functional areas.
ASSESSMENT	Learners will complete assessments for each Unit of the Course. • Pupils will also complete the Added Value Unit, where they will have the opportunity to develop a business idea, which can include thinking of a new business for the local area or making a recommendation for an existing local business.
TIPS FOR SUCCESS	• Keeping up-to-date with latest business news, by reading a newspaper or reading online business news website will help develop your understanding of the course and how business affects our society. • Watch programs such as Dragon's Den and the Apprentice to see the theory taught in class be put into practice. • Take an active interest in the different businesses that operate in the local area – looking at the contribution they make to the community and how they operate.

SUBJECT AND LEVEL	Business Management – National 5
WHY STUDY?	The study of business management is suitable for all pupils interested in entering the world of business, whether that be as a manager, employee or self-employed person. The Course develops an in-depth understanding of how people contribute to business success. Pupils will therefore be better informed about business and able to make an effective contribution to society as consumers, employees, employers or self-employed people.
ENTRY REQUIREMENTS	National 4 Business Management
COURSE OUTLINE	- Learners will study the following Units: - Understanding Business, Marketing and Operations and People and Finance. - The course will focus on small and medium sized businesses, such as sole traders, partnerships, local government organisations and businesses that operate in the third sector. Pupils will consider the impact that these businesses have on our economy and society and also look at how the businesses achieve their goals through the different functional areas.
ASSESSMENT	- Learners will complete topic tests at the end of each Unit of work. - A question paper during the exam diet – 90 marks, 2 hours - An assignment where pupils will write a report about a small or medium sized business and analyse an aspect of this business (30 marks)
TIPS FOR SUCCESS	- Keeping up-to-date with latest business news, by reading a newspaper or reading online business news website will help develop your understanding of the course and how business affects our society. - Watch programs such as Dragon's Den and the Apprentice to see the theory taught in class be put into practice. - Take an active interest in the different businesses that operate in the local area – looking at the contribution they make to the community and how they operate.

SUBJECT AND LEVEL	Business Management – Higher
WHY STUDY?	The study of business management is suitable for all pupils interested in entering the world of business, whether that be as a manager, employee or self-employed person. The Course develops an in-depth understanding of how people contribute to business success. Pupils will therefore be better informed about business and able to make an effective contribution to society as consumers, employees, employers or self-employed people.
ENTRY REQUIREMENTS	National 5 Business Management
COURSE OUTLINE	Learners will study the following Units in Higher Business Management: - Understanding Business, Marketing and Operations and People and Finance. - The course will focus on larger businesses, such as Private and Public Limited Companies, Public Sector Organisations/corporations and businesses that operate in the third sector. Pupils will consider the impact that these large businesses have on our economy and society and also look at how the businesses achieve their goals through the different functional areas.
ASSESSMENT	- Learners will complete topic tests at the end of each Unit of work. - A question paper during the exam diet worth 90 marks (2hrs 45mins) - An assignment (30 marks) where pupils write a report about a large business & analyse an aspect of the business from a topic covered in the course.
TIPS FOR SUCCESS	- Keeping up-to-date with latest business news, by reading a newspaper or reading online business news website will help develop your understanding of the course and how business affects our society. - Watch programs such as Dragon's Den and the Apprentice to see the theory taught in class be put into practice. - Take an active interest in the different businesses that operate in the local area – looking at the contribution they make to the community and how they operate.

SUBJECT AND LEVEL	Mathematics – National 5
WHY STUDY?	Mathematics is a rich and stimulating subject and plays an important part in everyday life. It uses a universal language of numbers and symbols, letting us communicate ideas in a brief, clear and concise way. Mathematics is a good choice because it forms the basis of other school subjects like Chemistry, Biology and Physics, as well as being an important subject on its own. Studying Mathematics will improve your reasoning, analytical and problem solving skills. And, it will help you think in more creative and abstract ways. This means it gives you many valuable qualities when you go to look for work. The skills you learn in this course are useful in many careers involving engineering, medicine, technology, business and the physical sciences.
ENTRY REQUIREMENTS	National 4 Mathematics or completion of level 4 Experiences and Outcomes.
COURSE OUTLINE	In this course you will build on your previous mathematical experience. You will learn and apply operational skills you need to develop mathematical ideas through symbolic representation and diagrams. You will select and apply mathematical techniques, and learn about the interdependencies within mathematics. You will develop your mathematical reasoning and problem solving skills. And you will get experienced in making informed decisions. The course has three compulsory units. The units are similar to those for National 4 but you will be expected to produce a higher standard of work. In the Expressions and Formulae unit you will: • develop skills linked to mathematical expressions and formulae, such as manipulating abstract terms, simplifying expressions and evaluating formulae • learn aspects of number, algebra, geometry and reasoning In the Relationships unit you will: • develop skills linked to mathematical relationships, including solving and manipulating equations, working with graphs and carrying out calculations on the lengths and angles of shapes • learn aspects of algebra geometry, trigonometry and reasoning In the Applications unit you will: • develop skills linked to applications of mathematics, including trigonometry, geometry, number processes and statistics within real life contexts • learn aspects of trigonometry, geometry, number processes, statistics and reasoning
ASSESSMENT	Pupils will complete topic tests at the end of each unit. The course assessment for this course consists of two question papers: • question paper 1: non calculator – 1 hour 15 minutes, 50 marks • question paper 2: calculator – 1hour 50 minutes, 60 marks
TIPS FOR SUCCESS	Basic skills are essential. Quick: what's 9 times 7? To be successful, learners must be able to answer the basics correctly in their sleep. The multiplication tables, for example, are the basis for most math problems. If you don't know them, practise!

