Introduction

For S4 pupils, the transfer from the Broad General Education to the Senior Phase is an important stage in your school career. As part of the course choosing process, you will be asked to give thought to your likely pathway through the whole of the Senior Phase and beyond. It is an exciting time for you, as you discuss with your guidance teacher and your parents how you can make the most of opportunities throughout the Senior Phase to give you a sound foundation for your exit point when you leave school.

For those of you about to enter S5 or S6, you are choosing to return to school to continue your education as schooling is no longer compulsory once you reach sixteen. I want you to make the choice to return to school for positive reasons: because you are keen to continue learning; because you want to gain more qualifications; because you want to take advantage of the many extra-curricular opportunities open to you; because you want to give something back to the life of the school.

Our curriculum is structured to allow for a wide variety of courses and levels of study. You should be setting out your own personal targets for success, whatever subject and level you are working at. Your guidance teacher, as well as your subject teachers, will help you in this respect. One thing is clear, though: to achieve success, you must be prepared to commit yourself fully to your learning and to establish sound study habits.

Undoubtedly, S4 and S5 can be extremely demanding years. S6, too, has its own demands as pupils must ensure that they make good use of their time when not in a timetabled lesson.

In the senior years, you are given greater responsibility for your timetable; in particular, there is more emphasis on you developing your skills as an independent learner. You are likely to experience more mature and relaxed relationships with staff, as teachers trust you to take more responsibility for your own learning.

There are clear expectations of you as senior pupils. The lead given by senior pupils is critical in setting the atmosphere in our school: younger pupils take an example from the way you dress, from your attitude to attendance and punctuality, from your involvement in the life of the school, from your standards of behaviour and from the way you treat others. Although S6 have specific roles to play in school, all senior pupils are expected to make a contribution to the successful running of the school.

If you are about to embark upon your first year in the Senior Phase, I hope you enjoy both the challenges and opportunities in S4. For those of you entering S5 and S6, I am delighted that you are choosing to return to school. In doing so, you are making a clear commitment to both your own personal success and to the part you will play in school.

For all our senior pupils, I sincerely hope that you will look back on your final years at North Berwick High School as worthwhile, enjoyable, fulfilling and successful and I wish you well in your studies. I look forward to working with you over the coming session.

Lauren Rodger
Head Teacher
THE SENIOR PHASE CURRICULUM

This booklet is designed to give you as much information as possible about the opportunities available to senior pupils in North Berwick High School and to help you with your choice of study.

The booklet contains specific subject notes prepared by Principal Teachers, as well as this brief introduction to the nature of the curriculum in the Senior Phase.

National Qualifications

We aim to offer all pupils a suitable set of courses, allowing progression over the course of the three years of the Senior Phase. The table below shows this progression:

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<thead>
<tr>
<th>S4 Course</th>
<th>S5 Course</th>
<th>S6 Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>National 5</td>
<td>Higher</td>
<td>Advanced Higher</td>
</tr>
<tr>
<td>National 4</td>
<td>National 5</td>
<td>Higher</td>
</tr>
<tr>
<td>National 3</td>
<td>National 4</td>
<td>National 5</td>
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The courses themselves have assessment built in - each course will have a set of internal assessments and one external examination, all of which must be passed before an award is given.

Current Levels of Courses

There are three main levels of courses offered in the Senior Phase: National, Higher and Advanced Higher. All these courses are quality-assured by the Scottish Qualifications Authority (SQA) to ensure that standards and credibility are maintained. National 5, Higher and Advanced Higher courses are graded A, B, C or D and are marked by external SQA examiners. National Progression Awards are available in some subject areas; they are offered at SCQF Level 4-6, which broadly equates to National 4, National 5 and Higher.
National

- **National 3** is assessed by teachers and is not graded. It is pass/fail and is based on units carried out during the year.
- **National 4** is assessed by teachers and is not graded. It is pass/fail and is based on units carried out during the year. It also includes an added value unit, which may take the form of a written task, a performance, a presentation etc.
- **National 5** involves a final external assessment, usually an exam, plus other types of assessment such as coursework or performance.

Higher

Higher courses are designed as one year courses following on from National 5. Generally pupils who elect for a Higher course will already have successfully completed a National 5 course in that subject. In many subjects, however, it is possible for a pupil to take a one-year crash course. Anyone deciding to do this must realise that it can be difficult to succeed in a course where the starting point assumes the knowledge and experience of previous study. In some subjects this prior knowledge is less essential and pupils who have shown a high level of ability in their courses might realistically attempt a Higher Grade in one year. Discussion and negotiation with the Principal Teacher and their Guidance teacher is required before a pupil will be accepted to study a Higher crash course.

**Highers are still the basic entrance requirement for university. Before starting a course of Highers you should be clear what the specific entrance requirements are for any university courses in which you are interested.**

Advanced Higher

Advanced Highers are, generally, available only to S6 pupils. Pupils who opt for a course at this level should have obtained a good pass at Higher grade in the subject. Advanced Higher courses are demanding and require a great deal of independent study by the pupil. Before taking an Advanced Higher, the pupil must have shown a particular ability and interest in that subject. Advanced Higher courses are designed to provide experience of the type of study required for university or college, especially the development of independent study skills. They often involve project work or a dissertation.

Other Features of the Curriculum

The teaching week for **S4** is structured mostly in blocks of time of four hours, as follows:

- English and maths (four hours per week)
- Choice of four other subjects (four hours per week)
- Two hours of PE
- One hour of PSE (personal and social education) and RME (religious and moral education) on a rota basis.

S4 pupils must have a full timetable.
The teaching week for S5 is structured mostly in blocks of time of five hours, as follows:

- Choice of five subjects (five hours per week)
  NB: S5 pupils who take a National 4 or 5 course will have one supervised study period included in these five hours.
- One hour of PE
- One hour of courses in health promotion/enterprise and RME on a rota basis.
- PSE is taught in blocks over five mornings throughout terms one and two.

S5 pupils must have a full timetable.

S6 pupils should have a **minimum of 22 periods filled on their timetable** with either certificate courses or other activities agreed with their guidance teacher. The remaining time should be used for private study in the Library or in subject departments. The final copy of an S6 pupil's timetable must be negotiated and agreed with the pupil, parents and guidance teacher as part of the overall S6 contract. **Please note that it is our expectation that S6 pupils will complete all courses which they embark upon so they should make their subject choices with care.**

S6 will be given more responsibility to organise their own personal and social development programme and all pupils will be expected to partake in at least one of a selection of committees or activities. The programme will include activities such as: work experience; volunteering in the community; paired reader or peer mentor to younger pupils; school committees, organising special school events. Pupils will be given more information about this in June when they enter S6. In addition to this, S6 classes have one period per week with their guidance teacher covering curricular and vocational guidance and social education of relevance to the senior school and beyond.
LIBRARY RESOURCES

The Library houses a collection of fiction, non-fiction and reference material for project work and encourages pupils to read, not only for instruction but also for pleasure. We support our provision through the public library service in Haddington and the inter-library loans service from which we receive specialist materials for fifth and sixth year studies.

The Library includes an IT area which allows pupils access to internet sources and to write up essays and projects. There is also an area for project work.

Also within the main Library is a careers reference section. Instruction in the use of all the Library facilities is included in the curriculum.

CAREERS

All pupils have a number of opportunities to speak to our Careers Advisor at various important stages in their progress through school. In the Senior Phase, pupils can make individual appointments to see the Careers Advisor. Parents are invited to be present at these interviews if they wish.

The Careers Adviser also contributes to the careers programme in which all S5 and S6 pupils take part.

STUDY PERIODS

Some learners in S5 and S6 will have mandatory study periods on their timetable. Independent learning is a core skill within the curriculum and learning how to use study time effectively will support transition to the wider world for our senior students.

Students will be assigned a room and teacher, like all their other timetabled periods, and will be expected to arrive with work to do. Teaching staff have been briefed on the need to provide such work from June onwards.

With our Connected Learning Network (wi-fi) up and running, pupils may wish to access materials online, study and research appropriate topics, work through SQA materials or work towards an SQA Skills for Learning, Life and Work Award.
Notes for S4 Pupils

1. Your S4 course must consist of 6 subjects – English, Maths and 4 free choices.

2. It is important that you follow a balanced course which will enable you to achieve highly in S4.

3. Remember, your course choice interview will have prompted you to think about the entire Senior Phase and your desired destination once you leave school. Consider your pathway through the Senior Phase as you make your selections.

4. Do consult with your teachers, especially your Guidance teacher, before finalising your choices. Consider what you will need to gain before your exit point from school to meet the requirements of your chosen positive destination.

5. Please note that not all subject choices can be guaranteed as this will depend on staffing and pupil demand.

6. You will have the opportunity to make adjustments to your course choices in August.
Notes for S5 Pupils

1. Your S5 course must consist of five subjects.

2. It is recommended that English should be one of your five subjects (except in exceptional circumstances).

3. For those who have gained a National 5 award the normal progression would be to Higher in S5.

4. For those who have gained a National 4 award the normal progression would be to National 5. These qualifications could lead on to a Higher course in S6. In some cases, National 4 may be the most suitable option in S5.
   NB: S5 pupils who take a National 4 or 5 course will have one supervised study period included in the allocated five hours.

5. For those who have gained a National 3 award the normal progression would be to National 4. It is important to check the specific entry requirements detailed in the departmental subject descriptions in the Course Options Booklet.
   NB: S5 pupils who take a National 4 course will have one supervised study period included in the allocated five hours.

6. You must take care when considering any “new” subjects you intend to study.

7. Consult with your teachers, especially your Guidance teacher, before finalising your choices. You should also consult the Careers Adviser and the careers material in the School Library. It is also important to consider entrance requirements to the careers/colleges/universities in which you are interested.

8. Once you have finalised your choice, ensure that you get your subject teachers from this year to sign that your chosen course is suitable. If this is not the case, further discussion shall take place between the Principal Teacher for the subject and your Guidance teacher to decide on the most suitable progression within the subject.

9. Please note that not all subject choices can be guaranteed as this will depend upon staffing and pupil demand.

10. You will have the opportunity in August to make adjustments to your course choice taking into account your results in the SQA examinations.
Notes for S6 Pupils

1. In S6 you will study a range of courses with various workloads depending on the level of the subjects being studied. Past experience has shown that those pupils who do not succeed in S6 are more often those who opt for too light a programme. To help you choose your subjects and plan a realistic programme, our expectation is that you will follow a minimum of 3 subjects or courses if all Advanced Higher, or 4 if you choose a mix of levels.

2. Please note that it is our expectation that S6 pupils will complete all courses which they embark upon so they should make their subject choices with care.

3. Progression to Advanced Higher is from Higher in subjects studied in S5. Specific departmental entry requirements are detailed in the various subject descriptions in this Course Options Booklet.

4. National 5 courses would be appropriate for those who gained a National 4 award in the subject in S5. In addition these courses would be suitable for those who have completed some Higher courses and wish to pick up a new subject. NB: S6 pupils who take a National 5 course will have one supervised study period included in the allocated five hours.

5. Consult with teachers, especially your Guidance teacher, before you finalise your course choice. Make sure that you also consult with the Careers Advisor and use the careers material in the School Library for details of the entrance qualifications to the careers/colleges/universities in which you are interested.

6. Please note that not all subject choices can be guaranteed as this will depend upon staffing and pupil demand.

7. You will have the opportunity in August to make adjustments to your course choice taking into account your results in the SQA examinations.
Business and Computing Faculty

Accounting

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Administration & IT

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Business Management

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Computing Science

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Economics

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Retail Skills

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Foundation Apprenticeship in Accountancy

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Foundation Apprenticeship in Business Skills
ACCOUNTING

Higher Accounting

The course aims to enable students to develop:

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

The course consists of two areas of study:

Financial Accounting - Candidates develop their understanding of how to prepare routine and complex financial accounting information. They learn about current financial accounting regulations and apply them to a range of business structures. Stakeholders use this information to assess an organisation’s current financial position.

Management Accounting - Candidates develop their understanding of internal accounting procedures. They learn how to prepare information using a range of routine and complex accounting techniques. Management use this information when making decisions about the planning, control and future direction of an organisation.

Entry Requirements
While entry is at the discretion of the faculty, students would normally have successfully achieved National 5 mathematics. The course is also available to pupils who can demonstrate good numeracy skills and a strong work ethic.

Methods of Learning
The course will be delivered in blocks of learning. Primarily pupils will work individually through tasks developed to enhance their IT and numeracy skills. Work produced will be marked regularly and individual feedback provided to highlight areas for development. On an ad hoc basis, pupils will be given the opportunity to work collaboratively to mark pieces of work to further enhance their knowledge of what is required for each area of study and their proof reading skills. Theory teaching may take the form of students researching the required information and presenting it in a form of their choice. Pupils may also be asked to take down theory notes, participate in classroom discussions and complete tasks that look for them to apply their knowledge to examples from real life working environments.

Assessment
Pupils will sit a final SQA exam (worth 120 marks) and undertake an assignment (60 marks).

Progression and Career Opportunities
This course enables pupils to either go into employment with developed accounting knowledge and enhanced IT skills, or to have gained a good base from which to further explore accounting at college or university. They may also be interested in accounting apprenticeships.
ADMINISTRATION & INFORMATION TECHNOLOGY

National 4 Administration & Information Technology

The course aims to enable students to:

- develop a basic understanding of administration in the workplace and key legislation affecting employees
- develop an appreciation of good customer care
- develop IT skills and use them to perform straightforward administrative tasks
- acquire organisational skills in the context of organising and supporting small-scale events

The 3 units that students will cover:

- Administrative Practices
- IT Solutions for Administrators
- Communication in Administration

Entry Requirements
While entry is at the discretion of the faculty, students would normally be expected to have completed Administration & IT in their 3rd year. The course is also available to students who have not previously followed an Administration and IT course but who can demonstrate basic IT skills in the Microsoft Office packages Word, Excel, Access and Publisher; good literacy and numeracy skills and a strong work ethic.

Methods of Learning
The course will be delivered in blocks of learning to gain experience in the following areas of study: desktop publishing, presentations, Excel, Access, word processing, internet searching, use of e-mail and e-diary. Roughly one period a week will be reserved for the teaching of theory. Primarily students will work individually through tasks developed to enhance their IT skills in the areas of study identified. Work produced will be marked regularly and individual feedback provided to highlight areas of development. On an ad hoc basis students will be given the opportunity to work collaboratively to mark pieces of work to further enhance their knowledge of what is required for each area of study and their proof reading skills. Theory teaching may take the form of students researching the required information and presenting it in a form of their choice. There is further opportunity to produce work collaboratively. Students may also be asked to take down theory notes, participate in classroom discussions and complete tasks that look for them to apply their knowledge to examples from real life working environments.

Assessment
Pupils must pass all 4 units in order to achieve the course award. All units are assessed internally. Pupils will undertake practical administration and IT based tasks to organise a small-scale event(s).

Progression/Career Opportunities
Some pupils enter employment with developed administrative and IT skills enabling them to contribute to the effective functioning of organisations. Pupils who are staying on in school can progress to National 5 Administration and IT.
National 5 Administration & Information Technology

The course aims to enable students to:

- develop an understanding of administration theory in the workplace
- develop IT skills and use them to perform administrative tasks
- acquire organisational skills in the context of organising and supporting events

The course comprises two areas of study:

Theory - Candidates are introduced to the responsibilities of organisations, the skills/qualities and tasks (duties) of the administrative support function, and the impact of these in the workplace.

IT applications - Candidates develop skills in IT, problem-solving, organising, and managing information. They select IT applications to create and edit business documents, gather and share information, and develop skills to communicate information

Entry Requirements
While entry is at the discretion of the faculty, students would normally be expected to have attained National 4 Administration & IT. The course is also available to students who have not previously followed an Administration and IT course but, who can demonstrate good IT skills in the Microsoft Office packages Word, Excel, Access and Publisher, good literacy, numeracy and problem-solving skills, strong attention to detail as well as a strong work ethic.

Methods of Learning
The course will be delivered in blocks of learning to gain experience in the following areas of study: desktop publishing, presentations, Excel, Access, word processing, internet searching, use of e-mail and e-diary. Primarily students will work individually through tasks developed to enhance their IT skills in the areas of study identified. Work produced will be marked regularly and individual feedback provided to highlight areas of development. Students will be given the opportunity to work collaboratively and peer-assess to enhance their proof reading skills. Theory teaching may take the form of students researching the required information and presenting it in a form of their choice. Students may also be asked to take down theory notes, participate in classroom discussions and complete tasks that look for them to apply their knowledge to examples from real life working environments.

Assessment
Students will have an external question paper (final exam). This is worth 42% of the students’ overall grade. Students will also have an assignment worth 58% of the overall grade.

Progression/Career Opportunities
For students who are staying on in school they can progress to Higher Administration and IT. Administration and IT gives students experience of real-life administrative tasks and engaging practical activities relevant to the world of work. Their IT skills and knowledge are transferrable life skills that can be applied in future learning, life and in employment. Students wishing to pursue a career in the following areas will also find this course useful: banking; accountancy; civil, legal and court services; administration; office management and insurance.
Higher Administration & Information Technology

The course aims to enable pupils to:

- develop their knowledge and understanding of administration in the workplace
- develop a range of advanced IT skills for processing and managing information
- develop skills to communicate complex information effectively, making appropriate use of IT
- acquire skills in managing the organisation of events
- develop skills in using Publisher, PowerPoint, Excel, Access, Word, internet, email and e-diary

The course consists of two areas of study:

Administrative theory and practice - Candidates develop their understanding of the factors contributing to an efficient administrative function. These include time and task management, effective teams, complying with workplace legislation, the impact of digital technologies, and customer care.

IT Applications - Candidates develop skills in organising and managing information using digital technology in administrative contexts. They use software application functions to analyse, process and manage information, in order to create and edit complex business documents. Candidates develop an understanding of barriers to communication and ways of overcoming them to ensure communication is effective. They also develop skills, knowledge and understanding of how to maintain the security and confidentiality of information.

Entry Requirements
While entry is at the discretion of the faculty, pupils would normally be expected to have completed Administration & IT at National 5. The course is also available to pupils who have not previously followed an Administration and IT course but who can demonstrate basic IT skills in the Microsoft Office packages Word, Excel, Access and Publisher; good literacy and numeracy skills and a strong work ethic.

Methods of Learning
Primarily pupils will work individually on tasks developed to enhance their IT skills in the areas of study identified. Work produced will be marked regularly and individual feedback provided to highlight areas of development. Pupils will be given the opportunity to work collaboratively to peer assess and improve their proof reading skills. Theory teaching may take the form of pupils researching the required information and presenting it in a form of their choice. Pupils may also be asked to take down theory notes, participate in classroom discussion and complete tasks that look for them to apply their knowledge to examples from real life working environments.

Assessment
Pupils will sit a 2 hour practical assignment, worth 58% of their final grade. There is also a theory exam, which is worth 42% of the final grade.

