Senior Phase S4-S6

Course Choice Subject Booklet

Design+Manufacture
Modern-Studies
Music
Hospitality
English
History
Physics
Chemistry
Business-Management
Mathematics
Health+Food-Technology
Biology
Administration+IT
Graphic-Communication
Drama
Computing+Science
Art+Design
Practical-Metalwork
Practical-Woodwork
RMPS
French
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Computing+Science
Fashion+Textile
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Introduction

This booklet is provided to help pupils and parents with the important course choices to be made at this time. Information is given on all courses run in S4, S5 and S6 with information on course content, assessment and further study options.

Parents should see the selection of courses as an opportunity to choose subjects which they enjoy, which they are good at and which will be of benefit to them in later life. It is very important that pupils discuss their subject choices with parents and teachers before making final decisions. Remember that teachers are here to help and have a lot of experience assisting young people in this area. To ensure progression pupils in S4 are expected to choose from those subjects already studied in S3.

The recent Parents’ Evening will have allowed some discussion on course choices but parents who were unable to attend should feel free to contact the school at any time. You will also be invited to arrange a meeting with your child’s Guidance teacher to discuss their options should you feel this would be useful.

Careers Advisers are also able to provide advice throughout this process. Your child’s Guidance teacher will be able to make an appointment with the Careers team at any time throughout the year.

Courses

You are probably aware that Scottish education has been through a process of change with the introduction of Curriculum for Excellence (CfE). Alongside many other changes the qualifications pupils will sit have also changed.

How are qualifications changing?

- **National 3** replaces Standard Grade Foundation level and Access 3. It will be assessed by teachers.
- **National 4** replaces Standard Grade General level and Intermediate 1. It will be assessed by teachers.
- **National 5** replaces Standard Grade Credit and Intermediate 2. It will involve a final external assessment; usually an exam plus other types of assessment like coursework or performance.
- **Higher** and **Advanced Higher** qualifications remain and will be refreshed.

Pupils wishing to study National 3 level courses should discuss this with their Guidance teacher.

Additional Courses

To creatively meet our pupils’ needs our curriculum also offers a number of additional courses through The Open University (Young Applicants for Schools Scheme) and the Academies Programme in conjunction with Edinburgh College and Queen Margaret University. Please see the back of the booklet for further information.

A programme of pre-vocational courses are also offered to our pupils on an individualised basis – these courses often take place during the school day and require a fine balance of study to combine school coursework with the requirement of the pre-vocational course.

Time Allocation

National level courses will be taught four hours per week. Higher and Advanced Higher level courses are allocated five hours per week.

All pupils in S4 will study English, Maths, Religious and Moral Education (RME) and Social Education (SE). There is also an allocation of time for Physical Education (PE). All pupils are advised to continue with Maths and English into at least S5.

Availability

The availability of any course or combination of courses is dependent on the availability of teaching staff, pupil uptake and the constraints of the timetable.

While every effort will be made to provide continuity to S5/6, there can be no guarantee that any subject or combination of subjects will be available in S5.

Further Information

Further information on courses, careers options and further study at college and university can be found on the following websites:-

- [www.planitplus.net](http://www.planitplus.net)
- [www.myworldofwork.co.uk](http://www.myworldofwork.co.uk)
- [www.sqa.org.uk](http://www.sqa.org.uk)
**Administration and IT**

**Why Administration and IT?**
This course will equip you with the practical skills which you can take into the world of work. In particular, you will use a variety of software packages that are continually used in today’s business environment. The knowledge of how to use ICT effectively and efficiently is an essential requirement in almost all forms of employment. You will also look at key business areas such as Customer Care and Health and Safety.

- **Word Processing**
- **Databases**
- **Spreadsheets**
- **PowerPoint**
- **E-mail and E-diary**
- **Health & Safety**
- **Events Organising**
- **Security**

**Suggested entry requirements?**
Entry to this course will be based on prior knowledge and approval of PT Enterprise.

- **What is the course about?**
  - Word Processing
  - Databases
  - Spreadsheets
  - PowerPoint
  - E-Mail and E-Diary
  - Skills and duties undertaken within a business setting
  - Health and Safety
  - Customer Care
  - Security of People, Property and Information
  - Developing organisational, problem solving and decision making skills

- **How will I be assessed?**
  National 4 will have 3 unit assessments and a coursework all internally assessed.
  National 5 will have 3 unit assessments internally assessed and a coursework completed in school and externally assessed.