SUBJECT AND LEVEL	Application of Mathematics – National 5
WHY STUDY?	Mathematics engages learners of all ages, interests and abilities. Learning mathematics develops logical reasoning, analysis, problem-solving skills, creativity and the ability to think in abstract ways. The National 5 Applications of Mathematics course explores the applications of mathematical techniques and skills in everyday situations, including financial matters, statistics and measurement. This means you will acquire and apply mathematical skills directly relevant to life and work, and learn to appreciate the role of mathematical ideas in the world. The skills, knowledge and understanding in the course also support learning in technology, health and wellbeing, science and social studies.
ENTRY REQUIREMENTS	National 4 Mathematics, National 4 Applications of Mathematics or completion of Level 4 Experiences and Outcomes.
COURSE OUTLINE	In this course you will build upon your previous mathematical experience. The mathematical skills within this course are underpinned by numeracy, and designed to develop your mathematical reasoning skills in areas relevant to learning, life and work. The course aims to develop confidence in the subject and a positive attitude towards the use of mathematics in real-life situations. The following provides a broad overview of the subject skills, knowledge and understanding developed in the course: • Analyse real-life situations and problems involving mathematics • Identify valid mathematical operational skills to tackle real-life situations or problems • Select and apply numeracy skills • Select and apply skills in finance, statistics, measurement, geometry, graphical data and probability • Use mathematical reasoning skills to draw conclusions or justify decisions • Communicate mathematical information in an appropriate way
ASSESSMENT	The course assessment has two components • Question Paper 1: non-calculator – 1 hour 5 minutes, 45 marks • Question paper 2: calculator – 2 hours, 65 marks
TIPS FOR SUCCESS	Basic skills are essential. Quick: what's 9 times 7? To be successful, learners must be able to answer the basics correctly in their sleep. The multiplication tables, for example, are the basis for most math problems. If you don't know them, practise!

SUBJECT AND LEVEL	Mathematics – Higher
WHY STUDY?	Mathematics is important in everyday life, allowing us to make sense of the world around us and to manage our lives. Using mathematics enables us to model real-life situations and make connections and informed predictions. It equips us with the skills we need to interpret and analyse information, simplify and solve problems, assess risk and make informed decisions. The course enables you to build on your previous mathematical experience in the areas of algebra, geometry and trigonometry and introduces you to elementary calculus. The skills you learn in this course are useful in many careers involving engineering, medicine, technology, business and the physical sciences.
ENTRY REQUIREMENTS	National 5 Mathematics
COURSE OUTLINE	This course will develop, deepen and extend the mathematical skills necessary at this level and beyond. You will acquire and apply operational skills necessary for exploring mathematical ideas through symbolic representation and diagrams. In addition, you will develop mathematical reasoning skills and will gain experience in making informed decisions. The course consists of three units: In the Expressions and Functions unit you will: • develop knowledge and skills that involve the manipulation of expressions, the use of vectors and the study of mathematical functions • cover aspects of algebra, geometry and trigonometry, and also skills in mathematical reasoning and modelling In Relationships and Calculus unit you will: • develop knowledge and skills that involve solving equations and to introduce both differential calculus and integral calculus • cover aspects of algebra, trigonometry, calculus and also skills in mathematical reasoning and modelling In the Applications unit you will: • develop knowledge and skills that involve geometric application, applications of sequences and applications of calculus • cover aspects of algebra, geometry, calculus and also skills in mathematical reasoning and modelling
ASSESSMENT	Pupils will complete topic tests at the end of each unit of work. The course assessment has two question papers: • Paper 1 – Non-Calculator (70 marks in 1hr 30mins) • Paper 2 – Calculator may be used (80 marks in 1hr 45mins)
TIPS FOR SUCCESS	Basic skills are essential. Quick: what's 9 times 7? To be successful, learners must be able to answer the basics correctly in their sleep. The multiplication tables, for example, are the basis for most math problems. If you don't know them, practise!

SUBJECT AND LEVEL	Applications of Mathematics – Higher
WHY STUDY?	The Higher Applications of Mathematics course focuses on developing the mathematical and analytical skills required in society and for the future workforce. The course develops candidates' quantitative and mathematical literacy, problem-solving skills, and reasoning skills as they apply mathematics in real-life contexts. Applying mathematics in real-life contexts includes identifying relevant information, formulating a problem in appropriate mathematical or statistical terms, selecting and applying tools correctly, finding solutions, interpreting solutions in the context of a problem, and evaluating the approach taken. The skills, knowledge and understanding in the course supports learning and further study and builds confidence in a wide range of curricular areas, such as humanities, social sciences, healthcare, and business. Universities and employers are recognising the validity of this course in demonstrating knowledge of these necessary skills. The course uses the computer programmes Excel and RStudio and these are used for approximately 60% of the course.
ENTRY REQUIREMENTS	National 5 Mathematics, National 5 Applications of Mathematics or Higher Mathematics Administration and ICT, or competent ICT skills are not essential but are an advantage.
COURSE OUTLINE	This course is intended to develop the mathematical and statistical literacy skills needed for life in the 21st century. Statistics – both handwritten and computer-generated answering • Data • Correlation and linear regression • Data analysis, interpretation and communication Finance — both handwritten and computer-generated answering • Calculating present and future values of monetary payments • Solving problems related to personal finance products and transactions • Applying personal financial planning skills • Using spreadsheets effectively in financial calculations Planning Techniques – using handwritten answering • Understanding and applying project planning techniques Modelling- using handwritten answering • Understanding And applying the process of mathematical modelling
ASSESSMENT	The course assessment has two components • Question Paper – 2 hours, 65 marks • Project – 8 hours, 30 marks
TIPS FOR SUCCESS	Basic skills are essential. Quick: How many weeks are in a year? To be successful, learners must be able to answer the basics correctly in their sleep. The time period knowledge, for example, are the basis for most financial problems. If you don't know them, practise!