Progression and Career Opportunities
Using technology has become an integral part of office work and it is an essential skill for working in any business environment. By studying administration, pupils will be equipped with the level of competence and skills required for using a range of software packages in an office environment. A qualification in administration is helpful in careers such as banking; accountancy; civil, legal and court services; administration; office management and insurance.
BUSINESS MANAGEMENT

National 4 Business Management

The course aims to enable pupils to develop:

- knowledge and understanding of the ways in business satisfy customer needs and wants
- enterprising skills and attributes by providing them with opportunities to explore realistic business situations
- financial awareness through a business context
- an awareness of how internal and external influences impact on organisations

The 2 units that pupils will cover:

- Business in Action
- Influences on Business

Entry Requirements
The course is also available to all students even those who have not previously followed a business course but who can demonstrate an interest and/or an understanding of business.

Methods of Learning
The course presents a variety of opportunities for pupils to make their own decisions about their learning and choose what fits best for them. For example, students are able to choose how they present their work in class. The course lends itself well to group work and project style work which the students will also be engaged in. There are however, opportunities for students to work individually and improve their independency also. Contact with outside businesses is something that pupils will enjoy and they will get to experience real businesses in action. Case studies, business games and ICT will all play a prominent part throughout students learning.

Assessment
Students will have no external exam. Students will sit internal assessments and complete an assignment to gain an overall course award.

Progression/Career Opportunities
The majority of students that gain National 4 then progress to National 5. Some students go in to employment with the knowledge of how a business works and what is needed to be successful. Other students go in to the financial, banking and retail sectors to name but a few. Some students can go on and study business at college or gain apprenticeships.
National 5 Business Management

The course aims to enable pupils to develop:

- knowledge and understanding of the ways in which society relies on business to satisfy our needs
- enterprising skills and attributes by providing them with opportunities to explore realistic business situations
- financial awareness through a business context
- an awareness of how external influences impact on organisations

The 3 units that pupils will cover:

- Understanding Business
- Management of People and Finance
- Management of Marketing and Operations

Entry Requirements
While entry is at the discretion of the department, pupils would normally be expected to have attained National 4 Business. The course is also available to pupils who have not previously followed a business course but who can demonstrate an interest and/or an understanding of business.

Methods of Learning
The course presents a variety of opportunities for pupils to make their own decisions about their learning and choose what fits best for them. For example, pupils are able to choose how they present their work in class. The course lends itself well to group work and project style work which the pupils will also be engaged in. There are however, opportunities for learners to work individually and improve their independency also. Contact with outside businesses is something that pupils will enjoy and they will get to experience real businesses in action. Case studies, business games and ICT will all play a prominent part throughout pupils’ learning.

Assessment
Pupils will have one external final exam that is worth 75% of their overall grade. There is also an added value unit (project) that is worth 25%.

Progression/Career Opportunities
Some pupils go in to employment with the knowledge of how a business works and what is needed to be successful. Other pupils go in to the financial, banking or retail sectors to name but a few. Some also go on and study business at college or gain apprenticeships. Pupils who are staying on in school can progress to Higher Business Management.
Higher Business Management

The course aims to enable learners to develop and extend:

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

The 3 units that pupils will cover:

- Understanding Business
- Management of People and Finance
- Management of Marketing and Operations

Entry Requirements
While entry is at the discretion of the department, pupils would normally be expected to have attained National 5 Business. The course is also available to pupils who have not previously followed a business course but who can demonstrate an interest and/or an understanding of business.

Methods of Learning
The course presents a variety of opportunities for pupils to make their own decisions about their learning and choose what fits best for them. For example, pupils are able to choose how they present their work in class. The course lends itself well to group work and project style work which the pupils will also be engaged in. There are however, opportunities for pupils to work individually and improve their independency also. Contact with outside businesses is something that pupils will enjoy and they will get to experience real businesses in action. Case studies, business games and ICT will all play a prominent part throughout students learning.

Assessment
Pupils will have one external final exam that is worth 75% of their overall grade. There is also an added value unit (project) that is worth 25%.

Progression/Career Opportunities
Business Management is an excellent qualification to have and can help you in a wide range of areas. Some pupils go straight in to employment with the knowledge of how a business works and what is needed to be successful. Some go in to the financial, banking or retail sectors to name but a few. Studying business at college, university or gaining apprenticeships are other options available.

Pupils wishing to pursue a career in the following areas will also find this course useful: accounting; economics; insurance; law; banking, civil service; marketing; retail; PR; tourism; government roles and IT.
COMPUTING SCIENCE

National 4 Computing Science

The course aims to enable pupils to:

- apply computational-thinking skills across a range of contemporary contexts
- develop knowledge and understanding of key facts and ideas in computing science
- apply skills and knowledge in analysis, design, implementation and testing to a range of digital solutions
- communicate computing concepts clearly and concisely using appropriate terminology
- develop an understanding of the impact of computing science in changing and influencing our environment and society

The 2 topic areas that pupils will cover:

- Software Design & Development
- Information Systems Design & Development

Added Value Unit
An Added Value Unit addresses the key purposes and aims of the course by focusing on challenge and application. This will be assessed through an assignment which involves the application of skills and knowledge from the other units.

Entry Requirements
Whilst entry is at the discretion of the department, pupils would normally be expected to have completed the S3 Computing Option or successfully undertaken National 3 Computing Science. The course is also available to pupils who have not previously followed a Computing course but are able to demonstrate an interest and understanding of concepts of a mathematical or technical based nature.

Methods of Learning
The course is currently studied over the full academic year with four full periods per week. National 4 Computing Science may be taught within a bi-level environment with National 5 students, where common elements of the course are studied together. Assessed pieces of coursework will be set throughout the year which must be completed at the required level, before pupils undertake a self-contained assignment towards the end of the study period. The majority of the practical aspects of the course will use free “open-source” software, which means that pupils should be able to enhance their learning experience by coding at home, where access to suitable computer hardware is available. Learning is supported by the use of the online Google Classroom, where all pupils will be expected to participate and add value to the learning environment.

Assessment
Whilst there is no grade awarded at National 4 level, pupils must pass all of the required units including the Added Value Unit. All work is currently internally assessed.

Progression/Career Opportunities
Computing and ICT are specialisms that are found in all career areas. From IT support to Games Development, Scotland has a nationwide shortage of relevantly trained personnel. This need is set to increase over the foreseeable future. Satisfactory completion of the National 4 Award will allow progression to National 5 Computing Science.
National 5 Computing Science

The course aims to enable pupils to:

- apply computational-thinking skills across a range of contemporary contexts
- apply knowledge and understanding of key concepts and processes in computing science
- apply skills and knowledge in analysis, design, implementation, testing and evaluation to a range of digital solutions
- communicate computing concepts and explain computational behaviour clearly and concisely using appropriate terminology
- develop an understanding of the role and impact of computing science in changing and influencing our environment and society

The 4 topic areas that pupils will cover:

- Software Design & Development
- Computer Systems
- Database Design & Development
- Web Design & Development

Entry Requirements
Whilst entry is at the discretion of the department, pupils would normally be expected to have successfully completed the S3 Computing Option or National 4 Computing Science. The course is also available to pupils who have not previously followed a computing course but can demonstrate an interest and understanding of concepts of a mathematical or technical based nature.

Methods of Learning
The course is currently studied over the full academic year with four full periods per week. Pupils are encouraged to develop their own mode of learning where possible and plenty of support is made available to them throughout the year. The BBC Bitesize web site provides a valuable resource of materials and topic tests, whilst full use is made of Google Classroom and other online and digital tools. Where possible, external specialists may be invited to provide an insight into the world of computing beyond the academic stages. The majority of the practical aspects of the course will use “open-source” software, which means that pupils should be able to experiment at home, where access to suitable computer hardware is available.

Assessment
Pupils will have one final exam, worth 69% of their overall grade. There is also a piece of “open book” coursework covering all 4 topic areas, worth 31% of the overall grade. Both elements are externally assessed.

Progression/Career Opportunities
Computing and ICT are specialisms that are found in all career areas. From IT support to Games Development, Scotland has a nationwide shortage of relevantly trained personnel. This need is set to increase over the foreseeable future. National 5 Computing Science will provide a gateway into these areas, either through direct entry into commercial organisations or as a firm platform for further study at Higher level or into further education.
Higher Computing Science

The course aims to enable pupils to:

- develop and apply aspects of computational thinking in a range of contemporary contexts
- extend and apply knowledge and understanding of advanced concepts and processes in computing science
- apply skills and knowledge in analysis, design, implementation and evaluation to a range of digital solutions with some complex aspects
- communicate advanced computing concepts and explain computational behaviour clearly and concisely, using appropriate terminology
- develop awareness of current trends in computing technologies and their impact in transforming and influencing our environment and society

The 4 topic areas that pupils will cover:

- Software Design & Development
- Computer Systems
- Database Design & Development
- Web Design & Development

Added Value Unit
An Added Value Unit addresses the key purposes and aims of the course by focusing on breadth, challenge and application. This will be assessed through an assignment which involves the application of skills and knowledge from the other units.

Entry Requirements
Whilst entry is at the discretion of the department, pupils would normally be expected to have successfully completed the National 5 Computing Science course at grade B or above. The course may be available to students who have not previously followed a Computing course but can demonstrate a high level of competence in a relevant subject and have a minimum Grade B in National 5 Mathematics.

Methods of Learning
Whilst the course is very much tutorial and practical based, it is expected at this level that pupils will take responsibility for their own additional learning using the abundance of course materials made available for them. The Heriot-Watt Scholar package will be issued for this purpose, whilst other online learning tools such as BBC Bitesize and Google Classroom are available to support pupils through their progression. It is also expected that pupils will download the relevant open source software that the course uses.

Assessment
Pupils will have one final exam which is worth 69% of their overall grade. There is also a piece of “open book” coursework covering all 4 topic areas, worth 31% of the overall grade. Both elements are externally assessed.

Progression/Career Opportunities
This course or the units may provide progression to other qualifications in Computing Science, such as Advanced Higher or further study at Degree level.
Advanced Higher Computing Science

The course aims to enable pupils to:

- understand and apply computational thinking skills across a range of computing contexts
- extend and apply knowledge and understanding of advanced concepts and processes in computing science
- apply skills and knowledge in analysis, design, development, implementation and evaluation to a range of digital solutions with increasingly complex aspects
- apply creative problem-solving skills across a range of contexts
- develop autonomous learning, investigative and research skills
- communicate advanced computing concepts clearly and concisely, using appropriate terminology
- develop an informed understanding of the role and impact of computing technologies in transforming and influencing our environment and society

The 2 topic areas that students will cover:

- **Software Design & Development**
- **Information Systems Design & Development**

**Added Value Unit**
An Added Value Unit addresses the key purposes and aims of the course by focusing on breadth, challenge and application. This will be assessed through a major project which involves the application of skills and knowledge from the other units.

**Entry Requirements**
Whilst entry is at the discretion of the department, pupils would normally be expected to have successfully completed the Higher Computing Science course at grade B or above. Exceptions may be made to this for pupils who have achieved a grade C, but can demonstrate significant level of competence in other relevant subject areas.

**Methods of Learning**
At this level, learners are required to take the initiative in all aspects of their study. Whilst there will be class contact time made available - usually 3 periods per week in conjunction with the Higher Computing Science classes - the Heriot Watt Scholar programme has been made available to pupils. This will allow study of the course content at times more suitable to the individual pupil needs. It is also expected that pupils will obtain the relevant free, open-source software necessary to develop their skills in the more practical aspects of the course.

**Assessment**
The two topic areas will be assessed internally via a series of predefined tasks throughout the year. Successful completion of these is necessary to allow the final exam to be undertaken. The Added Value element will assess learners’ skills in analysing a problem, designing a solution to the problem, implementing a solution to the problem, and testing and reporting on that solution. This is externally marked and accounts for 60% of the overall course mark. A final exam worth 40% is taken at the end of the course and externally marked.
Progression/Career Opportunities
Pupils who have achieved this Advanced Higher Course may progress to further study, employment and/or training. For many learners a key transition point will be to further or higher education, for example to (HNCs), (HNDs) or degree programmes in various branches of Computing Science, Information Technology and other related areas.
ECONOMICS

Higher Economics

The course aims to enable pupils to:

- expand and deepen understanding relating to how markets work and how they affect our daily lives
- develop an in-depth understanding of economic problems and the ability to explain those problems and consider possible solutions to them
- develop confidence and decision making by providing opportunities for them to use initiative in solving economic issues
- extend numeracy skills by enabling them to analyse and interpret relatively complex economic data from a range of sources, such as tables, charts and graphs
- extend skills of reasoning and critical thinking by requiring them to provide economic solutions to a range of economic problems
- analyse relatively complex economic information and communicate it in a clear and concise way

The 3 units that students will cover:

- Economics of the Market
- UK Economic Activity
- Global Economic Activity

Entry Requirements
This course is available to S5 pupils who have achieved a Grade A or B for Higher Business Management. Those students who have no previous study in Business Management should have achieved a minimum of 2 Highers in S5.

Methods of Learning
The course presents a variety of opportunities for pupils to make their own decisions about their learning and what is best for them. For example, pupils are able to choose how they present their work in class and are given choices to work individually and with peers. The course lends itself well to research with the opportunity to relate the content covered in class to the real world. The use of ICT - through websites and software packages - is actively encouraged to aid learning and for revision purposes.

Assessment
Pupils will have one external final exam that is worth 75% of their overall grade. There is also an assignment (project) that is worth 25%.

Progression/Career Opportunities
Economics is an excellent qualification for anyone interested in the business or finance world and can lead to a number of opportunities. Some pupils will go into employment with the understanding of how an economy works and the position of individual businesses and industries within it.

Any student who studies a business related course at college or university will complete units on Economics and they will be better prepared for these through studying Higher Economics in school.

Graduates can be found pursuing careers in Accounting, Banking, Finance, Insurance, Law, Civil Service and Retail Management.
RETAIL SKILLS

SCQF Level 5

The course aims to:

- provide opportunities to work with employers and experience the world of retail
- develop an understanding of the needs of a retailer and an appreciation of the importance of customers
- gain important employability skills that you can use in any line of work

The units that will be covered are:

- Working in retail
- Storing, replenishing and displaying stock
- Satisfying customer needs
- Planning and implementing an event

Entry Requirements
The course is also available to all pupils, even those who have not previously followed a business course but who can demonstrate an interest and/or an understanding of Retail.

Methods of Learning
The course presents a variety of opportunities for pupils to make their own decisions about their learning and choose what fits best for them. The course involves lots of group and project style work and there are also opportunities for pupils to work individually. There will be contact with outside businesses and pupils will have the opportunity to experience real businesses in action. Case studies, business games and ICT will all play a prominent part throughout learning.

Assessment
Assessment in this course will be based on both performance evidence through a range of practical activities, supported by assessor observation checklists and written and/or oral evidence, also through folio evidence, case study scenarios and question and answer sessions. Pupils will also carry out self-review and evaluation of their progress in employability skills.

Progression/Career Opportunities
The course or the units may provide progression to:

- SVQ in retail skills
- Modern apprenticeship
- Further / higher education
- Suitable training / employment
## Foundation Apprenticeship in Accountancy

<table>
<thead>
<tr>
<th><strong>Recommended entry</strong></th>
<th><strong>About the course</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>S4 and S5 pupils should have achieved/on track to achieve a National 5 in a Business related subject with a pass in National 5 Maths and a Higher in one other subject. All pupils will be expected to attend an interview.</td>
<td>This 2 year course provides an excellent opportunity for S4 &amp; S5 pupils to achieve a <strong>Higher</strong> qualification, that combines school based learning with a substantial period of work experience in the Accountancy sector.</td>
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</tbody>
</table>

### Course overview
This course will help you discover what a career in the accountancy sector would be like, and if it’s right for you, while you’re still at school. It is a unique opportunity to work towards a qualification widely recognised by universities and the accountancy sector.

The course is available to S4 and S5 students across all six East Lothian secondary schools and will be delivered at one of the High schools on a Tuesday and Thursday afternoon from 1.30pm to 5pm. Transport to and from the designated School and placement locations will be provided.

**Year 1**
Students will be provided with the knowledge and expertise for a career in accountancy, whilst gaining a holistic overview and learning about: Recording financial accounting information and bookkeeping, indirect tax, analysing accounting information, management accounting and much more.

**Year 2**
Students will spend most of their Tuesday and Thursday afternoons at their allocated work placement. During this time, they will work with experienced accounting employees to gain a valuable insight into what a career in this field would be like. Pupils will build specialist accountancy skills required to excel within this industry. The professional qualification element is provided in conjunction with AAT (The Association of Accounting Technicians) and ACCA (The Association of Chartered Certified Accountants) both UK and globally recognised accountancy associations.

Most of the work based element will take place in year 2 of the course in order to pass the skills based SVQ units. **It should be noted that students are expected to be on placement during certain school holidays which will be confirmed in due course.**

### Assessment
- Throughout the two-year course, students are expected to pass a range of internal assessments relevant to the course subject, however there are no external exams.
- As the course follows a two-year programme, there is no partial award or credit at the end of year 1. For this reason, students must be committed to completing the course in its entirety.

### Progression
On completion of this course, students will be in a position to:
- Greatly improve their chances of gaining entry to a variety of undergraduate accountancy related courses both in Further and Higher education.
  * **pupils are advised to check entry requirements with individual universities.**
- Apply for entry level positions in the accountancy industry via Modern/Graduate Apprenticeship programmes as well as going directly into employment within this sector.
Foundation Apprenticeship in Business Skills

**Recommended entry**
S4 and S5 pupils should have achieved/on track to achieve National 5 in a Business related subject with a pass in National 5 Maths and a Higher in one other subject. All pupils will be expected to attend an interview.

**About the course**
This 2 year course provides an excellent opportunity for S4 & S5 pupils to achieve a Higher qualification that combines school based learning with a substantial period of work experience in the Business and Administration sector.

**Course overview**
This course will help you discover what a career in the business sector would be like, and if it’s right for you, while you’re still at school. It is a unique opportunity to work towards a qualification widely recognised by universities and the business sector.
The course is available to S4 and S5 students across all six East Lothian secondary schools and will be delivered at one of the High schools on a Tuesday and Thursday afternoon 1.30pm to 5pm. Transport to and from the designated school and placement locations will be provided.

**Year 1**
Students will be provided with the opportunity to learn and understand management and business priorities across the industry such as: Working with IT software, managing people and finance, contemporary business issues alongside being able to plan, manage and improve their own performance within the business and administration sector.

**Year 2**
Students will spend most of their Tuesday and Thursday afternoons at their allocated work placement. During this time, pupils will gain the necessary skills and experience to address the skills gaps within the business industry. Individuals will have developed a highly transferable set of knowledge, skills and behaviours that can be applied to a variety of sectors, including: the public, private and charitable sector. Pupils will work with experienced employees to gain valuable insight into what a career in this field would be like. Most of the work based element will take place in year 2 of the course in order to pass the skills based SVQ units. *It should be noted that students are expected to be on placement during certain school holidays which will be confirmed in due course.*

**Assessment**
- Throughout the two-year course, students are expected to pass a range of internal assessments relevant to the course subject, however there are no external exams.
- As the course follows a two-year programme, there is no partial award or credit at the end of year 1. For this reason, students must be committed to completing the course in its entirety.