- **What follow-on courses could I take?**
  From Nat 5, pupils can progress to Higher Administration and IT.
  From Nat 4, pupils can progress to Nat 5 Administration and IT.

*Further information on school subjects and careers options available on http://myworldofwork.skillsdevelopmentscotland.co.uk/*
Why Administration and IT?
The course aims to develop your administrative and IT skills and to enable you to:

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

What are the suggested entry requirements?
National 5 Administration and IT.

What is the course about?
There are 3 units:

Administrative Theory and Practice
This is the theory unit which allows students to gain knowledge of the working environment from a management perspective. This includes:

- Time and Task Management
- Team Working
- Workplace Legislation
- Flexible Working Practices
- Customer Care

IT Solutions for Administrators
This practical unit covers the following packages building on skills from National 5:

- Word Processing
- Spreadsheets
- Databases

Communication in Administration
This practical unit covers the following packages to present and communicate different forms of information.

- PowerPoint
- Desk Top Publishing
- E-mail

How will I be assessed?
You will be required to complete 3 unit assessments which are internally marked. You will then complete a 2 hour coursework and a written exam paper which are both externally marked.

What follow-on courses could I take?
Successful completion of this course could lead to employment/further study in the following areas:

- Business and Management
- Travel and Tourism
- Computing & ICT
- FE/HE
Art and Design

Why Art & Design?
This course will provide you with an opportunity to develop skills in creative thinking, improve problem solving strategies in design applications, and improve skills in critical appreciation. You will be given opportunities to develop a range of art and design skills in both two and three dimensions and use the facilities of the school’s computer suites to work both on graphic design techniques and for research purposes.

This course will enable you to explore a wide variety of art techniques and materials to complete a design unit and expressive unit over one year.

You do not have to have experience of art but you must be interested and willing to learn. There is a significant written aspect to the course and you will be expected to be self-motivated and imaginative.

What is the course about?
The coursework is divided into two main areas of work: Design Unit and Expressive Unit

Each unit is accompanied by an assessed Critical Activity and both units includes an Evaluation.

Both National 4 and National 5 require completion of a Design unit and an Expressive unit.

The Design unit involves the careful process of working to a specific design brief; research analysis, collecting information, trying possible solutions, selecting the most successful idea and producing a final outcome.

The Expressive unit will allow you to collect information relevant to a particular subject with a view to producing a piece of expressive artwork – painting, print, or sculpture.

The Critical Activity is an investigative requirement into the professional and historical work of a similar nature to that in the unit you have just completed.

How will I be assessed?
You will be assessed on Design and Expressive work.

National 5 will have an external written exam at the end of the course.
An Added Value unit is also incorporated into each course to provide further depth.

Design Unit, Expressive Unit and Critical Activity
At the end of each unit of work your work will be assessed by your art teacher in accordance with SQA guidelines. Cross marking between teachers ensures that standards are consistent throughout the department.

What follow-on courses could I take in S5 and S6?
National 5 - Higher in S5 Advanced Higher in S6
National 4 - National 5 in S5 Higher in S6

Suggested Entry Requirements
Entry to these courses will be based on prior knowledge and approved by the PT
Art and Design

Why Art & Design?
To promote knowledge and understanding of the visual arts and design, their historical development and contemporary applications; to develop and apply skills of practical investigation, media handling, problem solving and evaluation through expressive and design practical activities.

What is the course about?
The course comprises a portfolio (160 marks) and a question paper (60 marks). The following two paragraphs describes both of these sections respectively.

The portfolio comprises two sections: Section A – The ‘Expressive Folio’ (80 marks) and, section B – The ‘Design Folio’ (80 marks). The purpose of both sections is to assess the candidate’s ability to integrate and apply practical art and design skills and their knowledge and understanding of art and design practice across the Course. Learners will select examples of their earlier investigative and development work and will use this as stimuli when developing and producing one piece of expressive art and one design solution. Completed artwork will clearly convey the student’s ideas, feelings, imagination and assured use of media. The Design Folio and Expressive Folio will also contain an evaluation of the entire process that the student followed in order to produce the work. The student will also create their own ‘design brief’ for the Design Folio.