SUBJECT AND LEVEL	Biology – National 3/4
WHY STUDY NATIONAL 3/4 BIOLOGY?	- National 4 builds on the knowledge from your Broad General Education (BGE) on cells, plants, the human body and microorganisms. - National 3 gives you more opportunities to review the work completed during your BGE. - Develops skills of scientific experimentation, investigation, enquiry and communication. - Possible career paths include Forestry, Agriculture, and the Health sector.
ENTRY REQUIREMENTS	- Some progress towards Level 3 (N3) or Achievement of Level 3 (N4) in Science, Literacy and Numeracy. - An interest in finding out about how and why living things function. - A positive attitude to work is essential.
COURSE OUTLINE	- The course has three units: - Cell Biology (Cell division and growth and repair; DNA, genes and chromosomes; Therapeutic use of cells; enzymes and their use in industries; microorganisms and their use in industries; photosynthesis.; respiration; Controversial biological procedures) - Multicellular organisms (Sexual and asexual reproduction; Propagating and growing plants; Commercial use of plants; Genetic information; Growth and development of different organisms; Biological actions in response to internal and external changes to maintain stable body conditions) - Life on Earth (Animals and plants; Impact of population growth and natural hazards on biodiversity; Nitrogen cycle; Fertiliser design; Adaptations for survival; Learned behaviour) - There is a value added unit for National 4 based around one aspect of the course. The added value unit is completed in class. - National 3/4: there are internal assessments throughout the year of each unit.
TIPS FOR SUCCESS	- Weekly revision above class work and creation of study notes. - Don't fall behind on deadlines. - Keep your notes up to date. - Catch up work if you are absent from class. - Ask for help if it is needed, and don't ignore problems hoping they will be resolved. Speak to your teacher for extra support.
SKILLS FOR LIFE, LEARNING AND WORK	Literacy - presenting work in written form - reading and listening for information Numeracy - calculations, percentages, graph drawing and analysing Health and Wellbeing - Personal learning (taking responsibility for planning and implementing learning) Employability, enterprise and citizenship - developing personal employability skills, ICT skills - working with others - innovation Thinking skills - remembering, understanding - applying, analysing and evaluating - creating

SUBJECT AND LEVEL	Biology – National 5
WHY STUDY NATIONAL 5 BIOLOGY?	• Gives a deeper understanding of fundamental processes within our living environment. • Develops skills of scientific experimentation, investigation, enquiry and communication. • Possible career paths include: Forestry, Agriculture, the Health sector (Nursing, Physiotherapy and Midwifery), Environmental Protection and Consultancy, and Teaching. • Important for progression to Higher Human Biology.
ENTRY REQUIREMENTS	• Achievement beyond Level 3 in Science, Numeracy and Literacy, or a pass at National 4 in any Science. • An interest in finding out how living things function and how they interact with each other. • A good grounding in mathematics is beneficial. • A positive attitude to work is essential.
COURSE OUTLINE	• There are three Units: ○ Cell Biology: This unit covers the key areas of: cell structure, transport across membranes; DNA and production of proteins; properties of enzymes and use in industries; respiration; genetic engineering ○ Multicellular Organisms: This unit covers the key areas of producing new cells; control and communication; reproduction; variation and inheritance; transport systems in plants and animals; absorption of materials in the body. ○ Life on Earth: This unit covers the key areas of ecosystems; distribution of organisms; photosynthesis; energy in ecosystems; food production; evolution of species
ASSESSMENT	• The question paper is two and a half hours long and consists of two sections. Section 1 contains 25 multiple choice questions; section 2 will require longer answers including graphs, calculations & experimental method. • The assignment is based around an experiment, completed in class and a research task comparing your results with data found in journals or the internet. It is worth 20% of the final course and a maximum of eight hours is allocated to this. • Marks will be distributed equally between the units.
TIPS FOR SUCCESS	• Weekly revision above class work and creation of study notes • Get as much past paper question practice as you can • Don't fall behind with deadlines • Keep your notes up to date
SKILLS FOR LIFE, LEARNING AND WORK	Literacy • presenting work in written form • reading and listening for information Numeracy • calculations, percentages, graph drawing and analysing Health and Wellbeing • Personal learning (taking responsibility for planning and implementing learning) Employability, enterprise and citizenship • developing personal employability skills, ICT skills • working with others and innovation Thinking skills • remembering, understanding, applying, analysing and evaluating • creating