**Progression**
On completion of this course, students will be in a position to:
- Greatly improve their chances of gaining entry to a variety of undergraduate accountancy related courses both in Further and Higher education.
  *pupils are advised to check entry requirements with individual universities.*
- Apply for entry level positions in the accountancy industry via Modern/Graduate Apprenticeship programmes as well as going directly into employment within this sector.
Design & Technology Faculty

Art & Design
~
Design & Manufacture
~
Engineering Science
~
Fashion & Textile Technology
~
Graphic Communication
~
Health & Food Technology
~
Hospitality
~
Practical Cake Craft
~
Practical Woodwork
ART & DESIGN

National 4 and National 5 Art & Design

Art and design qualifications provide learners with a broad, practical experience of art and design practice and related critical activities. The course allows learners develop their practical skills and investigate how artists and designers create and develop their ideas. It also allows learners to develop their knowledge and understanding of art and design practice and develop their critical thinking skills. Reflective skills are also developed through the study of art and design practice which will help to support and inform learners own work.

The aims of the course are to enable learners to:

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

Course Assessment for National 4
To achieve the National 4 course, learners must pass all of the required units, including the added value unit. The added value unit will allow learners to apply a range of practical art and design and cognitive skills.

Course Assessment for National 5
To achieve the National 5 course, learners must pass the course assessment which will consist of a portfolio and a question paper. Both will be externally assessed. The portfolio provides evidence of the further development of a single line of expressive and a single line of design enquiry. It will have 160 marks and be externally marked by SQA.

Higher Art & Design

The assessable elements in Higher art and design are:

- the course review
- the art and design studies examination

Course Review
The course review consists of an expressive folio and a design folio. In the expressive unit, pupils are asked to identify a theme of interest for themselves and submit for assessment up to two A2 sheets of development of ideas and a final outcome which can be either 2 or 3 dimensional. In the design unit, pupils are required to solve a design problem. As in the expressive area, up to two A2 sheets of development of ideas and a final outcome either 2 or 3 dimensional have to be submitted. Both units require the addition of evaluation of their work throughout the sheets.
Art and Design Studies
Artists and designers are chosen in relation to the practical folio area. Pupils must study the work of at least two different artists and designers and find out how social, historical or cultural impacts have influenced their work.

The duration of the art and design studies exam is 2 hours and the question paper contains two sections. Section 1 is on the visual arts and section 2 is on design. All the questions have two parts - A and B – and the candidate is asked to answer parts A and B from any one question in each section.

All work is externally assessed.

Advanced Higher Art & Design
Level of entry: pass at Higher Grade.

Candidates are given the opportunity to select a main area of study and a subsidiary area of study from the following three options:

- expressive
- design
- research and appreciation

Advanced Higher art and design should be chosen over two columns. Learners are taught for 5 periods a week and for a further 5 periods will be expected to follow a course of self-motivated study to enable them to complete the course requirements. This is good preparation for art based courses or for university in general.

Assessment is done at a mid-unit review, followed by a final assessment on completion of the course.

A folio of work done during each part of the course will be submitted for external marking.

Post-Higher Art & Design
(Consult with Principal Teacher for suitable column)

This course provides the opportunity for senior pupils to prepare a portfolio of work which is necessary when applying for art-based further and higher education courses.

There is no examination at the end of the course but pupils are expected to produce a substantial amount of work.

It is a broad-based course covering a wide range of activities. To get the best from the course pupils must be well motivated and prepared to meet regularly for tutorials with a member of staff.

Pupils can elect to use this course purely as an “interest” subject without the pressure of an end examination.
DESIGN AND MANUFACTURE

National 4 and National 5 Design & Manufacture

The design and manufacture course develops skills, knowledge and understanding in design and manufacturing models, prototypes and products, manufacturing processes and materials. The course further develops spatial awareness and graphic literacy, with an understanding of the impact of design and manufacturing technologies on our society and environment.

The course introduces learners to 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. Learners are encouraged to exercise imagination, creativity and logical thinking. The course thus provides a broad scope for personalisation and choice.

The design and manufacture course is explored through the following areas of study:

- design
- materials and manufacturing

**Design**

This unit covers the product design process from brief to a final design proposal. It allows them to develop an appreciation of design concepts and the various factors that influence the design of products.

**Materials and Manufacturing**

This unit covers the product design process from design proposals to prototype or product. In this unit the learner will manufacture their design ideas. It allows learners to develop practical skills that are invaluable in the design/make/test process. It helps them gain an appreciation of the properties and uses of materials as well as a range of manufacturing processes and techniques.

**Course Assessment for National 4**

To achieve the National 4 course, learners must pass all of the required units, including the added value unit. The added value unit will allow learners to apply a range of practical and cognitive skills, including: knowledge and understanding, researching, developing ideas, manufacturing, and evaluating — all in response to a design brief.

**Course Assessment for National 5**

The course assessment consists of two components: an assignment (100 marks) - design 55 marks, practical 45 marks - and a question paper (80 marks). Both the assignment and the question paper will be set and externally marked by the SQA.
Higher Design and Manufacture

The Higher design and manufacture course provides a broad practical insight to design, materials and manufacturing processes. It provides opportunities for learners to gain skills in both designing and in communicating design proposals. It allows learners to explore the properties and uses of materials and to make models and prototypes of products.

The course is practical, exploratory and experiential in nature. It combines elements of creativity and designing for aesthetic or visual impact with a requirement to consider a product’s function and performance. It helps the learner appreciate the tensions that exist between factors such as aesthetics, function, economics and the environment.

The course allows learners to consider the various factors that impact on a product’s design. It will consider the life cycle of a product from its inception through design, manufacture and use, including its disposal or re-use — a ‘cradle-to-cradle’ approach to design.

The course provides learners with opportunities to develop skills that are of general value for learning, life and work: the ability to read drawings and diagrams; the ability to communicate design ideas and practical details; the ability to devise and develop practical solutions to design problems; and the ability to manufacture their design ideas.

The course allows learners to engage with technologies and to consider the impact that design and manufacturing technologies have on our environment and society. It allows them to consider how technologies have impacted on the world of the designer and on manufacturing.

This course is of broad general benefit to all learners. It also provides a foundation for those considering further study, or a career, in design, manufacturing, engineering, science, marketing, and related disciplines. The course provides a complementary practical experience for those studying subjects in the technologies and expressive arts.

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

- skills in design and in refining design proposals
- practical skills in the planning and development of models and prototypes
- skills in evaluation and research
- knowledge and understanding of manufacturing processes and materials
- an understanding of the impact of design and manufacturing technologies on our environment and society

On completing the course, learners will be able to: create, develop and communicate design proposals; solve design problems in applied contexts; contribute to the evaluation and improvement of design proposals and manufacturing practicalities; and manufacture models, prototypes and products of their design ideas.

In addition, learners will have developed: knowledge and understanding of a range of materials and manufacturing processes; an appreciation of the factors that impact on the design and manufacture of products; and an understanding of the impact of design and manufacturing technologies on our environment and society.

**Assessment**

- question paper – 80 marks
- assignment – 90 marks
ENGINEERING SCIENCE

National 4 and National 5 Engineering Science

This subject is ideal for pupils who are interested in any form of engineering. This course would suit learners who are interested in a career within the manufacturing and engineering industry. Physics and mathematics complement engineering science.

The course at both National 4 and 5 consists of 3 units.

**Contexts and Challenges**

This unit provides a broad context for this course. Its purposes are to develop an understanding of engineering, and its role and impacting changing and influencing our environment and society including existing and emerging technologies.

**Electrical and Electronic Systems**

This unit explores an appropriate range of key concepts and devices used in electrical and electronic systems. Skills in problem solving and evaluating are developed through simulation, practical projects and investigative tasks in a range of contexts.

**Mechanical Systems**

This unit explores an appropriate range of key concepts involving mechanical systems, such as gears, pneumatics, structures, forces, energy and efficiency.

**National 4 Assessment**

The added value unit will allow learners to apply a range of practical and cognitive skills, including: knowledge and understanding; designing, constructing and testing solutions. There will be a choice of appropriate problems to solve and learners will have flexibility in the way they present their solution.

**National 5 Assessment**

The course assessment consists of two components: an assignment (50 marks) and question paper (110 marks). Both the assignment and the question paper will be set and externally marked by SQA.

Higher Engineering Science

Engineering is vital to everyday life; it shapes the world in which we live and its future. Engineers play key roles in meeting the needs of society in fields which include climate change, medicine, IT and transport. Our society needs more engineers and more young people with an informed view of engineering. This course provides a broad and challenging exploration of engineering.

The aims of the course are to enable learners to:

- extend and apply knowledge and understanding of key engineering concepts, principles and practice
- understand the relationships between engineering, mathematics and science
• apply analysis, design, construction and evaluation to a range of engineering problems with some complex features
• communicate engineering concepts clearly and concisely using appropriate terminology
• develop a better understanding of the role and impact of engineering in changing and influencing our environment and society

Courses in engineering science and in physics (and other pure sciences) are designed to be complimentary; a combination of this course and a pure science course will provide a very strong foundation for further study in engineering and the sciences.

As well as the course assessment there are three mandatory units to complete:

• engineering contexts and challenges
• electronics and control
• mechanisms and structures

**Assessment** (Both externally set and marked by SQA)
• question paper – 110 marks
• assignment – 50 marks

**Entry Requirements**
A pass at National 5 engineering science is essential. Learners with National 5 passes in physics and mathematics will also be considered for this course.
FASHION AND TEXTILE TECHNOLOGY

National 4 and National 5 Fashion & Textile Technology

The National 5 fashion and textile technology course enables learners to develop an understanding of textile properties, characteristics and technologies, item development, fashion/textile trends and factors that affect fashion choice. The course particularly emphasises the development of practical skills and textile construction techniques to make detailed fashion/textile items, to an appropriate standard of quality.

Fashion and textile technology courses are explored through the following areas of study:
- fashion and textile choices
- fashion/textile item development
- technologies

This course is practical and experiential. Learners will plan, make and evaluate detailed fashion/textile items. The aims of the course are to enable learners to develop:
- detailed textile construction techniques
- the ability to plan and make detailed fashion/textile items
- detailed knowledge of textile properties and characteristics
- detailed understanding of factors that influence fashion/textile choices
- detailed understanding of fashion/textile trends
- the ability to select, set up, adjust and use relevant tools and equipment safely and correctly

National 4 Assessment
To achieve the National 4 course, learners must pass all of the required units, including the added value unit. The added value unit will allow learners to apply a range of practical and cognitive skills, including: applying knowledge and understanding, research and investigation, textile construction skills and presentation skills. Learners will have choice of the fashion/textile item to produce, with guidance from the assessor, and will have a degree of flexibility in how they present their findings.

National 5 Assessment
To achieve the National 5 course, learners complete a question paper (30%), an assignment (35%) and practical activity (35%). The assignment and the practical activity are interrelated and will be assessed using one activity. Candidates will carry out one task – designing, planning, making and evaluating a fashion / textile item – which will provide evidence for both components.

Who is this course suitable for?
The course is suitable for all learners with an interest in fashion and textiles, who would like to develop practical fashion / textile skills. It is particularly suitable for learners who enjoy experiential learning though practical activities. This course offers learners opportunities to develop and extend a wide range of fashion and textile related skills, including practical skills and textile construction techniques.

What jobs lead on from fashion and textiles?
Fashion designer, retail buyer, retail manager, retail merchandiser, textile designer, visual merchandiser, window dresser, personal stylist and medical professional.

Please note that there will be a cost for this course.
GRAPHIC COMMUNICATION

National 4 and National 5 Graphic Communication

The graphic communication course provides opportunities for candidates to gain skills in reading, interpreting and creating graphic communications. They also learn to apply knowledge and understanding of graphic communication standards, protocols and conventions.

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

Candidates will develop:

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

National 4 Assessment

The added value unit will allow learners to apply a range of practical and cognitive skills, including: knowledge and understanding; investigations; idea generation; development of preliminary, production and promotional graphics; using graphic techniques; and simple evaluative activities — all in response to a graphic communication brief.

National 5 Assessment

The course assessment consists of two components: an assignment (40 marks) and question paper (80 marks). Both the assignment and the question paper will be set and externally marked by the SQA.

Higher Graphic Communication

The Higher graphic communication course offers a broad and creative experience in the subject of graphic communication and graphic design. Learners are encouraged to exercise imagination, creativity and logical thinking.

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

- skills in graphic communication techniques, including the use of drawing equipment and software (3D modelling; Desk Top Publishing; Photoshop)
- creativity in the production of graphic communications to produce visual impact
- skills in evaluating the effectiveness of graphics in communication
- an understanding of graphics protocols and conventions
- an understanding of the impact of graphic communication technologies on our environment and society
The world of graphic communication offers a wide variety of styles and modes of communication which gives the learner a broad scope for personalisation and choice within the course. As well as the course assessment there are two mandatory units to complete:

- 2D Graphic Communication
- 3D and Pictorial Graphic Communication

Graphic communication provides skills that are complimentary to other curricular areas, such as art and design, sciences and mathematics. It provides skills that are valuable for learners in the other areas for study in the technologies.

**Assessment**
- question paper – 90 marks (50%)
- assignment – 50 marks (50%)

**Entry Requirements**
A pass at National 5 graphic communication is essential. Since this course assumes knowledge gained through the National 5 graphic communication course, please speak to the department if you wish to consider crashing the course.

### Advanced Higher Graphic Communication

The Advanced Higher graphic communication course develops learners’ skills in communicating using graphic media, and in interpreting, understanding and critically evaluating graphic media created by others. Learners have opportunities to study a diverse range of graphic applications which might include business, industrial and the built environment, computer-aided work, publishing and moving graphic media.

Learners will develop their knowledge, understanding and creative skills in graphic communication as it supports commercial and visual media activity. Learning activities span digital, moving and print media with a key focus on design principals, graphic techniques, contemporary graphics technology, purpose and audience.

The course develops through a number of graphic themes and approaches, and the learner may tailor their studies and choices to suit their intended pathways. Additionally, within the units there is scope for flexibility.

**Assessment**
- Component 1 project – 120 marks
- Component 2 question Paper – 80 marks
HEALTH AND FOOD TECHNOLOGY

National 5 Health & Food Technology

This course consists of two components:

- question paper
- assignment

The pupils will cover the following topics:

- food for health
- food product development
- contemporary food issues

The National 5 course addresses contemporary issues affecting food and nutrition and how they affect consumer choices. These include: ethical and moral considerations; sustainability of sources and food production and development.

Learners analyse the relationships between health, food and nutrition, and plan, make and evaluate food products for a range of dietary and lifestyle needs.

This course enables learners to:

- develop an understanding of the functional properties of food
- develop an understanding of the relationship between health, food and nutrition
- apply practical and technological skills in the world of food
- carry out experimentation on different food products
- build on their knowledge and understanding of food and the consumer, in order to make informed choices
- apply safe and hygienic practices in practical food preparation
- develop cookery skills

Higher Health & Food Technology

Entry Requirements

A pass at National 5 in both health and food technology and English is required for entry onto the Higher course, since this course assumes knowledge gained through the National 5 course and also a developed understanding in literacy. Please speak to the department if you wish to consider crashing the course.

The course consists of three units:

- food for health
- contemporary food issues
- food product development
The Higher course addresses contemporary issues affecting food and nutrition and how they affect consumer choices. These include: ethical and moral considerations, sustainability of sources, and food production and development.

Learners analyse the relationships between health, food and nutrition, and plan, make and evaluate food products for a range of dietary and lifestyle needs.

Candidates will sit a final written exam worth 50% of their overall grade at the end of the academic year. The other 50% is from a technological assignment which is done during class time under exam conditions. The assignment will require application of skills, knowledge and understanding from across the units. Learners will develop a product(s) to meet a given brief. The assignment will be sufficiently open and flexible to allow for personalisation and choice.

**Who are the National 5 and Higher courses suitable for?**
This course has both written and practical work involved, with elements of food science being implemented. Pupils who have an interest in cooking or nutrition and wishing to pursue a career in sports science, dietetics, home economics teaching and nutrition would be encouraged to take this course.

This course allows you to explore nutrition in depth and also takes a bigger look at the food industry, one of the fastest growing in the world.

**Possible careers**
Careers could include: home economics teacher, sports nutritionist, dietician, nurse, midwife, sports scientist or technological director within the food industry.

**Please note that there is a cost for this course.**
HOSPITALITY

National 5 Practical Cookery

The course, which is practical and experiential in nature, develops a range of cookery skills and food preparation techniques, as well as planning, organisational and time management skills in hospitality related contexts. Through an emphasis on safety and hygiene, the course instils in candidates an understanding of the need to follow safe and hygienic practices in many cookery contexts. It also develops the thinking skills of remembering, understanding and applying as well as aspects of numeracy.

Pupils will enhance their cookery skills, food preparation techniques and ability to follow cookery processes in the context of producing dishes. Pupils’ knowledge and understanding of ingredients and their characteristics will be developed. The importance of sustainability, responsible sourcing of ingredients and current dietary advice is also addressed.

Learners develop planning, organisational and time management skills by following recipes; planning, producing and costing dishes and meals. They also extend their ability to carry out an evaluation of prepared dishes.

The course aims to enable learners to:

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

Assessment

- question paper (25%)
- assignment (13%)
- practical activity (62%)

The final exam requires pupils to plan the organisation and preparation of a three course set meal in 2½ hours. This is assessed by an external verifier.

There are three topics covered:

- practical cookery skills – techniques and processes
- practical cookery - understanding and using ingredients
- practical cookery - organisational skills for cooking

Each unit contains both written and practical elements.
**Entry Requirements**
- National 4 hospitality, National 5 English and National 5 maths
- pupils who are interested and motivated in this subject area

**National 4 Practical Cookery**
This course differs slightly from the National 5 course, but some skills overlap. The course comprises of three unit assessments and a final practical exam of two dishes, prepared and cooked in 1½ hours.

**Who is this course for?**
This course is designed for those who are interested in food and cooking and who enjoy being creative with food. Learners who have chosen to follow it may wish to utilise their cookery knowledge and skills at home, in the wider community or ultimately in the hospitality industry.

Please note that there is a cost for practical cookery.
PRACTICAL CAKE CRAFT

National 5 Hospitality – Practical Cake Craft

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

The course aims to enable candidates to:

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

Assessment

- Question paper
- Assignment
- Practical Activity

In the assignment, candidates plan for carrying out the practical activity by completing a pro forma, which includes a design illustration, resources and a plan of work for baking and finishing the cake.