The question paper is to assess learners’ knowledge and understanding of art and design practice, and their ability to critically analyse and respond to examples of art and design work. In the question paper, learners will demonstrate their ability to express personal supported opinions about examples of art and design work. They will analyse how art and design materials, techniques and/or technology have been used by others for visual impact and expressive effect. They will also demonstrate their understanding and critically analyse the external influences on artists’ and designers’ work and practice. Preparation for the question paper will be taught within class time and suitable follow up tasks will be issued to pupils for completion. There is, therefore, an expectation on students to keep fully up to date with the task deadlines etc.

How will I be assessed?
Assessment of the Expressive and Design Activity will be externally assessed. The Art and Design Studies part of the course will take the form of a written exam, the duration of which is two hours - this will also be externally assessed.

What follow-on courses could I take in S6
If you gain a B grade or above at Higher, consider Advanced Higher in S6.

Suggested Entry Requirements
Entry to this course will be based on the student having attained a pass at National 5 level and, approval from the PT.
Art and Design

Why Advanced Higher Art & Design?
This course will provide you with the opportunity to develop a personal research project in either Expressive Art or an area of Design. You would put into practice creative skills already gained in your previous learning. You will continue to build on your art or design skills with some focus on observational drawing as well as critical thinking and problem-solving techniques.

What is the course about?
The course allows you to follow a personal approach to a particular theme or work to a specific brief set by yourself in conversation with your teacher.
Each course consists of two units one studied for approximately 80hrs and the other for 40 hrs. The units would be a combination of the following:
- Art & Design Enquiry : Expressive
- Art & Design Enquiry : Design
- Art & Design : Research and Appreciation

How will I be assessed?
You will be continually assessed throughout course and your finished portfolio is submitted to SQA.

What follow-on courses could I take in S5 and S6?
Pupils can progress to Higher Education programme in Art and Design and related subjects.

Suggested Entry Requirements
Entry to this course would normally be a pass B at Higher in Art and Design.
Why Biology?
Biology is the science of living things. This course covers traditional areas such as Human Physiology, Ecology and Evolution but also includes developing areas of Biology such as Molecular Biology, Biotechnology and Genetic Engineering. These newer sciences are at the cutting edge of research and will increasingly have a significant impact on our everyday lives as well as having a major contribution to the Scottish economy. Through experimentation you will investigate biological processes and acquire knowledge of their importance in the living world. Biology develops skills in practical science and critical thinking.

All National Qualification courses in Biology follow the same course structure (the units are outlined below). National 5 is designed for those pupils that have worked through the level 3 outcomes in S2 comfortably, and who have developed skill in the problem solving elements of science. The National 4 course is designed for pupils who may find National 5 too difficult and allows them time to work on their problem solving skills with a view to progressing to National 5 later in their school career. Entry to this course based on prior knowledge and approval of the principle teacher of science.

What is the course about?
The course work is divided into 3 Main units of work undertaken over 1 year. These are:

**UNIT 1: Cell Biology**
- Transport across cell membranes
- Producing new cells
- DNA production of proteins and genetic engineering
- Chemical energy in cells

**UNIT 2: Multicellular Organisms**
- Cells, tissues and organs
- Control of biological processes
- Reproduction and inheritance
- The need for transport
- Health and disease

**UNIT 3: Life on Earth**
- Biodiversity and the distribution of life
- Energy in Ecosystems
- Techniques used to study organisms and the environment
- Adaptation, natural selection and the evolution of species
- Human Impact on the Environment

How will I be assessed?
National 5 assessment:
If you are successful in all the National 5 Outcomes you will be presented for an SQA assessment in May.

National 4
You will be assessed on outcomes covering Experimental Report Writing, Problem Solving and Research. You will also be given summative assessments in the form of Key Area tests.

What follow-on courses could I take in S5 and S6?
Pupils with National 4 - National 5 Biology
- National 4 in Chemistry or Physics
Pupils with National 5 - Higher Biology (if Nat 5 is passed at A/B level)
- National 5 in Chemistry or Physics
Biology

Why Biology?
Biology is a diverse subject ranging from how your body works to the biosphere. It is highly relevant to everyday life; from learning about your own health and how advances in Biology may be used to treat illnesses to the country’s food supply and the control of disease. Biologists have many varied career opportunities including: the pharmaceutical industry; clinical health professionals; conservation and agro forestry, to name just a few. In addition, studying a Biology course will develop many key skills such as numeracy, literacy and social awareness.