SUBJECT AND LEVEL	Human Biology - Higher
WHY STUDY HIGHER HUMAN BIOLOGY?	• Gives a deeper understanding of fundamental processes within the human body • Develops skills of scientific experimentation, investigation, enquiry and communication • Possible career paths include Biomedical Sciences, the Health sector such as Nursing or Physiotherapy and Teaching • As a Senior Sciences student, you may also be given the opportunity to be a Science Ambassador, developing leadership skills whilst helping and inspiring younger pupils in their Science studies.
ENTRY REQUIREMENTS	• Preferably a pass at A or B in National 5 Biology or an A in any other Science (Chemistry or Physics) • A positive attitude to work is essential as it is a fun-packed, full and busy course.
COURSE OUTLINE	• There are three units: ○ Human Cells: Through the study of human cells, students gain an understanding of stem cells and their therapeutic value. This section also deals with the study of the central role of DNA in cell processes and control and regulation of metabolic pathways in cell function. ○ Physiology and Health: Helps students develop an understanding of human physiology through the study of reproduction and the cardiovascular system. The unit also looks at the significance of research in this area on the health of our nation. ○ Neurobiology and Immunology: Provides students with an understanding of the basic mechanisms by which the nervous system works while giving an insight into the biological basis of psychology. This unit also looks at communication skills that allow the transmission of knowledge, development of culture and social evolution. It also familiarises students with the key components of the immune response such as recognition of pathogens and its response to them. There is also an emphasis upon applications of immunology to public health in controlling the spread of infectious disease.
ASSESSMENT	• A final exam at the end of the course: 40min multiple choice paper & 2hr 20min short answer and extended response questions • An assignment on an aspect of Biology based on a class experiment & research to compare your data with published information • There will be ongoing assessments throughout the year.
TIPS FOR SUCCESS	• Weekly revision over classwork and creation of study notes • Get as much essay writing and past paper questions practice as you can • Don't fall behind with deadlines • Keep your notes up to date • Completion of the Scholar course
SKILLS FOR LIFE, LEARNING AND WORK	Literacy • presenting work in written form • reading and listening for information Numeracy • calculations, percentages, graph drawing and analysing Health and Wellbeing • Personal learning (taking responsibility for planning and implementing learning) Employability, enterprise and citizenship • developing personal employability skills, ICT skills • working with others and innovation Thinking skills • remembering, understanding, applying, analysing and evaluating

SUBJECT AND LEVEL	Biology - Higher
WHY STUDY HIGHER BIOLOGY?	- The Higher Biology course provides candidates with the opportunity to develop scientific inquiry, analytical thinking, and problem-solving skills while gaining a deeper understanding of biological concepts, their applications, and their impact on health, society, and the environment. - Possible career paths in life sciences, healthcare, environmental science, biotechnology, agriculture, education, research, and related fields, as well as further study in Advanced Higher Biology or other biology-related qualifications. As a Senior Sciences student, you may also be given the opportunity to be a Science Ambassador, developing leadership skills whilst helping and inspiring younger pupils in their Science studies.
ENTRY REQUIREMENTS	Preferably a pass at A or B in National 5 Biology or an A in any other Science (Chemistry or Physics) A positive attitude to work is essential as it is a fun-packed, full and busy course.
COURSE OUTLINE	- There are three units: "DNA and the Genome," explores the structure, replication, and expression of DNA, cellular differentiation, mutations, and the organization of the genome. "Metabolism and Survival," examines metabolic pathways, cellular respiration, and the role of enzymes in energy production and regulation. It also explores how organisms adapt to adverse conditions, control their metabolism, and the environmental factors influencing metabolic rates. - Sustainability and Interdependence," focuses on food security, sustainable food production, and the factors affecting plant growth and productivity. It also covers topics like crop protection, animal welfare, symbiosis, social behaviour, biodiversity, and the threats posed by habitat loss and invasive species.
ASSESSMENT	- A final exam at the end of the course: 40min multiple choice paper & 2hr 20min short answer and extended response questions - An assignment on an aspect of Biology based on a class experiment & research to compare your data with published information There will be ongoing assessments throughout the year.
TIPS FOR SUCCESS	- Weekly revision over classwork and creation of study notes - Get as much essay writing and past paper questions practice as you can - Don't fall behind with deadlines - Keep your notes up to date Completion of the Scholar course
SKILLS FOR LIFE, LEARNING AND WORK	Literacy - presenting work in written form - reading and listening for information Numeracy - calculations, percentages, graph drawing and analysing Health and Wellbeing - Personal learning (taking responsibility for planning and implementing learning) Employability, enterprise and citizenship - developing personal employability skills, ICT skills - working with others and innovation Thinking skills remembering, understanding, applying, analysing and evaluating

SUBJECT AND LEVEL	Biology - Advanced Higher
WHY STUDY ADVANCED HIGHER BIOLOGY?	• Gives a deeper understanding of the fundamental processes within our living environment. A detailed look at the complexity of cells and relevance for society. • Develops skill of scientific experimentation, investigation, enquiry and communication. • Possible career paths include Environment, Medicine, Vet Medicine, Dentistry, Medical research, Teaching. • As a Senior Sciences student, you may also be given the opportunity to be a Science Ambassador, developing leadership skills whilst helping and inspiring younger pupils in their Science studies.
ENTRY REQUIREMENTS	• A or B at Higher Biology or Higher Human Biology
COURSE OUTLINE	• The course contains three units and a project ○ Unit 1: Cells and Proteins ○ Unit 2: Organisms and Evolution ○ Unit 3: Investigative Biology – including an individual research project • All students are encouraged to attend a Residential Field Work course at Blencathra Field Studies Centre near Keswick
ASSESSMENT	• Assessment will include internal assessment of written questions and practical work. • There will be a final exam containing extended questions and the submission of the project to be marked externally according to a 30 mark published mark scheme. • Marks will be distributed equally between the units. • There will be ongoing assessments throughout the year.
TIPS FOR SUCCESS	• Weekly revision over class work and the creation of study notes • Get as much essay writing and past paper question practice as you can • Complete the Scholar course • Ask questions when you don't understand • Keep your notes up to date and don't fall behind on deadlines • Catch up work if you are absent from class • Prepare to spend study periods on your project • Make and review cue cards of perfect answers
SKILLS FOR LIFE, LEARNING AND WORK	Literacy • presenting work in written form • reading and listening for information Numeracy • calculations, percentages, graph drawing and analysing Health and Wellbeing • Personal learning (taking responsibility for planning and implementing learning) Employability, enterprise and citizenship • developing personal employability skills, ICT skills • working with others • innovation Thinking skills • remembering, understanding • applying, analysing and evaluating • creating