Candidates then carry out the practical activity by implementing their plan to prepare, bake and finish the cake. They then evaluate the completed cake.
PRACTICAL WOODWORKING

National 5 Practical Woodworking

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

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

Course Aims

This course enables learners to develop:

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

Learners will be required to keep a log book and manufacture a final project prescribed by the SQA. All projects will be internally assessed subject to verification.

The course assessment consists of two components – an assignment worth 70 marks and a question paper worth 60 marks (scaled to 30). The question paper will be set and externally marked by the SQA.

National 4 Practical Woodwork

The same projects are undertaken as National 5 allowing these courses to run together. There is no exam at National 4 level.
Health & Wellbeing
Faculty

Physical Education

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Foundation Apprenticeship in
Social Services Children & Young People

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Foundation Apprenticeship in Social Services & Healthcare
PHYSICAL EDUCATION

National 4 and National 5 PE

The main purpose of the course is to develop, demonstrate and improve practical and performance skills through evaluation and analysis. There are three mandatory units:

**Performance**
This unit will focus on enhancing learner engagement and performance in physical activity by analysing, embedding and developing elements of performance including skills application, applied fitness, performance awareness and performance composition. The unit offers opportunities for personalisation and choice of activities e.g. gymnastics, dance and indoor and outdoor games.

**Factors Impacting on Performance**
This unit will explore factors which impact positively or negatively on engagement and performance in physical activities. Learners will examine and analyse the development of personal performance and there will be opportunities for personalisation and choice in selecting from a range of these factors.

**Assessment**
- **Practical performance**: worth 60% of total mark. Assessable through 1 activity (20% written planning and evaluation).
- **Portfolio**: worth 40% of total mark. Assessable through external marking.

The National 5 course includes assessment of added value focusing on application and challenge.

Learners who complete the performance unit will be able to demonstrate a broad range of straightforward performance skills in two physical activities.

Learners who complete the factors impacting on performance unit will be able to: demonstrate knowledge and understanding of factors which impact on performance in physical activities, develop performance in one activity and evaluate the performance development.

Learners who complete the added value unit will be assessed through a practical activity, at National 4. At National 5 the portfolio is academically challenging and will involve a large amount of independent study in pupils’ own time.

**Recommended Entry Levels**
Entry to this course is at the discretion of the school, however, learners would normally be expected to have attained the skills and knowledge required by the following:

- good academic record
- been accepted onto the National 4/5 English course is recommended
- Health and Wellbeing Physical Education CfE Level 4, or by negotiation with the Principal Teacher
Higher PE

The main purpose of the course is to enable learners to develop, demonstrate and evaluate movement and performance skills for effective performance in a range of challenging contexts. Learners will use evaluation and analysis to develop and apply strategies, techniques and skills that will enable them to build on and enhance their performance. Pupils will complete the following units:

**Performance**
In this unit learners will develop a broad and comprehensive range of complex movement and performance skills through a range of physical activities. The unit offers opportunity for personalisation and choice of activities e.g. aesthetic activities, indoor and outdoor games.

**Factors Impacting on Performance**
Learners will consider how mental, emotional, social and physical factors can influence effectiveness in performance. They will create development plans, modify these and justify decisions relating to future development needs.

**Assessment**
- **Practical performance**: worth 60% of total mark. Assessable through 1 activity (20% written planning and evaluation).
- **External Assessment**: worth 40% of total mark. A study of factors that impact on performance learned through a practical experience, textbook study and home assignments. Assessable through a written external exam paper.

To gain the award of the course, the learner must pass all units as well as the course assessment. All units are internally assessed on a unit-by-unit basis or by combined assessment on a pass/fail basis.

Learners who complete the performance unit will be able to: demonstrate a broad range of complex performance skills in two activities.

Learners who complete the factors impacting on performance unit will be able to: demonstrate knowledge and understanding of factors which impact on performance in physical activities, develop performance in one activity and evaluate the performance development.

**Recommended Entry Levels**
A high level in practical ability has to be combined with strong linguistic skills to achieve a pass at this level. Students wishing to study this course should have the following:

- a good academic record, including National 5 English
- been accepted onto the Higher English course
- a pass at National 5 P.E.

If no National P.E. course has been undertaken in S4, then pupils may be able to negotiate entry to the course with the Principal Teacher.
Foundation Apprenticeship in Social Services Children & Young People

Recommended entry
S4 and S5 pupils studying N5 English progressing onto Higher. Study in a Childcare related subject is an advantage. All pupils will be expected to attend an interview.

About the course
This 2 year course provides an excellent opportunity for S4 & S5 pupils to achieve a Higher level qualification that combines school based learning with a substantial period of work experience in social services and childcare sector.

Course overview
This course will help you discover what a career in the social service and childcare sector would be like, and if it’s right for you, while you’re still at school. It is a unique opportunity to work towards a qualification widely recognised by universities and the Social Services Children and Young people sector. The course is available to S4 and S5 students across all six East Lothian secondary schools. It is delivered at Ross High School on a Tuesday and Thursday afternoon from 1.30pm to 5pm. Transport to and from Ross High School and placement locations will be provided.

Year 1
Students will be provided with the knowledge and expertise for a career in children’s social services, whilst developing skills to provide support to individuals who need it most within the community and develop an understanding of how children develop and learn, play and child protection.

Year 2
Students will spend most of their Tuesday and Thursday afternoons at their allocated work based experience placement. During this time, they will experience roles in the sectors and work with experienced employees to gain valuable insight into what a career in this field would be like. Most of the work based element will take place in year 2 of the course in order to pass the skills based SVQ units. It should be noted that students are expected to be on placement during certain school holidays which will be confirmed in due course.

Assessment
- Throughout the two-year course, students are expected to pass a range of internal assessments relevant to the course subject, however there are no external exams.
- As the course follows a two-year programme, there is no partial award or credit at the end of year 1. For this reason, students must be committed to completing the course in its entirety.

Progression
On completion of this course, students will be in a position to:
- Greatly improve their chances of gaining entry to a variety of undergraduate accountancy related courses both in Further and Higher education. *Pupils are advised to check entry requirements with individual universities.*
- Apply for entry level positions in the accountancy industry via Modern/Graduate Apprenticeship programmes as well as going directly into employment within this sector.
Foundation Apprenticeship in Social Services & Healthcare

**Recommended entry**
S4 and S5 pupils studying National 5 English progressing onto Higher. Study in an adult care or healthcare related subject is an advantage. All pupils will be expected to attend an interview.

**About the course**
This 2 year course provides an excellent opportunity for S4 & S5 pupils to achieve a Higher qualification that combines school based learning with a substantial period of work experience in the social services and healthcare sector.

**Course overview**
This course will help you discover what a career in the social service and healthcare sector would be like, and if it’s right for you, while you’re still at school. It is a unique opportunity to work towards a qualification widely recognised by universities and the social services and healthcare sector.

The course is available to S4 and S5 students across all six East Lothian secondary schools and will be delivered at one of the High schools on a Tuesday and Thursday afternoon from 1.30pm to 5pm. Transport to and from the designated School and placement locations will be provided.

**Year 1**
Students will gain a complete overview and learn about: Social services, safeguarding people, communication in care, human development, learning how to appropriately care for individuals dealing with mental health issues, addiction, disabilities and homelessness and social influences as well as learning the transferable skills to be able to correctly support those who need it most within this sector.

**Year 2**
Students will spend most of their Tuesday and Thursday afternoons at their allocated work based experience placement. During this time, pupils will build specialist adult care and healthcare related skills and knowledge and put this into practice. They will work with experienced and trained social service and healthcare employees to gain a valuable insight into this career. Most of the work based element will take place in year 2 of the course in order to pass the skills based SVQ units. *It should be noted that students are expected to be on placement during certain school holidays which will be confirmed in due course.*

**Assessment**
- Throughout the two-year course, students are expected to pass a range of internal assessments relevant to the course subject, however there are no external exams.
- As the course follows a two-year programme, there is no partial award or credit at the end of year 1. For this reason, students must be committed to completing the course in its entirety.

**Progression**
On completion of this course, students will be in a position to:
- Greatly improve their chances of gaining entry to a variety of undergraduate accountancy related courses both in Further and Higher education.
  *pupils are advised to check entry requirements with individual universities.*
- Apply for entry level positions in the accountancy industry via Modern/Graduate Apprenticeship programmes as well as going directly into employment within this sector.
Humanities
Faculty

Environmental Science
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Geography
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History
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Modern Studies
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Politics
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Psychology
ENVIRONMENTAL SCIENCE

National 3, National 4 & National 5 Environmental Science

Whilst this course is run by the geography department, it has many cross-curricular connections and incorporates aspects of chemistry, biology, physics, geology, modern studies and PSE. It is relevant to life in the 21st century as it explores global issues such as global climate change, pollution, use of land and water resources and changes in wildlife habitats, and possible solutions to these. It provides a great background for anyone looking to work in jobs associated with the environment, science, geography and even law and policy-making. It has particular relevance for the rapidly growing renewable energy sector, and many other employers value the skills inherent in the environmental science course.

The Living Environment
- Investigating ecosystems
- Interdependence
- Human influences on biodiversity

Earth’s Resources
- Earth systems
- Earth structure
- Land, water and air resources

Sustainability
- Introduction to sustainability and sustainable development
- Food, water and energy security
- Issues regarding waste

Assessment
National 3 & National 4
For pupils taking National 3 and National 4, each of the 3 units will be internally assessed on geographical skills and on knowledge and understanding. Learners will also undertake a basic scientific experiment on an environmental topic. Their findings will be marked and graded internally. There will be no final exam.

National 5
All learners will sit a final external exam lasting 2 hours and 30 minutes. This will be marked by the SQA and is worth 100 marks. They will also carry out a scientific experiment and write an assignment worth 20 marks (but scaled to 25). The marks contribute to 20% of the final grade.

Fieldwork is compulsory and is an important part of the course. There is an extensive programme of local fieldtrips - such as visits to a recycling centre, a wind farm, a nuclear power station - and input from local experts in various fields.

A minimum of a National 4 pass in geography, biology or physics would be useful to study at National 5 level. For further information about this course please see a geography teacher.
GEOGRAPHY

Geography is outward looking and will help learners to develop their skills as global citizens. Geography is all about being active in looking at the world around you on a local and a global level. All aspects of the course offer extensive opportunities for working together, trying out new ways of learning and getting out of the classroom. All learners will study a wide variety of topics and individuals will have the opportunity to choose some of the areas which interest them the most. Being such a diverse subject, geography fits in well with both the sciences and the arts, offering breadth for students wishing to focus on either area.

National 4 and National 5 Geography

Course Content

Physical Landscapes

- **Coasts** - As an island, coasts play such a huge part in our daily lives. We will look at how we use the coast and the physical processes which are constantly shaping them, including some fieldwork to local coastal areas.
- **Glaciation** – studying the dramatic impact glaciers have had on Scotland’s landscape, including those local to us in North Berwick.
- **Weather** - as a nation with such variable weather it is important that we understand the processes involved and how they affect us.

Human Landscapes

- **Population** - what does Scotland’s ageing population mean for you? And what effect will the 7, 8 or 9 billion people on the planet have on us all? Is migration good for our country?
- **Rural** - as our population changes so too must the way we feed ourselves; we will look at how countries cope with the ever increasing demand for food.
- **Urban** – looking at the places where most of the world’s population lives, and their problems including crime, overcrowding and pollution.

Global Issues

- **Health** – investigating the widening gap between rich and poor. What are the world’s biggest killers and what can we do to prevent the spread of these diseases?
- **Natural Hazards** – where on Earth are the most dangerous places to live and how do people survive there?

In addition, pupils will get the opportunity to develop their data gathering skills through fieldwork. This will count towards their final grade.

**Skills**

Learners will continue to develop and apply their geographical knowledge. They will research and use information from a variety of sources, use mapping skills and carry out fieldwork. They will be able to interpret and evaluate the information they find.
Assessment
National 3 and National 4
Each of the 3 units will be internally assessed on geographical skills and on knowledge and understanding. Learners will also undertake research on a geographical topic. Their findings will be marked and graded internally. There will be no final exam.

National 5
Learners will research for and write an assignment which is worth 20 marks. This will be under exam conditions and will take 1 hour. This will be marked by the SQA. Learners will also sit an exam lasting 2 hours and 45 minutes, which is worth 80 marks and will be marked by the SQA.

Higher Geography
Candidates should ideally have an A or B pass at National 5. Hard working, self-motivated pupils are also welcome.

Course Content
Physical Environments
Atmosphere
- the global heat budget
- the redistribution of energy by atmospheric and oceanic circulation, and how this influences climate
- causes and impact of the Intertropical Convergence Zone on the climate of western Africa

Hydrosphere
- the hydrological cycle within a drainage basin
- flooding and the interpretation of hydrographs
- formation of erosion and depositional features in river landscapes

Lithosphere
- formation of erosion and depositional features in glaciated and coastal landscapes

Biosphere
- properties and formation processes of soils

Human Environments
Population
- how population data is collected and the problems that developing countries face in doing this
- consequences of population structure (rapidly expanding and ageing population)
- causes and impacts relating to forced and voluntary migration

Rural
- the impact and management if rural land degradation
- rural land use conflicts and their management related to a coastal environment (Dorset)

Urban
- the need for management of housing and transport in a developed world city (Glasgow) and a developing world city (Rio de Janeiro)
Global Issues
Pupils will develop and apply knowledge and understanding of some of the most important current global geographical issues (health and development; climate change) which demonstrate the interaction of physical and human factors, and develop an appreciation of sustainability. In addition, pupils will get the opportunity to develop their fieldwork. This will count towards their final grade.

Skills
Learners will continue to develop and apply their geographical knowledge. They will research and use information from a variety of sources, use mapping skills and carry out fieldwork. They will be able to interpret and evaluate the information they find.

Assessment
Two question papers – 160 marks scaled to 80 marks.
• Paper 1 – 100 marks (1hr 50 mins)
• Paper 2 - 60 marks (1hr 10 mins)
Assignment – 30 marks

Advanced Higher Geography
This course is excellent preparation for the demands of university or college courses. Pupils will be able to undertake in depth research into topics which are of particular interest to them. They will build on their existing skills in fieldwork, research, critical analysis and self-reliance. Pupils taking this course should have an A or B pass at Higher.

The course is divided into three units, worth a combined 150 marks:

• Geographical Methods and Techniques - The only part assessed by exam; worth 50 marks.
• Geographical Study - Pupils undertake local fieldwork and apply the skills learned in unit 1 to produce a report worth 60 marks.
• Critical Issue - Pupils pick a topical geographical issue or problem they are interested in, research different viewpoints and write an analytical report; worth 40 marks.
HISTORY

National 3, National 4 and National 5 History

History contributes to general education and the wider curriculum. It will help develop informed and active citizens by encouraging learners gain a greater understanding of political and social institutions and processes. Learners will develop skills which are transferable to other areas of study and which they will use in everyday life.

Course Content

Britain
Learners will undertake an in depth study of The Atlantic Slave Trade from 1770-1807. Within this topic, they will study themes such as:

- The Triangular Trade
- Britain and the Caribbean
- The captives’ experience and the slaves resistance
- The Abolitionist campaigns

Europe and the World
Learners will undertake an in depth study of Hitler and Nazi Germany, 1919–1939. Within this topic, they will study themes such as:

- Hitler and the Nazi party to 1928
- Nazi rise to power, 1929–1933
- Nazi control of Germany
- Nazi social and economic policies

Scotland
Learners will undertake an in depth study of Mary Queen of Scots and the Reformation, 1542-1587. Within this topic they will study themes such as:

- Mary, from the Rough Wooing to becoming Queen of France
- The Reformation in Scotland
- Mary’s Reign, 1561-1567
- Mary in England, 1567-1587

Skills
In addition to developing their knowledge and understanding, learners will also learn how to evaluate a range of historical sources, critically assess the impact of historical events and draw relevant, balanced conclusions. There will be an emphasis on furthering literacy and numeracy skills in an historical context. They will also be encouraged to develop higher order thinking skills and apply these in various enterprising challenges.
Assessment

National 3 and National 4
Learners will compile a folio of internally assessed work covering the THREE units. In addition, National 4 candidates must complete a historical assignment on an individually chosen topic of study. The learner will draw on and extend the knowledge and skills they have learned during the course. This will be marked internally by the History department.

National 5

Assignment
Learners will research and write an assignment which is worth 20 marks. This will be under exam conditions and will take 1 hour. This will be marked by the SQA.

Examination
80 marks. Learners will complete this in 2 hours and 20 minutes. This will be marked by the SQA.

Higher History

Pupils will undertake a study of 3 different units of History: British History, European and World History and Scottish History.

Unit 1: British History
Pupils will undertake a study of British History from 1850-1951 looking at the rise of democracy in Britain, taking into consideration social and economic change; as well as an in-depth look at the fight for universal suffrage. The introduction of the Liberal Reforms will be studied as well as an assessment of both the Liberal Reforms and the Labour Reforms of 1945-51.

Pupils will be expected to write essays on 6 given issues as well as complete an internal assessment.

Unit 2: European and World History
Pupils will undertake a study of The Growth of Nationalism in Germany from 1815 to 1939. They will closely examine the rise of German Nationalism and the role of Bismarck in Unification. They will further study 20th century German History, examining the Weimar Republic and the Nazi State in detail.

Pupils will be expected to write essays on 6 given issues as well as complete an internal assessment.

Unit 3: Scottish History
Pupils will undertake a study of the Scottish Wars of Independence 1286-1328 examining closely the role of William Wallace and Robert the Bruce in Scottish Independence. Pupils carry this out by examining historical documents and learning to evaluate their usefulness and put them into a wider historical context.

Pupils will be expected to complete source based questions on a regular basis as well an internal assessment.
**Assignment**

The assignment is an opportunity for pupils to study a chosen topic in more depth, boosting both their research and writing skills. Pupils devise an essay question on a topic of their choice and after a period of research write it up in 1 and a half hours.

**Entry**

Pupils should have an existing qualification in history at National 5 Level. Consideration may be given to S6 pupils wishing to study history with a proven track record of success in similar subjects.

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**Advanced Higher History**

Pupils will undertake an in-depth study of Soviet Russia, 1917-1953, taking into account the significant events that formulated the October Revolution of 1917, through the Civil War into the development of Stalinism. Concepts such as Marxism, Communism, Leninism and Stalinism are tackled. Tutorials are pupil led, helping to developing leadership and organisational skills. Pupils will focus their research on primary and secondary sources and will become familiar with the leading authorities on the topic. This course is ideal for those wishing to advance their knowledge and skills in History but to also get a feel for the rigours of academic life.

Course work consists of 25 mark essays, source interpretation questions, with a particular focus on in depth analysis and historiography. Pupils will complete a 4,000 word dissertation on a topic of their choice.

**Entry**

An A or B pass in Higher History is essential.
MODERN STUDIES

National 4 and National 5 Modern Studies

The purpose of modern studies is to develop the learner’s knowledge and understanding of contemporary political and social issues in local, Scottish, United Kingdom and international contexts. In these contexts, learners will develop an awareness of the social and political issues they will meet in their lives. This purpose will be achieved through successful study of the three units of the course.