What is the course about?
The Higher course builds upon the material covered in National 5 Biology and is divided up into 3 key units that are outlined below.

UNIT 1: DNA and the Genome
- DNA structure and Replication
- Protein Synthesis
- Stem Cells
- Mutations
- Evolution
- Genomics

UNIT 2: Metabolism and Survival
- Metabolism and Survival
- Respiration
- Maintaining Metabolism
- Metabolism and Microorganisms
- Genetic Control and Metabolism

UNIT 3: Sustainability and Interdependence
- Food and Photosynthesis
- Genetics and Food Production
- Stock Protection
- Interrelationships and Behaviour
- Biodiversity

How will I be assessed?
Assessment will occur on a continuous basis throughout the year. Candidates must pass 3 unit assessments and a lab report to be able to sit the final examination.

Suggested Course Entry Requirements
It is recommended that candidates have achieved an A or B grade in National 5 Biology.

What follow-on courses could I take in S6?
Pupils who have gained an A or B pass at Higher are able to progress onto Advanced Higher Biology in S6.
Why Biology?
Biology is a diverse subject ranging from how your body works to the biosphere. It is highly relevant to everyday life; from learning about your own health and how advances in Biology may be used to treat illnesses to the country’s food supply and the control of disease. Biologists have many varied career opportunities including: the pharmaceutical industry; clinical health professionals; conservation and agroforestry, to name just a few. In addition studying a Biology course will develop many key skills such as numeracy, literacy and social awareness.

The Advanced Higher course builds upon the material covered in Higher and is divided into 3 key units that are outlined below. There are three 40 hour units.

What is the course about?
The course work is divided into 3 main units of work undertaken over 1 year. These are:

UNIT 1: Cells and Proteins
This unit focuses on the key role that proteins play in the structure and function of cells and organisms. The unit introduces the building blocks of proteins; amino acids. It then goes into detail about how they bond and form shapes that are vital to an array of roles within organisms, such as: receptors, signals, enzymes, channels and structural components.

UNIT 2: Organisms and Evolution
This unit explores some concepts already covered in Higher, it goes into greater detail about variation, behaviour, sexual and asexual reproduction. It also introduces parasites and looks at the role they play in driving evolution.

UNIT 3: Investigative Biology
This unit looks at the procedures, principles and practices associated with the advancement of biological knowledge. Candidates will learn skills vital to allow them to analyse, evaluate and even produce scientific reports.

How will I be assessed?
Assessment will occur on a continuous basis throughout the year. Candidates must pass 3 unit assessments to be able to sit the final examination. There is also a project to be completed on an area of personal interest worth 30 marks. The final exam will contribute the most to your final grade, 90 marks.

Suggested Course Entry Requirements
It is recommended that pupils have achieved a grade A or B at Higher Biology.
Why Business Management?
This course will help you examine how businesses operate and how they impact on the local and national economies. You will come into contact with many aspects of Business Management in your daily lives and this course will help you to understand why businesses do certain things.

Suggested entry requirements?
Entry to this course will be based on prior knowledge and approval from PT Enterprise.

What is the course about?
- What businesses do
- How businesses start
- Marketing
- Operations
- Human Resources
- Finance
- Development of ICT, research and communication skills

How will I be assessed?
National 4 will be assessed through 2 unit assessments and a research project all internally marked.
National 5 will be assessed through 3 unit assessments internally marked, a coursework done in school and a final external exam both externally marked.

What follow-on courses could I take?
From Nat 5, pupils can progress to Higher Business Management.
From Nat 4, pupils can progress to Nat 5 Business Management.

Further information on school subjects and careers options available on http://myworldofwork.skillsdevelopmentscotland.co.uk/
Business Management

Why Business Management?
Business plays an important role in society. We all rely on businesses to create wealth, prosperity, jobs and choices. Therefore, it is essential for society to have effective businesses and business managers if they are to sustain this role.

The purpose of the Course is to highlight the ways in which organisations operate and the steps they take to achieve their strategic goals. This purpose will be achieved by combining theoretical and practical aspects of learning through the use of real-life business contexts. The skills, knowledge and understanding will be embedded in current business theory and practice and reflect the integrated nature of organisations, their functions and their decision-making processes.