SUBJECT AND LEVEL	Chemistry – National 3/4
WHY STUDY NATIONAL 3/4 CHEMISTRY?	- National 4 builds on the knowledge from your Broad General Education (BGE) on chemical reactions, bonding, elements & compounds, fuels. - National 3 gives you more opportunities to review the work completed during your BGE. - Develops skills of scientific experimentation, investigation, enquiry and communication.
ENTRY REQUIREMENTS	- Some progress towards Level 3 (N3) or Achievement of Level 3 (N4) in Science, Literacy and Numeracy - An interest in finding out about how and why things work. - A good grounding in mathematics is beneficial. - A positive attitude to work is essential.
COURSE OUTLINE	- The course has three units: - Chemical Changes and Structure (reaction rates, atomic structure and bonding related to properties of materials, energy changes in chemical reactions, acids and bases) - Nature's Chemistry (fuels, hydrocarbons, everyday consumer products, plants to products) - Chemistry in Society (metals and alloys, materials, nuclear chemistry, chemical analysis) - There is a value added unit for National 4 based around one aspect of the course. The added value unit is completed in class. - National 3/4: there are internal assessments throughout the year of each unit.
TIPS FOR SUCCESS	- Weekly revision above class work and creation of study notes. - Don't fall behind on deadlines. - Keep your notes up to date. - Catch up work if you are absent from class. - Ask for help if it is needed, and don't ignore problems hoping they will be resolved. Speak to your teacher for extra support.
SKILLS FOR LIFE, LEARNING AND WORK	Literacy - presenting work in written form - reading and listening for information Numeracy - calculations, percentages, graph drawing and analysing Health and Wellbeing - Personal learning (taking responsibility for planning and implementing learning) Employability, enterprise and citizenship - developing personal employability skills, ICT skills - working with others - innovation Thinking skills - remembering, understanding - applying, analysing and evaluating - creating

SUBJECT AND LEVEL	Chemistry – National 5
WHY STUDY NATIONAL 5 CHEMISTRY?	- Builds on knowledge from the BGE about elements, compounds and chemical reactions. - Develops skills of scientific experimentation, investigation, enquiry and communication. - Possible career paths include: Forestry, Agriculture, the Health sector, Hair and Beauty and Teaching. - Important for progression to Higher Chemistry
ENTRY REQUIREMENTS	- Achievement beyond Level 3 in Science, Numeracy and Literacy, or a pass at National 4 in any Science. - An interest in finding out why materials have the properties they have. - A good grounding in mathematics is beneficial. - A positive attitude to work is essential.
COURSE OUTLINE	- There are three Units: - Chemical Changes and Structure (rates of reaction; atomic theory; bonding, structure and properties; chemical formulae; acids and bases) - Nature's Chemistry (homologous series; everyday consumer products; energy from fuels) - Chemistry in Society (metals; properties of plastics; fertilisers; nuclear chemistry; chemical analysis) - The assignment is based around an experiment, completed in class and a research task comparing your results with data found in journals or the internet.
ASSESSMENT	- The question paper is two and a half hours long and consists of two sections. Section 1 contains 25 multiple choice questions; section 2 will require longer answers including two open ended questions. - The assignment is worth 20% of the final course. A maximum of eight hours is allocated to the assignment. - Marks will be distributed equally between the units.
TIPS FOR SUCCESS	- Weekly revision above class work and creation of study notes - Get as much past paper question practice as you can - Don't fall behind with deadlines - Keep your notes up to date
SKILLS FOR LIFE, LEARNING AND WORK	Literacy - presenting work in written form - reading and listening for information Numeracy - calculations, percentages, graph drawing and analysing Health and Wellbeing - Personal learning (taking responsibility for planning and implementing learning) Employability, enterprise and citizenship - developing personal employability skills, ICT skills - working with others - innovation Thinking skills - remembering, understanding - applying, analysing and evaluating - creating

SUBJECT AND LEVEL	Chemistry – Higher
WHY STUDY HIGHER CHEMISTRY?	- Builds on knowledge about chemical reactions, and bonding and structure from N5 Chemistry. - Content includes the chemistry of cooking and soaps, fragrances and skin care. - Develops skills of scientific experimentation, investigation, enquiry and communication. - Possible career paths include Pharmacy, Chemical engineering, Beauty and hair, Food technology and Teaching - As a Senior Sciences student, you may also be given the opportunity to be a Science Ambassador, developing leadership skills whilst helping and inspiring younger pupils in their Science studies.
ENTRY REQUIREMENTS	- Preferably an A or B at National 5 Chemistry or an A in any other Science (Physics or Biology). - A pass at National 5 in Mathematics would be highly desirable. - A positive attitude to work is essential as it is a fun-packed, full and busy course.
COURSE OUTLINE	- There are currently four units: - Chemical changes and structure (rates of reaction; trends in the periodic table; structure and bonding) - Nature's Chemistry (esters, fats and oils; proteins; chemistry of cooking; soaps, fragrances and skin care) - Chemistry and society (chemical industry; equilibrium; chemical energy; redox; chemical analysis) - Researching Chemistry (a chance to do a hands-on research project and learn lots of practical techniques)
ASSESSMENT	- A final exam at the end of the course: 40min multiple choice paper of 25 questions and a 2hr 20min paper of short answer and extended response questions including 2 open-ended questions, calculations and diagrams. - Ongoing assessments throughout the year - The assignment is based around practical work, completed in class, and a research task comparing your results with data found in journals or the internet.
TIPS FOR SUCCESS	- Read over notes every night at home - Ask questions when you don't understand - Get as much past paper questions practice as you can - Don't fall behind with deadlines - Keep your notes up to date
SKILLS FOR LIFE, LEARNING AND WORK	Literacy - presenting work in written form - reading and listening for information Numeracy - calculations, percentages, graph drawing and analysing Health and Wellbeing - Personal learning (taking responsibility for planning and implementing learning) Employability, enterprise and citizenship - developing personal employability skills, ICT skills - working with others - innovation Thinking skills - remembering, understanding - applying, analysing and evaluating