This course encourages active learning in the process of developing an understanding of contemporary society. Learners will acquire and apply relevant knowledge. Through using a range of sources of information they will develop investigating, evaluating and analysing skills in order to understand and explain political and social and international issues.

Course Content

Democracy in Scotland or Democracy in the UK
Learners should have a broad knowledge and understanding of the nature of the democratic political system in Scotland or the UK and the main rights and responsibilities of citizens (e.g. right to free speech, to vote, to protest, to respect the views of others, to participate, to protest peacefully). Learners will learn about our representatives, how our Scottish Parliament or United Kingdom Parliament operates and the role of the media and pressure groups.

Social Issues in the United Kingdom: Social Inequalities or Crime and the Law
Learners will have an overview of social inequality in Scotland and the UK. The course will examine in detail at the causes and consequences of social inequality such as unemployment, low income, educational attainment and discrimination as well as attempts by government, other organisations and individuals to tackle it. They will also develop a knowledge and understanding of the groups affected by social and economic inequalities.

Or

Learners will have an overview of crime and law in Scotland and the UK. They will study the causes of crime e.g. social exclusion, poverty, family influence, and peer pressure, drug and alcohol misuse. They will examine the consequences of crime on individuals, families, communities and wider society. Finally, the course will address responses to crime e.g. local community, police, courts/sentencing and legislation including the role of the Children’s Hearing system.

We use a number of learning techniques from, class debates, group work, documentaries, carrying our personal research and up-to-date textbooks and articles. We also try to get speakers and visits throughout the course.

International Issues: Global issue
Learners will have an overview of a particular global issue. The course will examine in detail the causes and consequences of a global issue such as terrorism or poverty in developing countries. Learners will also develop a knowledge and understanding of attempts by governments, other organisations and individuals to tackle the issue. Study of a world power will examine the social, economic and political issues for a G20 country.
**Skills**

Learners will develop their ability to write extended, detailed written explanations, as well as developing confidence and communication skills by presenting and debating information and ideas. Learners will be expected to use a variety of sources including graphs, pie charts and tables, in order to reach conclusions on specific issues. Learners will gain invaluable knowledge of social, political and economic issues in an international context. Modern Studies will also develop the learner’s ability to analyse, evaluate and apply knowledge and skills in a meaningful way.

**Assessment**

Pupils will carry out an independent research task which will form their Added Value Unit. National 5 candidates then write this up as an assignment under timed conditions (1 hour). This will then be sent to the SQA for external marking. This forms 20% of the candidate’s final mark. National 5 candidates sit an exam which will last for 2 hours and 20 minutes. Candidates will be assessed on their knowledge and understanding and their ability to interpret sources (enquiry skills).

**Higher Modern Studies**

Modern Studies offers the opportunity for learners to develop their knowledge of social, political and international issues. The course will encourage learners to develop important attitudes including: an open mind and respect for the values, beliefs and cultures of others; openness to new thinking and ideas and a sense of responsibility and global citizenship. By undertaking this course, learners will develop a wide range of important and transferable skills, including researching, understanding and using a wide range of evidence on contemporary issues; evaluating, analysing and synthesising evidence.

**Course Content**

**Democracy in Scotland and the United Kingdom**

Learners will evaluate a range of written, numerical and graphical sources of information in order to detect the degree of objectivity. Learners will apply a knowledge and understanding of democracy in Scotland and the UK. Learners will study topics such as: the United Kingdom’s constitutional arrangements including the role of the Scottish Parliament and other devolved bodies and the impact of UK membership of the European Union; the study of political institutions and processes; voting systems and their impact; the impact of a range of factors which affect voting behaviour; and the ways in which citizens are informed about, participate in, and influence the political process.

**Social Issues in the United Kingdom**

Learners will evaluate a range of written, numerical and graphical sources in order to make and justify decisions about social issues. They will apply knowledge and understanding of social issues with the UK and Scotland. Learners will focus on a contemporary aspect of social inequality in the UK and the impact on a group in society. They will focus on topics such as inequality relating to a specific group; evidence, theories and causes; the impact of inequality; and the attempts to tackle inequality and their effectiveness.
International Issues
Learners will evaluate a range of written, numerical and graphical sources of information in order to draw and support conclusions. Learners will apply knowledge and understanding of international issues. Learners will focus on a political and socio-economic study of a major world power. This will focus on the country’s political system, contemporary socio-economic issues and its role in international relations. The world power is China.

Entry Level
This course is intended primarily for pupils who have gained a pass in National 5 Modern Studies. Pupils in S6 who have a proven track record in similar subjects and who enjoy current affairs and debating will also be considered at the discretion of the teacher.

Assessment
Learners must complete an assignment task worth 30 marks which will be sent to the SQA for external marking. This will comprise of learners taking on an issue that has been covered in class and researching it further to then write up in timed conditions (1 hour 30 minutes).

Learners will also sit a question paper that will last 2 hours and 15 minutes. The paper will be made up of two 12 mark essays which assess learners ability to analyse and evaluate complex issues covered in the course content; a 20 mark essay that will assess the learners’ analytical skills in more depth; two 8 mark source questions that assess the learners’ ability to detect and explain the degree of objectivity using a range of sources and their ability to draw and support complex conclusions using a range of sources.

Advanced Higher Modern Studies
At Advanced Higher level, learners will experience depth and challenge in the level of skills, knowledge and understanding required. Undertaking this course will develop the intellectually challenging skills of analysis, synthesis and evaluation. Learners will also demonstrate detailed and integrated knowledge and understanding of the scope and main areas of the specific context studied. Development of research and investigative skills, alongside the ability to draw on a range of sources in making judgements or decisions, are addressed at this level. All of this aims to support learners’ independence of learning and their ability to work on their own initiative with supervision as appropriate.

Social Issues - Law and Order in the UK
Learners will acquire knowledge and understanding about the criminal justice system with an in depth study of human rights and liberty; the judicial framework and current criminal justice issues. Learners will also focus on the broader ideas of understanding criminal behaviour. Within this section learners will study the nature and extent of criminal behaviour; evaluate theories of criminal behaviour and look in depth at the social and economic effects of criminal behaviour.

This course has two mandatory units:

Contemporary Issues
In this Unit, learners will study social issues and research methods. Learners should develop an in depth knowledge and understanding of issues in the United Kingdom and adopt an international comparative approach to their study. Learners should examine case studies related to the context studied to critically evaluate a range of social science research methods.
**Researching Contemporary Issues**

In this unit, learners will develop a range of skills relevant to undertaking independent research including how to identify appropriate research issues; plan and manage a complex programme of research; source, collect and record appropriate and reliable information; evaluate, analyse and synthesise evidence; organise, present and reference findings using appropriate conventions; and evaluate research methodology.

**Assessment**

Learners will have to pass unit assessments in order to carry out the final exam. These will be essay questions written under timed conditions. Learners will also have to carry out an extended piece of research that will form their dissertation. The purpose of this project is to demonstrate challenge and application by demonstrating skills, knowledge and understanding within the context of a complex contemporary issue. The dissertation will be worth 50 marks and will be sent to the SQA for external marking.

In the final exam, learners will answer two essay questions worth 30 marks each, from a choice of three. They will also answer questions on research methods, worth 30 marks in total. These questions will require a mixture of extended and short responses. Learners will:

- demonstrate skills, knowledge and understanding of a range of complex social issues
- make international comparisons
- critically evaluate a range of social science research methods.
The Higher Politics course will encourage learners to develop important attitudes, including an open mind and respect for the values, beliefs and cultures of others; openness to new thinking and ideas and a sense of responsibility and global citizenship.

This course contributes to learners’ understanding of society by helping them to develop an understanding of political theory; political systems in the UK; international contexts and the factors affecting the electoral performance of political parties. This sense of political understanding will in turn assist them in participating as effective contributors to society and responsible citizens within that society, as well as giving them more individual confidence in their learning and working lives.

By studying this course, learners are enabled to develop the four capacities. Politics will develop successful learners by extending their horizons and knowledge of political life and challenging them to look at the world in new ways. Learners become confident by developing a critical awareness of the nature of politics and the relationship between political theories, systems and parties.

Learners will build up a framework of political knowledge and understanding that will help them develop a sense of responsible citizenship. They will become effective contributors who, through the knowledge and understanding gained from research and critical thinking activities carried out individually and in groups, will develop attributes that will be important for their life and work. Interpreting, evaluating and commenting on political issues will develop thinking skills. Learners will progressively develop skills in literacy and numeracy.

Learners will increase their knowledge and understanding of how different political ideologies, systems and parties resolve the timeless pursuit of power, authority and legitimacy. Its theoretical perspective enables learners to identify, explore and analyse political issues in order to develop their own views and perspectives. This purpose will be achieved through successful study of the three units. The course will develop investigating, analysing and evaluating skills to help learners to interpret and understand political issues.

Politics makes a distinctive contribution to the curriculum by its study of important political concepts and ideologies, the comparison of different political systems and the evaluation of the factors that impact on the electoral performance of political parties.

**Political Theory**

In this unit, learners will use a range of sources of information to evaluate different political ideologies and political concepts. They will draw on theoretical and conceptual knowledge and understanding of political ideologies and political concepts.
Political Systems
Learners will use a range of sources of information to compare different political systems. They will draw on knowledge and understanding of different political systems.

Political Parties and Elections
In this unit, learners will analyse a range of electoral data to evaluate factors which contribute to the electoral performance of UK political parties. They will draw on knowledge and understanding of the complex factors that contribute to the electoral performance of UK political parties.

Assessment
Coursework comprises essays worth 12 and 20 marks and source questions worth 8 marks. The final exam is worth 60 marks and the assignment is worth 30 marks.
PSYCHOLOGY

National 5 Psychology

The National 5 Psychology course aims to allow you to explore different aspects of human behaviour. Topics studied are:

**Personality**
Are we influenced by nature or nurture? What are the characteristics of Anti-social Personality Disorder? Is this disorder caused by biological or situational causes?

**Non-Verbal Communication**
How can we tell if someone is lying? How can we read other people’s body language and apply this insight in our everyday lives?

**Research**
Learn how psychologists work and plan your own study. This coursework will account for 30% of your final grade.

**Sleep and dreams**
What are the functions of sleep, what can our dreams reveal about our fears, desires and ambitions? What did Freud discover about dreams in his Little Hans study?

**Conformity**
Why do we copy the behaviour of our peer group? How do factors such as gender and self-esteem affect conformity?

**Course Assessment**
Final exam - 70 marks - 2 hours
Assignment - 30 marks, submitted to the SQA

Higher Psychology

The Higher Psychology course aims to allow you to explore different aspects of human behaviour. Topics studied are:

**Social Behaviour**

**Conformity, Obedience and Resisting Social Pressure**
What makes people in society conform to certain patterns of behaviour?

Why do we obey authority figures such as parents, policemen and teachers?

How do cults gain control over people’s thoughts and beliefs? Which psychological strategies can we use to resist these social pressures?
**Prejudice**
Are some people brought up to be more prejudiced than others?

Why do people face prejudice? - racism, sexism, ageism and genocide will be explored.

How can we reduce prejudice in society, using education, positive role-modelling and other psychological strategies?

**Individual Behaviour**

**Sleep, Dreams and Sleep Disorders**
What are the functions of sleep?

What do our dreams tell us about our waking life?

How do sleep disorders such as insomnia and narcolepsy affect people in their everyday lives?

**Psychopathology**
How do different psychological approaches explain mental illness?

Are disorders such as OCD and phobias caused by genetic factors, unresolved issues from our past or faulty thought patterns?

How can Cognitive Behaviour Therapy as well as medication help sufferers of mental disorders?

**Research**
How can research methods such as case studies, observation and experiments be used to investigate different human behaviours?

Why are ethical guidelines so important when using humans as participants in psychological studies?

What can we learn from landmark research studies such as Milgram, Asch and Pilivian?

**Assessment**
Exam paper - 60 marks - 2 hrs
Assignment - 40 marks, externally marked by the SQA
Literacy
Faculty

English
National 4 English

Students moving into National 4 will conclude their broad general education in English through developing their skills in listening, talking, reading and writing. Learners will study a broad range of texts through a balance of language and literature.

Pupils will experience the four units of the course through the following activities:

**Analysis and Evaluation**
Learners will read plays, novels, poems, non-fiction, media and respond to these texts in order to show understanding of the writer’s craft.

**Creation and Production**
Learners will write stories, poems, plays, discursive essays and reports in order to demonstrate understanding of ideas, issues, information and linguistic/literary techniques.

**Literacy**
Learners will read and listen to respond to straightforward texts and talk and write to communicate straightforward ideas and information using language which is mostly technically accurate.

**Added Value**
Learners will carry out an investigation of a chosen topic involving language, literature or media and present their findings.

All these activities will feature a combination of continuous assessment and summative assessment carried out internally by the English department and confirmed through the SQA’s moderation procedures. The course enables learners to focus on the skills required to understand and use language and to integrate listening and talking, reading and writing skills across the four units.

The completion of the literacy unit is considered by SQA as demonstrating the basic standard that should be attainable by all pupils across Scotland.

Pupils must successfully complete all of the units before the qualification can be gained. A pass at National 4 would normally be expected to allow learners to progress towards participation in the National 5 course.
National 5 English

Students moving into National 5 will begin to focus on more challenging and specialist aspects of English through their developing skill in listening, talking, reading and writing.

The course will comprise of two main units:

- Analysis and Evaluation
- Creation and Production

These units will feature a combination of continuous assessment and summative assessment carried out both internally by the English department and externally by means of an end of course examination and the submission of a folio of extended writing. Internal assessment will be verified through the SQA’s verification and moderation procedures. The course enables learners to focus on developing the skills required to understand and use language in complex and academic situations. Listening, talking, reading and writing skills are integrated across the two units.

Learning outcomes and experiences range through talk and group discussion, analysis of literature and media and the completion of extended writing for a variety of purposes.

Assessment

External assessment for National 5 is by means of an examination involving a close reading style assessment and a critical reading essay assessment, plus a textual analysis exercise. There will also be a submission by learners of a folio of two extended writing pieces. Learners will need to successfully complete all aspects of the course before moving on to the Higher English course.

The question paper in the final assessment will have 70 marks – 70% of the total award.

- The section titled ‘Reading for Analysis and Evaluation’ will have 30 marks
- The section ‘Critical Reading’ will have 40 marks with 20 marks being awarded for each of the two tasks being addressed.

There will be a requirement for pupils to choose from a selection of SQA set Scottish texts for the completion of one of the critical reading assignments.

Pupils must ensure that different genres are addressed in response to each of the critical reading tasks.

The portfolio of writing will have 30 marks with 15 marks being awarded for each writing piece chosen for the portfolio – 30% of the total award.

The course is assessed on a scale of A – D. SQA assessment procedures acknowledge performance below level D by means of NA (no award).
Higher English

Students moving into Higher will begin to focus on more detailed and complex texts through their developing skill in listening, talking, reading and writing.

Like National 5, the course will comprise of two main units:

- Analysis and Evaluation
- Creation and Production

These units will feature a combination of continuous assessment and summative assessment carried out both internally by the English department and externally by means of an end of course examination and the submission of a folio of extended writing. Internal assessment will be verified through the SQA’s verification and moderation procedures. The course enables learners to focus on developing the skills required to understand and use detailed and complex language in a range of both practical and academic situations. Listening, talking, reading and writing skills are integrated across the course and are assessed by means of the two units.

Learning outcomes and experiences range through talk and group discussion, analysis of literature and media and the completion of extended writing for a variety of purposes.

Assessment

External assessment for Higher is by means of an examination involving a close reading style assessment and a critical reading essay assessment plus a textual analysis exercise. There will also be a submission by learners of a folio of two extended writing pieces. Learners will need to successfully complete all aspects of the course in order to gain an award.

Summative Assessment Weighting:

The question paper in the final assessment will have 70 marks – 70% of the total award.

- The section titled ‘Reading for Analysis and Evaluation’ will have 30 marks
- The section ‘Critical Reading’ will have 40 marks with 20 marks being awarded for each of the two tasks being addressed.

There will be a requirement for pupils to choose from a selection of SQA set Scottish texts for the completion of one of the critical reading assignments. Pupils must ensure that different genres are addressed in response to each of the critical reading tasks.

The portfolio of writing will have 30 marks with 15 marks being awarded for each writing piece chosen for the portfolio – 30% of the total award.

The course is assessed on a scale of A – D. SQA assessment procedures acknowledge performance below level D by means of NA (no award).
Advanced Higher English

The Advanced Higher course in English reflects the hierarchical structure of other SQA English courses, such as Higher English.

There are two units associated with the course:

- Analysis and Evaluation
- Creation and Production

Learners will complete the first unit through their study of complex and sophisticated literature from a variety of genres.

The second unit will be completed through the learner being engaged in extending and refining their writing skills through the production of different types of writing.

Both units will depend upon learners being able to independently and effectively select and research aspects of their own learning.

Assessment

External assessment for Advanced Higher is by means of an examination involving a critical reading essay assessment plus a textual analysis exercise. There will also be a submission by learners of a folio of two extended writing pieces plus a dissertation. Learners will need to successfully complete all aspects of the course in order to gain an award.

Portfolio

- Dissertation – 2500 – 3000 words – 30 marks
- Writing folio – 2 submissions from different genres – 30 marks – 15 per submission

Examination

- Question paper 1 – Literary study (critical essay) – 20 marks
- Question paper 2 – Textual Analysis – 20 marks

The course is graded on a scale of A – D with NA (no award) applied to submissions which fall below this scaling.

Learners who choose to study for an Advanced Higher English qualification should understand that this is a very challenging. It demands extremely detailed study of very sophisticated literary texts. It also demands a commitment to the creation of writing of a high standard across different genres areas. Those who enjoy reading, talking, writing and writing about literature, fairly intensively, will cope best with this course. It should not be selected by learners simply because they may feel a familiarity with the demands of other English courses or because there is a gap which needs filled in a timetable. The course is very challenging but highly rewarding.
Modern Languages
Faculty

Modern Languages
~
Chinese Mandarin
MODERN LANGUAGES

Modern Languages and Your Future
When choosing your subjects, it is worth thinking about your future and the role that languages could play in your chosen career. Even if you do not wish to work as a language specialist, gaining a National Qualification in a modern language could be decisive in securing you a college or university place. For example, some paths into primary teaching require a qualification in languages. Please do your research and seek advice from your teachers or the school careers advisor. In any case, mastering a second language will certainly open doors for you throughout your life.

National 4 and National 5 Languages
The S4 Course builds on work carried out in S3, and is made up of four contexts: Society, Culture, Education and Employability. These are assessed across all four skills: reading, listening, writing and talking.