SUBJECT AND LEVEL	Chemistry – Advanced Higher
WHY STUDY ADVANCED HIGHER CHEMISTRY?	- Builds on knowledge about chemical reactions, and bonding and structure. A detailed look at the fundamental principles behind how elements react. - Develops skill of scientific experimentation, investigation, enquiry and communication. - Possible career paths include Chemical Engineering, Chemical Industries, Pharmacy, Dentistry, Medicine, Vet Medicine. - This is a key course to help you prepare for a Chemistry-related undergraduate degree. - As a Senior Sciences student, you may also be given the opportunity to be a Science Ambassador, developing leadership skills whilst helping and inspiring younger pupils in their Science studies.
ENTRY REQUIREMENTS	- A or B at Higher Chemistry - Pass at Higher Maths
COURSE OUTLINE	- The course contains three units and a project - Unit 1: Inorganic and Physical Chemistry - Unit 2: Organic Chemistry and Instrumental Analysis - Unit 3: Researching Chemistry – including an individual research project. Developing skills of scientific enquiry, investigation, analytical thinking, independent working, and knowledge and understanding of chemical research.
ASSESSMENT	- Assessment will include internal assessment of written questions and practical work. - There will be a final exam containing extended questions and the submission of the project to be marked externally according to a 30 mark published mark scheme. - Marks will be distributed equally between the units. - There will be ongoing assessments throughout the year.
TIPS FOR SUCCESS	- Weekly revision over class work and the creation of study notes - Get as much past paper question practice as you can - Use Scholar for information and question practice - Ask questions when you don't understand - Keep your notes up to date and don't fall behind on deadlines - Prepare to spend study periods on your project
SKILLS FOR LIFE, LEARNING AND WORK	Literacy - presenting work in written form - reading and listening for information Numeracy - calculations, percentages, graph drawing and analysing Health and Wellbeing - Personal learning (taking responsibility for planning and implementing learning) Employability, enterprise and citizenship - developing personal employability skills, ICT skills - working with others - innovation Thinking skills - remembering, understanding - applying, analysing and evaluating - creating

SUBJECT AND LEVEL	Physics – National 3/4
WHY STUDY NATIONAL 3/4 PHYSICS?	- National 4 builds on the knowledge from your Broad General Education (BGE) on Electricity, Energy, Forces, heat, electromagnetism, speed, sound and the electromagnetic spectrum. - National 3 gives you more opportunities to review the work completed during your BGE. - Develops skills of scientific experimentation, investigation, enquiry and communication. https://iop.org/news/12/june/page_56070.html http://www.iopscotland.org/publications/iopscotland-publications/file_64500.pdf Studies show that Physics graduates earn more on average than those studying other subjects. - It teaches you transferrable skills that are highly desired in the market place. www.mrsphysics.co.uk
ENTRY REQUIREMENTS	- Some progress towards Level 3 (N3) or Achievement of Level 3 (N4) in Science, Literacy and Numeracy - An interest in finding out about how and why things work. - A good grounding in mathematics is beneficial. - A positive attitude to work is essential.
COURSE OUTLINE	- The course has three units - Dynamics and space Energy and Electricity Waves and Radiation - There is a value added unit for National 4 based around one aspect of the course. The added value unit is completed in class. - National 3/4: there are internal assessments throughout the year of each unit.
TIPS FOR SUCCESS	- Weekly revision above class work and creation of study notes. - Practice questions; learn formulae and quantity, symbols and units. - Try some past paper questions at Intermediate 1 or General Standard Grade level. - Don't fall behind on deadlines. - Keep your notes up to date. - Catch up work if you are absent from class. - Ask for help if it is needed, and don't ignore problems hoping they will be resolved. Speak to your teacher for extra support - Practice the maths that is required for the course. - Make and review cue cards of perfect answers and learn quantities, units and symbols - Answer all the learning outcome questions and check these against the answers. - Visit www.mrsphysics.co.uk regularly for updates and deadlines.
SKILLS FOR LIFE, LEARNING AND WORK	Literacy - presenting work in written form - reading and listening for information Numeracy - calculations, percentages, graph drawing and analysing Health and Wellbeing - Personal learning (taking responsibility for planning/implementing learning) Employability, enterprise and citizenship - developing personal employability skills, ICT skills - working with others - innovation Thinking skills - remembering, understanding - applying, analysing and evaluating - creating

SUBJECT AND LEVEL	Physics – National 5
WHY STUDY NATIONAL 5 PHYSICS?	- Builds on the knowledge from your Broad General Education on Electricity, Energy, Forces, Heat, Electromagnetism, Speed, Sound and the Electromagnetic Spectrum. - Develops skills of scientific experimentation, investigation, enquiry and communication. https://iop.org/news/12/june/page_56070.html http://www.iopscotland.org/publications/iopscotland-publications/file_64500.pdf Studies show that Physics graduates earn more on average than those studying other subjects. - It teaches you transferrable skills that are highly desired in the market place. - Important for progression into Higher Physics www.mrsphysics.co.uk
ENTRY REQUIREMENTS	- Achievement beyond Level 3 in Science, Numeracy and Literacy or a pass at National 4 in any Science. - An interest in finding out about how and why things work. - A good grounding in mathematics is beneficial. - A positive attitude to work is essential.
COURSE OUTLINE	- There are six units: - Dynamics Properties of Matter Waves - Space Electricity Radiation - The assignment is based around an experiment, completed in class and a research task comparing your results with data found in journals or the internet.
ASSESSMENT	- The question paper is two and a half hours long and consists of two sections. Section 1 contains 25 multiple choice questions; section 2 will require longer answers including two open ended questions. The paper is scaled so adding up the marks won't give you the final answer directly. - The assignment is worth 20% of the final course. A maximum of eight hours is allocated to the assignment. - Marks will be distributed equally between the units.
TIPS FOR SUCCESS	- Weekly revision above class work and creation of study notes - Practice questions; learn formulae and quantity, symbols and units - Complete as many past paper questions as possible including Standard Grade, Intermediate 2 and some aspects of the old Higher course, now in National 5. - Don't fall behind on deadlines. - Keep your notes up to date. - Catch up work if you are absent from class - Ask for help if it is needed, and don't ignore problems hoping they will be resolved. Speak to your teacher for extra support - Attend study classes - Make and review cue cards of perfect answers and learn quantities, units and symbols - Answer all the learning outcome questions and check these against the answers. - Visit www.mrsphysics.co.uk regularly for updates and deadlines.
SKILLS FOR LIFE, LEARNING AND WORK	Literacy - presenting work in written form - reading and listening for information Numeracy - calculations, percentages, graph drawing and analysing Health and Wellbeing - Personal learning (taking responsibility for planning and implementing learning) Employability, enterprise and citizenship - developing personal employability skills, ICT skills - working with others and innovation

SUBJECT AND LEVEL	Physics - Higher
WHY STUDY HIGHER PHYSICS?	• Builds on the knowledge from National 5 on Dynamics, Space, Properties of Matter, Waves, Radiation and Electricity. • Develops skills of scientific experimentation, investigation, enquiry and communication. • http://www.iopscotland.org/publications/iopscotland-publications/file_64500.pdf • Studies show that Physics graduates earn more money on average than those studying other subjects. • It teaches you transferrable skills that are highly desired in the market place. • Important for progression into Advanced Higher Physics and careers in Physics and Engineering. • As a senior science student, you may be given the opportunity to be a science ambassador, developing leadership skills whilst helping and inspiring younger pupils.
ENTRY REQUIREMENTS	• Preferably a pass at National 5 in Physics or an A in any other Science (Chemistry or Biology) or possibly Engineering Science. • A pass at National 5 in Mathematics would be highly desirable. • A positive attitude to work is essential as it is a fun-packed, full and busy course.
COURSE OUTLINE	The Higher course comprises three units ○ Our Dynamic Universe, ○ Particles and Waves ○ Electricity The assignment is based on one or two practical experiments, completed in class.
ASSESSMENT	• The exam will be in three parts, paper 1, paper 2 and the assignment. • Paper 1 will last 45 mins and comprises 25 multiple choice questions. • Paper 2 is 2 hours 15 mins and will contain the extended answers including two open ended questions. • 8 hours is allocated to the Assignment. • Marks will be distributed equally across the units. • There will be ongoing assessment throughout the year.
TIPS FOR SUCCESS	• Ask questions and for help when you don't understand, and don't ignore the problems hoping they will be resolved • Weekly revision above classwork and homework and the creation of study notes using perfect answers • Practice questions; learn formulae, and quantity, symbols and units; quantify uncertainties in other subjects • Complete as many past papers questions as possible, including AH questions that are now covering content on the Higher course, and study the marking instructions • Keep notes up to date, attend the study classes • Answer all the learning outcome questions and check answers • Visit www.mrsphysics.co.uk/higher regularly for resources, updates, calendar dates and deadlines.
SKILLS FOR LIFE, LEARNING AND WORK	Literacy • presenting work in written form • reading and listening for information Numeracy • calculations, percentages, graph drawing and analysing Health and Wellbeing • Personal learning (taking responsibility for planning and implementing learning) Employability, enterprise and citizenship • developing personal employability skills, ICT skills • working with others • innovation