Language Unit (themes/topics may be completed in any order)
As in S3, the S4 language courses cover the contexts of Society, Culture, Education and Employability. Pupils will study the language at one of two levels:

<table>
<thead>
<tr>
<th>National 4</th>
<th>National 5</th>
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<tbody>
<tr>
<td>Candidates are expected to be able to cope with straightforward language.</td>
<td>Candidates are expected to be able to cope with detailed language.</td>
</tr>
<tr>
<td>Outcomes for course success:</td>
<td>Outcomes for course success:</td>
</tr>
<tr>
<td><strong>Unit assessments comprising:</strong></td>
<td><strong>Externally marked writing assignment</strong> (Marked out of 20 and comprising 12.5% of the course mark)</td>
</tr>
<tr>
<td>- 1 Reading element,</td>
<td>The final course assessment, which is externally assessed, will be marked according to the following weighting:</td>
</tr>
<tr>
<td>- 1 Listening,</td>
<td>- Reading (30 marks, comprising 25% of the final score) and Writing (20 marks, worth 12.5% of the final score) comprise one paper of 1h30mins.</td>
</tr>
<tr>
<td>- 1 Talking, and</td>
<td>- Listening (20 marks – 25% of final score) comprises one question paper of 20-25 mins.</td>
</tr>
<tr>
<td>- 1 Writing</td>
<td>- Speaking (30 marks – 25% of the final score) involves a presentation of 1.5 – 2 minutes on an initial topic with a follow-up conversation of around 4 minutes on a second topic.</td>
</tr>
<tr>
<td>(Unit Assessments are internally assessed)</td>
<td></td>
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<tr>
<td>Learners will also undertake to complete the <strong>Added Value Unit</strong>. There will be no final external exam.</td>
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</table>
National 4 and National 5 Languages

Courses are available in French, German, Spanish and Mandarin*.

Depending on the level of study that a candidate can achieve, s/he will be presented, at the end of S4, for a course qualification at National 4 or National 5 level.

As well as successfully completing the unit assessments in all four skills, National 4 candidates have to complete a piece of research and a presentation on a topic, referred to as the Added Value Unit. This involves reading and researching a current topic, presenting findings orally and visually in the foreign language, and answering questions on that topic.

For National 5 candidates, there is an externally marked writing assignment, a talking exam and a course assessment at the end of S4 which is graded A-D. The talking exam lasts around 7 minutes. It is assessed in February/March and is subject to external moderation.

In all these areas the emphasis is on using authentic or “real” language and on the ability to communicate effectively. However, a good working knowledge of grammar and a competence in writing accurately in the foreign language are important.

Apart from the obvious personal benefit of being able to communicate with people from other countries worldwide, there are many social and educational benefits which bring a sense of satisfaction of belonging to a wider world. There are also a number of vocational advantages.

Much of Britain’s trade is with our European Community partners, and industry and commerce agree they need a strong capability in foreign languages to sell British goods in Europe – in post-Brexit Britain more than ever since companies will no longer find it so easy to recruit employees with language skills from elsewhere in Europe. Languages are not just for intending interpreters/translators. Universities and colleges now offer courses where the study of a language is combined with science, technology, law, business etc. For some courses, pupils may be surprised to find that a language qualification is a condition for entry. For example, some paths into primary teaching require a Higher qualification in a modern language. Ability in a foreign language can be a valuable asset in many career areas. Multilingualism is an indicator of general mental agility and an internationalist outlook, qualities which are much sought by employers in this age of globalisation.

**National 5**
This is a continuation course suitable for pupils who have achieved a successful pass at National 4 level. The themes are the same as those in the Higher course: Society, Culture, Education, Employability. The final exam assesses all four skills: Talking, Writing, Reading and Listening. This is a robust qualification in itself and also serves as a good stepping stone to Higher.

**Assessment**
Exam Reading and Writing (25% & 12.5% respectively); Exam Listening (25%); Writing Assignment (12.5%); Performance – Talking (25%)

*Should there be sufficient numbers, there is scope to run Mandarin at NBHS in addition to the course running at Knox Academy option*
Higher Languages

Courses are available in French, German and Spanish.

The skills developed in the National 5 course - Talking, Listening, Reading, Writing - will be further refined and extended. By the end of the course, pupils should have a very good grasp of up-to-date German/French/Spanish over a variety of themes: Society, Culture, Education, Employability.

The recommended entry level for this course is a National 5 pass at A or B level.

Assessment
Exam Reading and Writing (25% & 12.5% respectively); Exam Listening (25%); Writing Assignment (12.5%); Performance – Talking (25%)

Advanced Higher Languages

Courses are available in French and German.

The Advanced Higher course is intended for those who wish to continue studying a foreign language after passing Higher, and who wish to extend their language skills and increase their knowledge of the culture of countries where these languages are spoken. The course content and the examination are at quite a high level, and would be a good preparation for post-school Modern Language study. The course consists of a theme-based 80 hour Language Unit and a 40 hour Specialist Study Unit, which allows candidates to develop and extend planning, research and analytical skills in order to undertake an independent specialist study based on literature or media or language in work. The SSU culminates in a portfolio piece of 1200-1500 words in English, which is worth 15% of the course total. The course relies on pupils working through self-study activities on a regular basis.
Chinese Mandarin 中文 (simplified) National 4/5

**Recommended entry**
Pupils will be required to have shown an interest in Chinese Mandarin 中文.

**About the course**
1 year Chinese Mandarin Course provided by Swire Mandarin. The course will be based at Knox Academy on a Tuesday and Thursday afternoon. There is no cost for this course.

**Course overview**
National 4/5 Modern Language Courses develop literacy skills by giving learners opportunities to read, listen, talk and write in a modern language and to reflect on how this relates to English. The course enables learners to understand and use a modern language, to apply their knowledge of a modern language, and to develop planning, research and language skills, including grammatical knowledge. Learners will develop their knowledge of straightforward language in the contexts of society, learning, employability and culture.

**Homework**
Pupils may be asked to learn words and grammar points for short tests, and to produce short pieces of writing in Chinese Mandarin on a regular basis 中文.

**Assessment**
- There are two mandatory units in Chinese Mandarin 中文 as well as the Added Value Assignment.
- Pupils will develop skills and be assessed in Reading and Listening through the Understanding Language unit. In the Using Language unit, pupils will have the opportunity to demonstrate their Talking and Writing skills in a modern language.
- The Added Value Assignment will allow pupils to apply the skills they develop as they progress through the course.
- Pupils are expected to plan and research a topic on which they will be assessed in Reading, Listening and Talking.
- All assessments will take place at appropriate points throughout the course.

**Progression**
- Pupils who complete the National 4 qualification in Chinese Mandarin can progress onto a National 5 qualification in Chinese Mandarin.
- Pupils completing National 5 have the option to progress to Higher in Mandarin.

**Key Contact**
If you are interested in this course please speak with your Guidance Teacher.
The key contacts for the course are:
David Russell; drussell@knox.elcschool.org.uk
Ann Robertson; arobertson@eastlothian.gov.uk
Numeracy
Faculty

Applications of Mathematics
～
Mathematics
～
Mathematics of Mechanics
～
Foundation Apprenticeship in Financial Services
MATHEMATICS

Mathematics is important in everyday life, allowing us to make sense of the world around us and to manage our lives. Using mathematics enables us to model real-life situations and make connections and informed predictions. It equips us with the skills we need to interpret and analyse information, simplify and solve problems, assess risk, and make informed decisions. These are transferable skills that support learning across the entire curriculum.

Because mathematics is rich and stimulating, it engages and fascinates 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. It uses a universal language of numbers and symbols, which allows us to communicate ideas in a concise, unambiguous and rigorous way.

The mathematics department offer courses at the following levels:

- National 3/4 applications of mathematics
- National 5 applications of mathematics
- National 4 mathematics
- National 5 mathematics
- Higher mathematics
- Advanced Higher mathematics
- Advanced Higher mathematics of mechanics (in partnership with the physics department)

National 4 Applications of Mathematics

This course aims to motivate and challenge learners by enabling them to think through real-life situations involving mathematics and to form a plan of action based on logic. Pupils will experience contexts from budgeting and personal finance to interpreting graphs and decision making based on probability.

This course is appropriate for well-motivated candidates who have passed National 4 mathematics and want to continue broadening their mathematical skills, but would find the step up to National 5 mathematics too challenging. It is also designed for pupils who achieved National 3 applications of mathematics in S4, with potential progression to National 5 applications of mathematics in S6.

The three units covered are:

Geometry and Measures
This unit looks at developing pupils’ geometric and measurement skills. Pupils will investigate situations using perimeter, area and volume; construct scale diagrams and plan basic navigation courses; and look at problems using time management and container packing.

Managing Finance and Statistics
This unit looks at developing pupils’ understanding of personal finance and comparing statistical data. Students will look at budgeting for events or personal use; investigate factors affecting income and savings; and develop their interpretation and construction of graphs and charts.
**Numeracy**
This unit looks at developing pupils’ fundamental number processes and calculations. Pupils will look at using fractions, decimals and percentages; develop an understanding of speed and time; make decisions based on simple data analysis and probability.

Candidates are assessed in these three units, and must then pass a final added-value assessment (held internally) in order to obtain a pass. This course does not contain much algebra, and focuses instead on interpreting and explaining decisions with mathematical reasoning.

*National 3 applications of mathematics follows similar course content at a lower level of difficulty, and does not involve a final overall added-value assessment.*

**National 5 Applications of Mathematics**

**Entry Requirements**
This course is designed for pupils who achieved National 4 applications of mathematics in S4. It is also appropriate for well-motivated candidates who have passed National 5 mathematics and want to continue broadening their mathematical skills, but would find the step up to Higher too challenging.

Prospective candidates should note that although there is no progression from National 5 applications of mathematics to Higher mathematics, the content is very challenging and demands strong interpretation skills. The course includes a significant reasoning aspect relating to context-based applications which might support cross-curricular learning in the humanities or in design and manufacture.

**Course Content**
The topics covered extend the National 4 applications of mathematics syllabus in geometry and measures, managing finance and statistics, and in numeracy. This course does not contain much algebra, and focuses instead on interpreting and explaining decisions with mathematical reasoning.

**Geometry and Measures**
This unit looks at developing students geometric and measurement skills. Pupils will investigate situations using perimeter, area and volume; construct scale diagrams and applying Pythagoras’ theorem; and look at problems using time management, order of precedence and efficiency.

**Managing Finance and Statistics**
This unit looks at developing students understanding of personal finance and comparing statistical data. Pupils will look at budgeting for events or personal use; investigate factors affecting income and savings; working out best deals and converting currencies; and develop their interpretation and construction of graphs and charts.

**Numeracy**
This unit looks at developing pupils’ ability to carry out number processes and calculations. Pupils will look at using fractions, decimals and percentages; develop an understanding of speed and time; making decisions based on data analysis and probability.
Homework
The applications of mathematics courses lend themselves to project based learning, and some homework tasks might be to research various topics throughout the year. More formal structured homework tasks that are more familiar from our BGE curriculum will also be customary throughout the course to consolidate the learning in the class.

Assessment
This course has a final exam during the SQA diet consisting of a non-calculator paper and a calculator paper. The pupil’s overall grade from A to D is awarded based on their performance in this final exam.

National 4 Mathematics

Entry Requirements
Pupils who have achieved National 4 applications of mathematics in S4 or S5 could attempt this course, with potential progression to National 5 mathematics the following year.

Course Content
The three units of the National 4 mathematics syllabus are:

Expressions and Formulae
This unit looks at building the foundation of students algebraic, geometric and statistic skills. Pupils will learn to simplify and manipulate simple algebraic expressions; apply and use formulae for the area of 2D shapes and the volume of 3D objects; construct and interpret common statistical diagrams; and make decisions based on averages and probabilities.

Relationships
This unit looks at building on and deepening the knowledge and skills from the previous unit. Here students will learn how to apply Pythagoras’ theorem and trigonometry; investigate the relationship between quantities using scatter-graphs; handle solving equations and study linear patterns; use scale factors and look at further properties of angles and shapes.

Numeracy
This unit looks at developing pupils’ fundamental number processes and calculations. Pupils will look at using fractions, decimals and percentages; develop an understanding of speed and time; make decisions based on simple data analysis and probability.

Homework
Formal structured homework tasks that are familiar from our BGE curriculum will be customary throughout the course to consolidate the learning in the class. There will also be an expectation for learners to access the online resources from home to reflect on each lesson and help prepare for the assessments throughout the course.

Assessment
Candidates are assessed in these three units, and must then pass a final added-value assessment (held internally) in order to obtain a pass.
National 5 Mathematics

**Entry Requirements**
Pupils who have achieved National 4 mathematics with strong understanding of the course, including confidence with the algebra content, could attempt National 5 mathematics, with the possibility of attempting Higher the following year.

*We would stress that pupils who required considerable support to pass National 4 (e.g. needed resits in several unit outcomes) are unlikely to cope with the progression to National 5 and in this case should consider the sideways move to National 4 applications of mathematics if they plan to continue studying mathematics.*

**Course Content**
The topics covered extend the National 4 syllabus in the same broad units of work:

**Expressions and Formulae**
This unit looks at building pupils’ algebraic and geometric knowledge. Pupils will learn to manipulate and factorise algebraic expressions and fractions; use surds and apply the laws of indices; find the gradient straight lines graphs; and determine the area 2D shapes and the volume of 3D objects.

**Relationships**
This unit looks at deepening the knowledge and skills from the previous unit. Here students will work with linear equations and learn to solve equations simultaneously; explore quadratic equations and graphs; advance their trigonometric skills to graphs and identities; and apply the properties of shapes and similarity.

**Applications**
This unit extends students geometric thinking and numerical skills. Pupils will look at using vector notation and working with bearings; applying trigonometric skills to triangles which do not have a right angle and knowing the sine and cosine rules; fraction arithmetic and percentages calculations in contexts; determine standard deviation of data and make comparisons between data sets.

**Homework**
Formal structured homework tasks that are familiar from our BGE curriculum will be customary throughout the course to consolidate the learning in the class. There will also be an expectation for learners to access the online resources from home to reflect on each lesson and help prepare for the assessments throughout the course.

**Assessment**
This course has a final exam during the SQA diet consisting of a non-calculator paper and a calculator paper. The pupil’s overall grade from A to D is awarded based on their performance in this final exam.
Higher Mathematics

Entry Requirements
Pupils who achieve National 5 mathematics with a strong understanding of all content could attempt Higher in one session – realistically this means having an A or a B and being willing to spend several hours each week practising the new material. While pupils with a C can attempt Higher, it is likely that they would need to commit a substantial amount of time above this outside the classroom in order to succeed over one year and might prefer to study National 5 again to improve their algebra skills before studying Higher.

Course Content
The topics covered deepen the knowledge from the National 5 mathematics syllabus and explore new concepts and theory. The three units are:

Expressions and Functions
This unit focuses on extending pupils’ algebraic and geometric skills. Pupils will learn to manipulate cubic expressions and trigonometric identities; explore logarithms and exponentials; extend vector calculations into 3D space; and handle graphs of functions and determine inverse and composite functions.

Relationships and Calculus
This unit builds on the techniques in the previous unit. Students will look at solving complex equations; be introduced to the world of calculus and the techniques of differentiation and integration.

Applications
This unit looks at how calculus and geometry merge together. Pupils will investigate the equations of circles and concept of tangency; the equations of lines in triangles and the idea of collinearity; and using calculus to determine optimal solutions and areas under curves.

Homework
Self-study is a vital feature of the Higher course. Resources are available online for learners to reflect on each lesson, and learners are all issued with a textbook so that extra practice can be completed at home. After each topic formal structured homework tasks that are familiar from our BGE curriculum will be set, along with mixed homework exercises with exam style questions from the course covered so far.

Assessment
This course has a final exam during the SQA diet consisting of a non-calculator paper and a calculator paper. The student’s overall grade from A to D is awarded based on their performance in this final exam.

Further comments
The course is very demanding in terms of time and effort required for its successful completion. The timetabled periods represent approximately half of the time which needs to be spent on the subject. A considerable amount of work must be done at home on a regular systematic basis. Learners undertaking this course should understand from the outset the commitment required throughout the course since movement between levels is not encouraged.
Advanced Higher Mathematics

Advanced Higher mathematics is offered to suitably prepared students in S6. The course is open to anyone interested in more advanced mathematics but will be of particular relevance and interest to those who intend to follow a further education course in mathematics, statistics, engineering, chemistry, physics and related sciences.

Entry Requirements
Pupils would be expected to have attained a Higher mathematics course award or equivalent, ideally a grade A or B.

Course Content
The course aims to extend the pupils’ mathematical knowledge and experience of algebra, geometry, trigonometry and calculus. The three units are:

Methods in Algebra and Calculus
This unit focuses on expanding students skills with calculus and algebra. Pupils will learn advanced techniques of differentiation and integration; master solving 1st and 2nd order differential equations; and manipulate expressions using algebraic division and partial fractions.

Applications of Algebra and Calculus
This unit looks into new concepts and builds on the content taught in the previous unit. Pupils will learn about complex numbers and the binomial theorem; and look at what series and sequences are and use Maclaurin expansions.

Geometry, Proof and Systems of Equations
This unit looks at more specific fields of mathematics. Pupils will be introduced to the world of formal mathematic proof; start developing knowledge of number theory and the Euclidean algorithm; learn about the use of matrices and work with lines and planes in three dimensions.

Homework
Formal structured homework tasks will be customary throughout the course to consolidate the learning in the class. There will also be an expectation for learners to access the online resources from home to reflect on each lesson and help prepare for the assessments throughout the course.

Assessment
This course has a final exam during the SQA diet consisting of a non-calculator paper and a calculator paper. The student’s overall grade from A to D is awarded based on their performance in this final exam.

Further comments
The course is very demanding in terms of time and effort required. The timetabled periods represent approximately half of the time that needs to be spent on the subject. A considerable amount of work must be done at home on a regular systematic basis. Learners undertaking this course should understand the commitment expected throughout the year.
Advanced Higher Mathematics of Mechanics

This course is a joint venture with the physics department. It is offered to students studying both mathematics and physics at advanced higher and will only run if there is sufficient uptake.

**Entry Requirements**

Pupils would be expected to have attained a Higher mathematics and physics course awards or equivalent, ideally at grades A or B.

**Course Content**

The course aims to extend the pupils’ mathematical knowledge and experience of algebra, geometry, trigonometry and calculus.

The three units are:

**Force, Energy and Periodic Motion**

Pupils will learn the principles of momentum, impulse, work, power and energy; apply skills to motion in a horizontal circle with uniform angular velocity; understand what simple harmonic motion is and find the centre of mass of a body.

**Linear and Parabolic Motion**

Pupils will learn to use the equations of linear motion using calculus and graphs; study projectile motion and objects moving in the vertical plane; see how vectors and trigonometry are used in three dimensions and what relative motion is; learn Newton’s Laws of Motion and applying skills to forces associated with dynamics and equilibrium.

**Mathematical Techniques for Mechanics**

This unit is a summary of the key algebra and calculus covered in the Advanced Higher mathematics course.