SUBJECT AND LEVEL	Physics – Advanced Higher
WHY STUDY ADVANCED HIGHER PHYSICS?	- Builds on the knowledge from Higher Physics. - Develops skills of scientific experimentation, investigation, enquiry and communication. http://www.iopscotland.org/publications/iopscotland-publications/file_64500.pdf - Studies show that Physics graduates earn more money on average than those studying other subjects. - It teaches you highly desirable transferrable skills. - Important for progression into studying Physics and careers in Physics and Engineering and other problem solving courses at college and university. As a senior Science student, you may be given the opportunity to be a Science ambassador, developing leadership skills whilst helping & inspiring younger pupils.
ENTRY REQUIREMENTS	- A or B at Higher Physics - A Higher in Mathematics would be highly desirable. - A positive attitude to work is essential and a willingness to work independently on an experimental project.
COURSE OUTLINE	The Advanced Higher course comprises three units and a project. - Rotational Motion and Astrophysics, - Quanta and Waves - Electromagnetism - Physics Project: building on the assignment from Higher Physics you will undertake a personal set of experiments (usually three) which you will plan execute, analyse, evaluate and write up as 30% of your final mark.
ASSESSMENT	- There are no multiple choice questions in AH Physics but there are extended answers, calculations and 2 open ended questions. - The project report will be externally assessed and should take 10-15 hours for practical work and then about an equal time to write up, including analysis of results. - Marks will be distributed equally across the units.
TIPS FOR SUCCESS	- Weekly revision above classwork and homework and the creation of study notes using perfect answers. - Keep track of the course content. - Don't procrastinate with work and deadlines, get it done sooner rather than later. - Ask questions and for help when you don't understand, and don't ignore the problems hoping they will be resolved. - Complete as many past papers questions as possible, and study the marking instructions. - Prepare to spend study periods on your project – this should be completed by Christmas. - Answer all the learning outcome questions and check answers - Learn the discipline of self-study - Visit www.mrsphysics.co.uk/advanced regularly for resources, updates, calendar dates and deadlines.
SKILLS FOR LIFE, LEARNING AND WORK	Literacy - presenting work in written form - reading and listening for information Numeracy - calculations, percentages, graph drawing and analysing Health and Wellbeing - Personal learning (taking responsibility for planning and implementing learning) Employability, enterprise and citizenship - developing personal employability skills, ICT skills - working with others and innovation

SUBJECT AND LEVEL	Rural Skills - National 4
WHY STUDY NATIONAL 4 RURAL SKILLS?	• Develops skills for possible careers in the Rural Industry sector • Develops knowledge of Horticulture, Soils, Plant Biology, equipment use and maintenance, Plants, Rural Industries • Opportunity to study a practical subject out of doors – in a less formal setting • Develops employability skills: planning, team work, health & safety awareness • This course can be used as a stand- alone or can help as an introduction to courses available at the SRUC Barony Campus, Dumfries.
ENTRY REQUIREMENTS	• No prior learning required • Students should have an interest in Land-based Industries and/or Horticulture • Students should enjoy working outside in Scotland’s environment
COURSE OUTLINE	• The course has 4 units: ○ Land-based Industries – learn about the great variety of industries available in the Rural sector and choose three to study in detail. This unit requires the student to undertake research and where possible visit different rural enterprises to enhance their knowledge of this sector. ○ Estate maintenance – learn the names and get to use a variety of tools which are in common use in Rural Industries e.g. secateurs, digging fork, rake and spade. ○ Soft Landscaping – learn about the variety of plants and how they are used in landscaped settings, awareness of landscape and basic design principles. ○ Employability Skills – attendance, planning and preparation for work, team work and safety awareness are covered. Learners will be encouraged to reflect on their skills and complete a skills profile and an action plan to allow their skills to develop. Students will see the Health and Wellbeing benefits of working outdoors.
ASSESSMENT	• Land-based Industries – powerpoints on the selected industries. Pupils will compile a presentation following research (Literacy skills) • Estate Maintenance and Soft Landscaping – practical assessments are completed e.g. plumbing and connecting a water tank. Barony College is used for some aspects of Estate Maintenance. • Crop Production – short written tasks to demonstrate knowledge
TIPS FOR SUCCESS	• Come with a real interest in and enjoyment of the countryside, nature and land-based pursuits • Have a positive attitude and enjoyment of working outdoors in all temperatures! • Be a respectful and responsible team member • Watch “Countryfile”, “Gardeners’ World”, “Beechgrove – Landward” or similar programmes
SKILLS FOR LIFE, LEARNING AND WORK	Literacy • presenting work in written form • reading and listening for information Numeracy • calculations, percentages, graph drawing and analysing Health and Wellbeing • Personal learning (taking responsibility for planning and implementing learning) Employability, enterprise and citizenship • developing personal employability skills, ICT skills • working with others • innovation Thinking skills • remembering, understanding • applying, analysing and evaluating • creating

SUBJECT AND LEVEL	Personal Development SCQF Level 5/6
WHY STUDY PERSONAL DEVELOPMENT?	Personal Development Awards aim to help learners become more independent and to develop their potential as contributing members of their societies. Learners will develop self-reliance, self-esteem and confidence through supported and independent learning.
ENTRY REQUIREMENTS	Pupils must be motivated to work hard and work independently throughout the course. Pupils should have a N5 pass in English as there is a significant amount of writing that must be done in each of the three units.
COURSE OUTLINE Unit 1: Self Awareness. Unit 2: Self and Community Unit 3: Self and Work.	Over the course of these three units pupils will build confidence and self-esteem and develop self-awareness, through self-evaluation of their own qualities, feelings, achievements, and areas of development. Pupils will also be developing their interpersonal skills as they work with others when carrying out a group project in the context of one or more communities. Finally pupils will be developing task management skills while carrying out a vocational project.
ASSESSMENT	• Assessment is ongoing throughout each unit. • Pupils must make up a folio of their work in each of the three units. • All three units must be completed to achieve SCQF level 6 award.
TIPS FOR SUCCESS	• <i>It is important to emphasise that this course is not taught in a similar way to normal classes and pupils need to be aware that they will be working independently in all three of the areas with support from staff. In both self and community and self and work units the ability to do this is vital to achieving this award as students need to be active in a community group activity and a self found work placement.</i>
SKILLS FOR LIFE, LEARNING AND WORK	Literacy is essential and throughout the course pupils will be using and developing all the following skills: Reading Listening and Talking Personal Learning: The course is one where students must be prepared to work independently and set their own tasks and goals they have to organise and work towards. This encourages responsibility and self-pride in what they do and achieve. Thinking Skills: Understanding and applying their knowledge of themselves, getting to know their strengths and areas that need improvement. Putting this into practical settings like community involvement and work based activities.