**Assessment**

This course has a final exam during the SQA diet consisting of a non-calculator paper and a calculator paper. The pupil’s overall grade from A to D is awarded based on their performance in this final exam.

**Further comments**

The course is very demanding in terms of time and effort required. The timetabled periods represent approximately half of the time that needs to be spent on the subject. A considerable amount of work must be done at home on a regular systematic basis. Learners undertaking this course should understand the commitment expected throughout the year.
Foundation Apprenticeship in Financial Services

**Recommended entry**
S4 and S5 pupils should have achieved/sitting National 5 in a Business related subject with a pass in National 5 maths and a Higher in one other subject. All pupils will be expected to attend an interview.

**About the course**
This two-year course provides an excellent opportunity for S4 & S5 students to achieve a Higher level qualification, that combines school based learning with a substantial period of work experience in the Financial industry.

**Course overview**
This course will help you discover what a career in the financial service industry would be like, and if it’s right for you, while you’re still at school. It is a unique opportunity to work towards a qualification widely recognised by universities and the financial industry. With this course you could start your career in banking, and progress to being a customer service adviser or move on to management. You could take on a wide range of insurance roles, like broker, underwriter, claims handler, loss adjuster or risk surveyor. The course is available to S4 and S5 students across all six East Lothian secondary schools. It is delivered at Ross High School on a Tuesday and Thursday afternoon from 1.30pm to 5pm. Transport to and from Ross High School and placement locations will be provided.

**Year 1**
Students will study fundamental financial related concepts whilst enhancing their knowledge around the relevant theory which will enable them to work successfully within the finance sector.

**Year 2**
Students will spend most of their Tuesday and Thursday afternoons at their allocated work based experience placement. During this time, they will experience roles in the sectors and work with experienced employees to gain valuable insight into what a career in this field would be like. Most of the work based element will take place in year 2 of the course in order to pass the skills based SVQ units. It should be noted that students are expected to be on placement during certain school holidays which will be confirmed in due course.

**Assessment**
- Throughout the two-year course, students are expected to pass a range of internal assessments relevant to the course subject, however there are no external exams.
- As the course follows a two-year programme, there is no partial award or credit at the end of year 1. For this reason, students must be committed to completing the course in its entirety.

**Progression**
On completion of this course, students will be in a position to:
- Greatly improve their chance of gaining entry to a variety of undergraduate finance related courses both in Further and Higher education.
  *pupils are advised to check entry requirements with individual universities.*
- Apply for entry level positions in the financial industry via Modern/Graduate Apprenticeship programmes as well as going directly into employment within this sector.
Performing Arts
Faculty

Drama

~

Music
Drama is a subject which allows pupils to develop both socially and personally. It allows pupils to gain a greater awareness of self, others and the world around them, while allowing pupils to develop many transferrable skills such as communication, co-operation and creative problem solving. All pupils who are working at National 4, National 5 and Higher level work collaboratively with their peers throughout the year. National 4 pupils will conclude the year with an internal added value unit, whereas the National 5 and Higher pupils complete an external written exam. All pupils are assessed in their practical abilities as part of their assessment.

National 4 Drama

Drama Skills
In this unit, learners will explore and develop drama skills and ways of communicating thoughts and ideas to an audience. They will learn how to:

- respond to stimuli, discussing and developing ideas to create a drama
- develop characters and gain further knowledge of form, structure, genre and style of dramas
- develop knowledge of social and cultural influences on drama
- present their drama in front of an audience
- reflect on the work they have undertaken and performed and the work of others

Drama: Production Skills
In this unit, learners will explore and develop production skills. Pupils choose to specialise in two production areas. Pupils select two options from the following: acting, lighting, sound, costume, props or make-up and hair. They will use these skills to enhance a performance of a drama. Pupils will learn how to:

- work in collaboration with other members of a production team to produce an overall performance concept for a drama
- reflect on their process, with improvements continually being made as learners experiment, rehearse, make informal presentations of work to their peers and discuss progress
- present their skills in their acting or production role
- evaluate the process in rehearsals and in production meetings and the performance itself

Added Value Unit: Drama: Performance
In this unit, pupils build upon the skills they have developed in the previous two units. The learner will be assessed on one role from the following: acting, lighting, sound, props, costume, make-up and hair.

Evidence will be a combination of practical, written, oral and/or recorded evidence and the learner will demonstrate their ability to reflect in oral and/or written format. To achieve the National 4 drama course, learners must pass all of the required units, including the added value unit. National 4 Courses are on a pass/fail basis and are not graded.
National 5 Drama

The course is assessed in three sections as follows:

**Written Examination (40% of the total mark)**
The written paper allows learners to demonstrate their knowledge and skills in drama.

**Section One - Self and Peer Evaluation (20 Marks):**
- candidates evaluate a performance in which they have undertaken a production role (candidates choose from acting or design roles)
- candidates evaluate their peers’ contribution to the rehearsal process and the final performance

**Section Two - Response to Stimulus (40 Marks):**
- candidates respond to stimuli and create a new drama from these ideas. Pupils answer questions describing and justifying the choices they have made regarding their newly created drama
- candidates are asked questions regarding the drama process, as well as how they imagine the final production, from an acting and design point of view

Both sections require the use of correct drama vocabulary and a rounded knowledge of the drama process.

**Performance (50% of the total mark)**
The learner can be assessed on acting or design skills, whichever option best suits their strengths. An external SQA examiner visits the school to assess the candidates.

**Acting**
Acting candidates are given a scripted extract from a published play and complete rehearsal activities in order to develop characterisation, blocking, voice and movement skills to prepare for performance. They provide research, take part in practical workshops and perform their piece in front of a live audience.

**Design**
Design candidates choose one option from the following: lighting, sound, costume, props, set design and make-up and hair. All design candidates complete development tasks throughout the rehearsal period. They will present evidence of the development process to an external examiner. Pupils are also assessed in their practical skills prior to, during and after a performance, as well the effect of their design concept on a performance.

All learners will be required to demonstrate skills by: responding to text, developing, using a range of acting or production skills, and communicating to an audience.

**Preparation for Performance (10% of the final mark)**
This is a review of the learner’s research into the chosen text, their interpretation of their role in the performance and the rehearsal process (development and progression) of either an acting or design concept.
**Higher Drama**

This course consists of written performance analysis, in-depth textual analysis and practical performance. It is an academically challenging course and will involve a large amount of independent study.

A high level of practical ability has to be combined with strong linguistic skills to achieve a pass at this level. Students wishing to study this course should:

- have a good academic record including National 5 English at either an A or B pass
- have been accepted on to the Higher English course
- have National 5 Drama at either an A or B grade

If no National 5 Drama has been undertaken, then students may be able to negotiate entry to this course with Ms Spooner, PT of Performing Arts. The points stated above in addition to practical ability are taken into account during these discussions.

The Higher Drama course aims to provide students with the opportunity to:

- investigate relationships, issues and topics
- gain knowledge and understanding of aspects of theatre
- develop acting and directing skills which contribute to a performance
- experience, analyse and evaluate theatrical performances

**Assessment**

At Higher level pupils are assessed in a practical and a written examination. The assessment will comprise one question paper and a practical examination.

**Written Examination (40 % of the overall grade)**

**Section One - (20 marks)**

Comprises a textual analysis essay exploring the social, historical and/or theatrical contexts of a studied prescribed text from the point of view of an actor, director or designer.

**Section Two - (20 marks)**

Comprises a written analysis of a performance that the learner has watched during the Higher course.

**Practical Examination (50% of the overall grade)**

Learners are required to choose ONE of the following production roles: acting, directing or design (candidates choose from lighting, sound, props, costume, set design or make-up and hair) All Higher candidates are assessed by an external SQA marker who visits the school.

**Acting**

Actors are assessed on their performance of TWO contrasting characters to the examiner. They are expected to develop their characterisation, blocking, voice and movement skills throughout the rehearsal process.
**Directing**
Directors are assessed on their knowledge and interpretation of a play by facilitating a rehearsal of a small section (2 pages out of a possible 8) of their set text. Directors have 30 minutes to rehearse their 2 page section with the actors and present a ‘run through’ of those 2 pages.

**Design**
Designers create and develop a set design concept AND a design concept for either sound, lighting, costume, props, set or make-up and hair. Designers present evidence of their research, inspiration boards and development of ideas from initial ideas to their finalised ideas. The examiner will also assess the candidate’s use of production skills to enhance the performance.

**Preparation for Performance (10% of the overall grade)**
This is a review of the candidate’s research into the chosen text or texts, their interpretation of their role in the performance and the rehearsal process (development and progression) of either an acting or directing or designing concept. The preparation is a succinct and concise essay of 500 words. The essay is open book and is marked by the external examiner prior to their practical performance.
MUSIC

National 4 Music

In this course, knowledge and understanding of music will be developed through the following areas of study:

- performing skills
- understanding music
- composing music

The areas of skill development are:

Performing Skills
A varied selection of pieces will be played on two instruments (this may include voice), minimum Grade 2 standard. Learners will keep a log of self-reflection, noting areas for further development.

Composing Skills
Learners will develop an understanding of how to compose music. They will create original music.

Listening/Understanding Music Skills
Learners will identify and describe specified music concepts in excerpts of music. They will develop skills in reading/notating music. A variety of different musical styles/genres will be studied including Scottish music, orchestral and choral music.

Added value unit – music performance: learners will give a live performance lasting a total of 8 minutes.

All parts of the course are internally assessed.

National 5 Music

In this course, knowledge and understanding of music will be developed through the following areas of study:

- performing skills
- understanding music
- composing music

The areas of skill development are:

Performing Skills (50% of total mark)
Learners will give a live performance of contrasting music on 2 instruments (which may include voice) lasting a total of 8 minutes, minimum Grade 3 standard Learners will keep a log of self-reflection, noting areas for further development. Regular practice (a minimum of 5 times a week on each instrument) is needed to build up the necessary stamina, and to produce performances of a high standard.
Composing Skills (15%)
Learners will create original music that makes musical sense, using specified music concepts, and write a review of the compositional process.

Listening/Understanding Music Skills (35%)
Learners will identify and describe the use of specified music concepts in excerpts of music. They will investigate social and cultural influences on music styles. Learners will have an understanding of musical literacy/notation at this level. There will be an externally assessed listening exam.

Higher Music

In this course, knowledge and understanding of music will be developed through the following areas of study:

- performing skills
- understanding music
- composing music

Performing Skills – (50%)
- Learners demonstrate practical performing skills on either two selected instruments, or on a selected instrument and voice, in a prepared programme of music at Grade 4 standard or above.
- The performance can be solo and/or in a group setting. The programme of music should last a total of 12 minutes.
- Regular practice (a minimum of 5 times a week on each instrument) is needed to build up the necessary stamina, and to produce performances of a high standard.

Composing Music – (15%)
- Learners will create original music that makes musical sense, using specified music concepts, and write a review of the compositional process.
- Composers’ compositional methods and utilisation of music concepts are analysed. Learners look at the influences on composers’ style of writing.
- Complex music concepts and compositional methods are explored in creative ways to develop, refine and create original music.
- Learners will have the opportunity to reflect on their music and their creative choices and decisions.

Understanding Music – (35%)
- A question paper (1 hour) will test the learner’s knowledge and understanding of music concepts and music literacy. Questions relate to musical excerpts and music concepts and styles. A range of question types will be used in the question paper, allowing scope for assessing a variety of thinking skills and understanding of music literacy. All questions in the paper are compulsory.
- For breadth of learning, all learners will have listened to, and learned about a wide range of music and music styles throughout the course. Learning through music will involve listening to and understanding Scottish, contemporary music, and classical music from different eras.

Self-reflection is an integral part of the course and learners are expected to have a secure understanding of music concepts.
**Entry**
An A or B pass at National 5. In exceptional circumstances National 5 may be bypassed after discussion with Ms Spooner.

**Advanced Higher Music**
*Revised Advanced Higher Course Specification due end of April 2019*

In this course, knowledge and understanding of music will be developed through the following areas of study:

- performing skills
- understanding music
- composing music

**Either: Performing (50%)**
- Learners demonstrate practical performing skills on either two selected instruments, or on a selected instrument and voice, in a prepared programme of music of Grade 5 standard or above. The performance can be solo and/or in a group setting and last 18 minutes.

**Or: Composing (50%)**
- A portfolio is submitted of compositions in the form of an audio folio, consisting of around 12 minutes of music. Supporting evidence of the composing process is also needed, such as programme notes and scores.
- For this to be a viable option, the pupil would need to have a folio of existing original compositions to demonstrate a strength in this area.

**Composing Music (15%)**
- Learners will create original music that makes musical sense, using specified music concepts, and write a review of the compositional process.
- Composers’ compositional methods and utilisation of music concepts are analysed. Learners look at the influences on composers’ style of writing.
- Complex music concepts and compositional methods are explored in creative ways to develop, refine and create original music.
- Learners will have the opportunity to reflect on their music and their creative choices and decisions.

**Understanding Music (35%)**
- Listening paper (around 1 hour) which will include questions on music theory and notation. Entry – a Higher pass at Grade A or B.
- Dissertation of around 2000 words where the learner will study two pieces of music, or two movements from a larger piece. This requires a pass to gain course award.

In exceptional circumstances Higher Music may be bypassed and this would be discussed with Ms Spooner.
Performing Units

These units are suitable for pupils who would enjoy spending time developing skills on an instrument of their choice, but without having to undertake a full music course. These are available at levels 4 – 6 (Grade 2 – 4 standard). The units focus entirely on developing skills on one or two instruments, one of which can be voice.

Learners will perform music and will, through regular practice and reflection, develop technical and musical performing skills. On completion of the unit, learners will have developed performing, technical and musical skills across a range of music styles.

Pupils should discuss their choice of instrument with Ms Spooner before deciding on this unit.
Pupil Support
Faculty

The Prince’s Trust Achieve Award
THE PRINCE’S TRUST ACHIEVE AWARD

SCQF 3-5 (equivalent to National 3-5)

The Prince’s Trust qualifications in Personal Development and Employability Skills recognise a breadth of personal skills, qualities and attitudes required by employers across a range of sectors. They have been developed with the aim of progressing learners into further education and/or employment.

They give learners the opportunity to:

- Develop their own personal growth and engagement in, and through, learning
- Engage in learning that is relevant to them and support their development of personal skills and attributes that are essential for working life and employment
- Prepare themselves for progression into further education programmes, apprenticeships or other work based learning
- Develop their English and mathematics skills

Examples of available units are:

Career Planning
- Community Project
- Customer Services
- Digital Skills
- Interpersonal and Self-Management Skills
- Managing Money
- Participating in Exercise
- Preparing for a Healthy Lifestyle
- Presentation Skills
- Teamwork Skills
- Undertaking and Enterprise Project
- Practising for Personal Development
- Practising Leadership Skills

Additional units
- Managing Feelings
- Confidence
- Peer Pressure
- Breaking Habits
- Gang Culture
- Constructive Use of Time
- Parenting Skills
- Sexual Health
- Budgeting

https://www.princes-trust.org.uk/help-for-young-people/unlock-your-potential/explore-your-potential/achieve-learning-hub/achieve-learning-hub-teaching-resources
Science
Faculty

Biology
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Chemistry
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Human Biology
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Physics
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Foundation Apprenticeship in Scientific Technologies
BIOLOGY

National 3, 4 and National 5 Biology

Learners will gain knowledge and understanding of biology, and develop this through a variety of approaches, including practical activities. Learners will develop important skills, attitudes and attributes related to biology, including: scientific and analytical thinking skills in a biological context; understanding of biological issues; knowledge and understanding of biological concepts; and understanding of relevant applications of biology in society. In addition to developing specific scientific skills, in areas such as experimentation and investigation, learners will also gain valuable transferable skills, for learning, life and work, such as literacy, numeracy and communication.

Course Content

Cell biology
In this area, learners will develop knowledge and skills and carry out practical and other learning activities related to study and investigation of the cell. The key areas covered are: cell structure; transport across cell membranes; DNA and the production of proteins; proteins; genetic engineering; respiration; therapeutic use of cells; controversial biological procedures.

Multicellular organisms
In this area, learners will develop knowledge and skills and carry out practical and other learning activities related to study and investigation of whole organisms. The key areas covered are: producing new cells; control and communication; reproduction; variation and inheritance; transport systems; absorption of materials; propagating and growing plants; commercial use of plants.

Life on Earth
In this area, learners will develop knowledge, skills and carry out practical and other learning activities related to study and investigation of life on Earth. The key areas covered are: ecosystems; distribution of organisms; photosynthesis; energy in ecosystems; food production; nitrogen cycle, environmental impact of fertilisers; evolution of species.

Course Assessment
The National 3 and 4 courses will be assessed through SQA assessments on key areas and a research project which are internally marked.

The National 5 course will be assessed through an external examination and an experimental report research project which are externally marked.
Higher Biology

The aims of the Higher Biology course are to enable learners to:

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

The course comprises:

DNA and the Genome
In this area, learners will develop knowledge and understanding through the key areas of structure and replication of DNA, gene expression, cellular differentiation, mutations, evolution and genomic sequencing.

This area explores the molecular basis of evolution and biodiversity, while the unity of life is emphasised in the study of gene expression. This approach enables the development of both analytical thinking and problem solving skills in context.

Metabolism and Survival
In this area, learners will develop knowledge and understanding through the key areas of metabolic pathways and their control, cellular respiration, metabolic rate, metabolism in conformers and regulators, metabolism and adverse conditions, environmental control of metabolism, genetic control of metabolism, ethical considerations in use of microorganisms and hazards and control of risks.

Analytical thinking and problem solving skills will be developed in context, through investigation of how cellular respiration is fundamental to metabolism and by examining the stages of respiration. In whole organisms, it considers adaptations for the maintenance of metabolism for survival. In addition, it examines the importance of the manipulation of metabolism in microorganisms, both in the laboratory and in industry, including ethical considerations.

Sustainability and Interdependence
In this area, learners will develop knowledge and understanding through the key areas of food supply, photosynthesis, plant and animal breeding, crop protection, animal welfare, symbiosis, social behaviour and threats to biodiversity.

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

**Course Assessment**
The Higher course will be assessed through an external examination and a research project which is also externally marked.

**Homework**
Higher Biology pupils should plan to allow around 2 hours per week for Biology study. Formal homework will include learning, revision, written questions and tests (as formative assessment). Informal homework, such as reading and private study, is also required.

**Entry requirements**
Pupils would normally be expected to have attained the skills, knowledge and understanding required by the National 5 Biology Course.

**Advanced Higher Biology**

**Purpose and aims of the course**
The Advanced Higher Biology course is based on integrative ideas and unifying principles of modern biological science. It covers key aspects of life science at the molecular scale and extends to aspects of the biology of whole organisms that are among the major driving forces of evolution. In addition, the Advanced Higher Biology course aims to develop a sound theoretical understanding and practical experience of experimental investigative work in biological science.

The course provides candidates with the opportunity to develop a deeper understanding of the cell by studying the key roles of proteins within the cell. This understanding of cellular processes is then related to physiological function. At the whole-organism scale, the course explores how sexual reproduction and parasitism are major drivers of evolution. This allows candidates to develop a deeper understanding of the mechanism of evolution, the biological consequences of sexual reproduction and the biological inter-relationships involved in parasitism. The course provides a deeper understanding of laboratory and fieldwork techniques, and in carrying out a biological investigation the candidate has the opportunity to produce an extended piece of scientific work.

Through this course, learners will develop important skills, attitudes and attributes related to biology, including: developing scientific and analytical thinking skills in a biological context; developing understanding of biological issues; and acquiring and applying knowledge and understanding of biology. These skills enable learners to develop an informed and ethical view of complex issues.

Learners will be able to develop their communication and collaborative working skills and be able to apply critical thinking in new and unfamiliar contexts to solve problems. This will enable learners to become scientifically literate citizens, who are able to make rational decisions that are based on evidence and interpretation of scientific information.

The further development of scientific skills and experience acquired in previous learning will extend candidates’ capability to embark on independent investigative work, and by designing and carrying out their own investigation candidates will increase their scientific literacy and develop skills for learning, life and work.
The aims of this course are to enable learners to:

- develop a critical understanding of the role of biology in scientific issues and relevant applications, including the impact these could make on the environment/society
- extend and apply knowledge, understanding and skills of biology
- develop and apply the skills to carry out complex practical scientific activities, including the use of risk assessments, technology, equipment and materials
- develop and apply scientific inquiry and investigative skills, including planning and experimental design
- develop and apply analytical thinking skills, including critical evaluation of experimental procedures, in a biology context
- extend and apply problem solving skills in a biology context
- further develop an understanding of scientific literacy, using a wide range of resources, in order to communicate complex ideas and issues and to make scientifically informed choices
- extend and apply skills of independent/autonomous working in biology

**Cells and Proteins**
This Unit builds on understanding of the genome from Higher Biology and Higher Human Biology. Learners will develop knowledge and understanding of proteomics, protein structure, binding and conformational change; membrane proteins; detecting and amplifying a stimulus; communication within multicellular organism and protein control of cell division. The study of protein is primarily a laboratory-based activity, so the Unit includes important laboratory techniques for biologists.

This skills-based sequence covers health and safety considerations, through the use of liquids and solutions, to a selection of relevant separation and antibody techniques. In addition, much work on cell biology is based on the use of cell lines, so includes techniques related to cell culture and microscopy.

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

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

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

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

**Course Assessment**

**Internal:**
- Three end of unit tests.

**External:**
- One examination paper comprising 100 marks. The purpose of the question paper is to assess breadth and depth of knowledge and understanding from across the units. The paper will assess scientific inquiry skills and analytical thinking skills.
- One project comprising 30 marks. The purpose of the project is to allow the learner to carry out an in-depth study of a biology topic. The project will be chosen by the learner, who will investigate/research the underlying biology and conduct a series of practical experiments to achieve their aim.

**Homework**

Homework will include learning, revision, written questions and sub-unit tests (as formative assessment). Informal homework, such as reading and private study, is also required.

**Entry requirements**

Pupils would normally be expected to have attained the skills, knowledge and understanding required by the Higher Biology/Human Biology Course.
National 4 and National 5 Chemistry

Learners will gain knowledge and understanding of chemistry, and develop this through a variety of approaches, including practical activities. Learners will develop important skills, attitudes and attributes related to chemistry, including: scientific and analytical thinking skills in a chemical context; understanding of chemical issues; knowledge and understanding of chemical concepts; and understanding of relevant applications of chemistry in society. In addition to developing specific scientific skills, in areas such as experimentation and investigation, learners will also gain valuable transferable skills, for learning, life and work, such as literacy, numeracy and communication.

The course comprises:

**Chemical Changes and Structure**
Learners will develop knowledge and skills by studying the following topics: rates of reaction, atomic structure, bonding related to properties of materials, formulae and reaction quantities, acids and bases and neutralisation.

**Nature’s Chemistry**
Learners will develop knowledge and skills by studying the following topics: carbon chemistry, fuels and everyday consumer products such as alcohols and carboxylic acids.

**Chemistry in Society**
Learners will develop knowledge and skills by studying the following topics: metals, properties of plastics, nuclear chemistry, fertilisers and chemical analysis.

**Assessment**
The National 4 course will be internally assessed through unit assessments, an experimental report and a research project.

The National 5 course comprises an examination and a practical based research assignment which are both externally marked.

**Homework**
Homework will include learning, revision, written questions and sub-unit tests (as formative assessment). Informal homework, such as reading and private study, is also required.

**Higher Chemistry**

The main aims of this course are for learners to:

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

The course comprises:

**Chemical changes and structure**
- rates of reaction
- periodicity
- structure and bonding

**Nature’s Chemistry**
- esters, fats and oils
- proteins
- oxidation of food
- chemistry of cooking
- soaps, detergents and emulsions
- fragrances
- skin care

**Chemistry in Society**
- getting the most from reactants
- equilibria
- chemical energy
- oxidising and reducing agents
- chemical analysis

**Assessment**
The Higher course comprises an examination and a practical based research assignment which are both externally marked.

**Homework**
Higher chemistry pupils should plan to allow around 2 hours per week for chemistry study. Formal homework will include learning, revision, written questions and sub-unit tests (as formative assessment). Informal homework, such as reading and private study, is also required.

**Entry Requirements**
Pupils would normally be expected to have attained the skills, knowledge and understanding required by the National 5 chemistry course.
Advanced Higher Chemistry

The two main aims of the Advanced Higher course in chemistry are to introduce pupils to the methods of learning used in higher education and to extend pupils' knowledge of chemistry to a level similar to that of first year university courses in chemistry. It is anticipated that pupils who have completed an Advanced Higher course in chemistry are more likely to make a success of their first year higher education courses in chemistry.

The course extends the Higher grade work on inorganic chemistry to the first row of transition metals and covers the main groups of organic compounds and reactions. In physical chemistry quantitative study is carried out into rates of reaction, equilibrium and pH. The course will be demanding in terms of time and effort and consists of lectures, tutorials and pupils working on their own on practical and project work. Genuine commitment is essential for success at this level.

Purpose and aims of the course

The course serves to equip all learners with an understanding of the impact of chemistry on everyday life, and with the knowledge and skills to be able to reflect critically on scientific publications and media reports concerning chemistry. By using the broad skills base and knowledge and understanding of detailed chemistry key areas, learners will become scientifically literate citizens and be able to review the science-based claims they will meet and to communicate in an evidence-based manner. This also allows learners to make their own reasoned decisions on many issues within a modern society increasingly dependent on chemistry, science and technology.

The relevance of chemistry is highlighted by the study of the applications of chemistry in everyday contexts. The purpose of the course is to build on the knowledge, understanding and skills developed by the learner in Higher chemistry and to provide a useful bridge towards further study of chemistry.

The Advanced Higher chemistry course aims to enable learners to:

- develop a critical understanding of the role of chemistry in scientific issues and relevant applications, including the impact these could make on the environment/society
- extend and apply knowledge, understanding and skills of chemistry
- develop and apply the skills to carry out complex practical scientific activities, including the use of risk assessments, technology, equipment and materials
- develop and apply scientific inquiry and investigative skills, including planning and experimental design
- develop and apply analytical thinking skills, including critical evaluation of experimental procedures in a chemistry context
- extend and apply problem solving skills in a chemistry context
- further develop an understanding of scientific literacy, using a wide range of resources, in order to communicate complex ideas and issues and to make scientifically informed choices
- extend and apply skills of independent/autonomous working in chemistry

The course comprises of:

Inorganic and Physical Chemistry

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

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

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

**Assessment**
- Internal: Three end of unit tests and a short experimental report.
- External: An examination and an extended project.

**Homework**
This is very much a study-based course and it is difficult to distinguish between homework and self-study activities. Various tasks will include: digestion and consolidation of ‘lectures’; background reading; preparation for end of unit tests; writing up practical work; reviewing/planning and writing up project.

**Entry Requirements**
Pupils will normally be expected to have achieved at least a grade C in Higher chemistry.
HUMAN BIOLOGY

Higher Human Biology

The aims of the Higher Human Biology course are to enable learners to:

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

The course comprises:

**Human Cells**
In this area, learners will develop knowledge and understanding through studying stem cells, differentiation in somatic and germline cells, and the research and therapeutic value of stem cells and cancer cells. The area covers division and differentiation in human cells, structure and function of DNA, gene expression and the genome. Analytical thinking and problem solving skills will be developed in context, through investigation of DNA, the expression of the genotype, and protein production, which allows study of mutations and genetic disorders. DNA technology is covered, including sequencing and medical and forensic applications. In addition, the area covers metabolic pathways and their control, through enzymes, with emphasis on cellular respiration and the role of ATP.

**Physiology and Health**
In this area, learners will develop knowledge and understanding by focusing on reproduction and the cardiovascular system. By studying these systems, learners will be able to develop their problem solving and analytical thinking skills. Reproduction covers hormonal control and the biology of controlling fertility, including fertile periods, treatments for infertility, contraception, ante-natal care and post-natal screening. The area also covers relevant tissues and circulation and the pathology of cardiovascular disease, including the impact on society and personal lifestyle.

**Neurobiology and Communication**
In this area, learners will develop knowledge and understanding through the nervous system and communication and social behaviour. The approach is more on function than structure, and covers neural communication and the links between neurotransmitters and behaviour, while considering personal and social citizenship. This approach enables the development of both analytical thinking and problem solving skills in context.
**Immunology and Public Health**
In this area, learners will develop knowledge and understanding through the key areas of the immune system and infectious diseases and immunity. Analytical thinking and problem solving skills will be developed contextually within these topics. This area details the immune system’s role through allergic and defence responses. The area emphasises the control of infectious diseases and the principles of active immunisation and vaccination.

**Course Assessment**
The Higher course will be assessed through an external examination and a research project which are externally marked.

**Homework**
Higher Human Biology students should plan to allow around 2 hours per week for Human Biology study. Formal homework will include learning, revision, written questions and tests (as formative assessment). Informal homework, such as reading and private study, is also required.

**Entry requirements**
Students would normally be expected to have attained the skills, knowledge and understanding required by the National 5 Biology Course.
National 4 and National 5 Physics

Learners will gain knowledge and understanding of physics, and develop this through a variety of approaches, including practical activities. Learners will develop important skills, attitudes and attributes related to physics, including: scientific and analytical thinking skills in a physics context; understanding of physics issues; knowledge and understanding of physics concepts; and understanding of relevant applications of physics in society. In addition to developing specific scientific skills, in areas such as experimentation and investigation, learners will also gain valuable transferable skills, for learning, life and work, such as literacy, numeracy and communication.

Course Content

Dynamics
In this area, the topics covered are: vectors and scalars; velocity–time graphs; acceleration; Newton’s laws; energy; projectile motion.

Space
In this area, the topics covered are: space exploration; cosmology.

Electricity
In this area, the topics covered are: electrical charge carriers; potential difference (voltage); Ohm’s law; practical electrical and electronic circuits; electrical power.

Properties of Matter
In this area, the topics covered are: specific heat capacity; specific latent heat; gas laws and the kinetic model.

Waves
In this area, the topics covered are: wave parameters and behaviours; electromagnetic spectrum; refraction of light.

Radiation
In this area, the topic covered is nuclear radiation.

Assessment
The National 4 course will be internally assessed through unit assessments, an experimental report and a research project.

The National 5 course comprises an examination and a practical based research assignment which are both externally marked.
Higher Physics

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

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

The course comprises of:

**Our Dynamic Universe**
Motion: equations and graphs, forces, energy and power, collisions, explosions and impulse, gravitation, gravity and mass, special relativity, the expanding universe, Hubble’s law, expansion of the universe and the big bang theory.

**Particles and Waves**
The standard model, forces on charged particles, nuclear reactions, wave particle duality, interference and diffraction, refraction of light and spectra.

**Electricity**
Monitoring and measuring a.c, current, potential difference, power and resistance, electrical sources and internal resistance, capacitors, conductors, insulators, semiconductors and p-n junctions.

**Researching Physics**
A research brief will allow learners to investigate the physics underlying a key area in more depth. Learners must effectively contribute to the planning and carrying out of an investigation and analyse results which have been collected during a group activity.

**Assessment**
The Higher course comprises an examination and a practical based research assignment which are both externally marked.

**Homework**
Higher physics students should plan to allow around 2 hours per week for physics study. Homework will include reading, note taking, focused revision, written questions and private study.

**Entry Requirements**
Students would normally be expected to have attained the skills, knowledge and understanding required by the National 5 physics course.
Advanced Higher Physics

**Purpose and aims of the course**
The course offers opportunities for collaborative and independent learning set within familiar and unfamiliar contexts, and seeks to illustrate and emphasise situations where the principles of physics are used and applied, thus promoting the candidate’s awareness that physics involves interaction between theory and practice. An opportunity for engaging in some independent research is provided.

The study of Advanced Higher physics should also foster an interest in current developments in and applications of physics, the willingness to make critical and evaluative comment, and the acceptance that physics is a changing subject. Positive attitudes, such as being open-minded and willing to recognise alternative points of view, are promoted.

The aims of the course are to enable learners to:

- develop a critical understanding of the role of physics in scientific issues and relevant applications, including the impact these could make on the environment/society
- extend and apply knowledge, understanding and skills of physics
- develop and apply the skills to carry out complex practical scientific activities, including the use of risk assessments, technology, equipment and materials
- develop and apply scientific inquiry and investigative skills, including planning and experimental design
- develop and apply analytical thinking skills, including critical evaluation of experimental procedures in a physics context
- extend and apply problem solving skills in a physics context
- further develop an understanding of scientific literacy using a wide range of resources in order to communicate complex ideas and issues and to make scientifically informed choices
- extend and apply skills of independent/autonomous working in physics

The course comprises of:

**Rotational Motion and Astrophysics**
This unit develops knowledge and understanding and skills in physics related to rotational motion and astrophysics. It provides opportunities to develop and apply concepts and principles in a wide variety of situations involving angular motion. An astronomical perspective is developed through a study of gravitation, leading to work on general relativity and stellar physics.

**Quanta and Waves**
This unit develops knowledge and understanding and skills in physics related to quanta and waves. It provides opportunities to develop and apply concepts and principles in a wide variety of situations involving quantum theory and waves. The unit introduces non-classical physics and considers the origin and composition of cosmic radiation. Simple harmonic motion is introduced and work on wave theory is developed.

**Electromagnetism**
This unit develops knowledge and understanding and skills in physics related to electromagnetism. It provides opportunities to develop and apply concepts and principles in a wide variety of situations involving electromagnetism. The unit develops knowledge and understanding of electric and magnetic fields and capacitors and inductors used in d.c. and a.c. circuits.
Investigating Physics
In this unit, learners will develop key investigative skills. The unit offers opportunities for independent learning set within the context of experimental physics. Learners will identify, research, plan and carry out a physics investigation of their choice.

Project
In this unit, the investigation is taken a stage further with a variety of techniques selected by the student. This allows them to analytically compare and contrast experimental methods.

Assessment
- Internal: Tests for first three units. A short experimental report and a longer investigation.
- External: An examination and an extended project.

Homework
This is very much a study course and it is difficult to distinguish between homework and self-study activities. Various tasks will include: digestion and consolidation of ‘lectures’; background reading; weekly tutorial sheet; fortnightly written homework based on past examination questions; preparation for end of unit tests; writing up practical work; reviewing/planning and writing up project.

Entry Requirements
Students will normally be expected to have achieved at least a grade C in Higher physics and in Higher mathematics.
Foundation Apprenticeship in Scientific Technologies

The Foundation Apprenticeship in Scientific Technologies is an excellent opportunity for students to undertake a substantial period of work experience with locally based international scientific companies. This vocational experience, when combined with class-based learning, will lead to a qualification (equivalent to a Higher) that will enable students to:

- embark on a career in the science based industries.
- increase their chances of acceptance into a wide range of university science courses.

Foundation Apprenticeships are an excellent addition to your portfolio of qualifications. You can work towards this qualification as you study other National 5 and Higher subjects in the senior phase.

Our Partners

Scotland’s life science sector offers a wide variety of STEM (Science, Technology, Engineering and Mathematics) careers focussing on pharmaceuticals, medical science, biotechnology and environmental areas. There is a huge variety of exciting opportunities and careers available for young workers with STEM skills and qualifications – there is also a high demand from employers due to skills shortages in these fields.

What are the benefits of choosing this course?
This course will help you discover what a career in the life science industry would be like, and if it’s right for you, while you’re still at school. It provides the opportunity to work towards a qualification widely recognised throughout the science industry in Scotland allowing you to embark on:

- a paid modern apprenticeship.
- an HNC/HND in a science related area.
- employment in the science sector (lab. assistant or lab. technician)

The qualification is recognised by universities across Scotland for entry into a wide range of their undergraduate science courses. The extensive “real life” laboratory experience gained over the two years will greatly enhance your UCAS application in S6.

What will students experience?
In order to achieve this qualification, you will be expected to study two afternoons a week (Tuesdays & Thursdays) from 1.30pm until 5pm over a two-year period.
Classroom experience: The school-based element of the course is taught at Dunbar Grammar. Units covered in school include:

- Fundamental chemistry
- Experimental procedures
- Lab safety
- Mathematics for science

In year 1, the chemistry content is pitched at N5 and Higher level. The experimental procedures are generally of Advanced Higher chemistry standard. The development of your practical skills is a major part of year 1 – this will allow you to become confident working in a research laboratory. There are four periods of work-based learning in year 1 – one of which is during the October holiday.

Work based experience: The lab placements provided by our partners will give you the opportunity to try out a variety of activities and roles in a modern research lab. You will also have the opportunity to shadow experienced professionals and take part in projects that will develop your practical skills further.

SVQ units covered on placement include:

- Preparing chemicals
- Scientific & technical tests
- Health & safety procedures

Year 2 is almost entirely spent on placement with only the mathematics for science unit being delivered at school.

There is no final exam for this course – it is internally assessed throughout the two-year period.

What are the entry requirements for this course?

<table>
<thead>
<tr>
<th>Point of entry</th>
<th>Course duration</th>
<th>Entry requirements</th>
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<tbody>
<tr>
<td>S4</td>
<td>2 years</td>
<td>Clear evidence generated throughout S3 of having the potential to achieve 4 Higher passes at grade B (or above) in S5. The evidence should be generated across two sciences and maths.</td>
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<tr>
<td>S5</td>
<td>2 years</td>
<td>Grade C (or above) in at least one N5 science plus N5 maths.</td>
</tr>
<tr>
<td>S6</td>
<td>1 year</td>
<td>Direct entry into year 2 of the programme may be possible (please check with your P.T. Science). Students would be expected to have passed Higher Chemistry and N5 maths.</td>
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