What are the suggested entry requirements?
National 5 Business Management.

What is the course about?
There are 3 units:

Understanding Business
In this unit you will be learning about how large businesses operate in the different sectors of the economy. You will be examining the different objectives these businesses have and how these businesses are structured.

You will also examine how different internal and external factors that could have an impact on the success of businesses. We will also look at internal structures that could be used within businesses.

Management of Marketing and Operations
In this unit you will be examining the area of Marketing including market research, the marketing mix and product portfolio all contribute to the success of a business.

You will also learn about Operations as a key area of business by examining stock management, quality methods and production methods and how these can help a business be a success.

Management of People and Finance
In this unit you will be examining the area of Human Resources including recruitment and selection, motivation, employee relations and employment legislation can help a business become successful.

In addition to this you will look at the key area of Finance including sources of finance available to businesses, final accounts and accounting ratios to help in decision making within a business.

How will I be assessed?
You will be required to complete 3 unit assessments which are internally marked. You will then complete a coursework worth 30% and a final written exam worth 70% both of which are externally marked.

What follow-on courses could I take?
From Higher, pupils can progress to Advanced Higher Business Management.
Why Chemistry?
Chemistry is the science of matter and chemical reactions. Through experimentation you will investigate properties of substances and use knowledge to explain the reactions they take place in. Chemistry develops skills in practical science and critical thinking. The course examines in detail the chemistry occurring in our everyday lives.

All National Qualification courses in chemistry follow the same course structure (the units are outlined below). National 4 and 5 are designed for those pupils that have worked through the level 3 outcomes in S2 and level 4 outcomes in S3, and who have developed skill in the problem solving elements of science.

All National Qualification courses in chemistry follow the same course structure (the units are outlined below). National 4 course is designed for pupils who may find National 5 too difficult and allows them time to work on their problem solving skills with a view to progressing to National 5 later in their school career.

Entry to this course based on prior knowledge and approval of the principle teacher of science.

What is the course about?
The course work is divided into three main units of work undertaken over one year. These are:

**National 5**

**UNIT 1: Chemical changes & Structure**
- Elements & Chemical Reactions
- Rates of Reactions
- Atomic Structure & Bonding
- Formulae and equations
- Acids & Alkalis

**UNIT 2: Natures Chemistry**
- Fuels
- Hydrocarbons
- Everyday consumer products
- Energy from fuels

**UNIT 3: Chemistry & Society**
- Metals
- Plastics
- Nuclear chemistry
- Agrochemicals
- Energy changes
- Chemical analysis

**National 4**

**UNIT 1: Chemical changes & Structure**
- Elements & Chemical Reactions
- Rates of Reactions
- Atomic Structure & Bonding
- Acids & Alkalis

**UNIT 2: Natures Chemistry**
- Fuels
- Hydrocarbons
- Everyday consumer products
- Food & Plants

**UNIT 3: Chemistry & Society**
- Metals
- Plastics
- Agrochemicals
- Chemical analysis

How will I be assessed?

**National 5 assessment:**
If you are successful in all the National 5 unit outcomes you will be presented for an SQA assessment in May.

**National 4**
You will be assessed formatively throughout every topic. No marks are recorded for formative assessments, instead you will be provided with detailed feedback on how to improve.

You will also be given summative assessments, in the form of end of unit tests.

What follow-on courses could I take in S5 and S6?

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<td>National 5 in Biology or Physics</td>
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Chemistry

Why Chemistry?
Chemistry is the science of matter and chemical reactions. Through experimentation you will investigate properties of substances and use knowledge to explain the reactions they take place in. Chemistry develops skills in practical science and critical thinking. The course examines in detail the chemistry occurring in our everyday lives.

CfE Higher chemistry builds upon the material covered in National 5, and follows the course structure outlined below. As well as the key units, you will also have to undertake a Researching Chemistry unit.

What is the course about?
The course work is divided into 3 Units. These are:

UNIT 1: Chemical Changes and Structure
- Controlling the rate
- Trends in the Periodic Table and bonding
- Intermolecular forces

UNIT 2: Nature’s Chemistry
- Alcohols
- Carboxylic acids
- Esters and flavourings
- Fats and oils
- Proteins
- Chemistry of cooking
- Oxidation of food
- Fragrances
- Soaps and emulsions
- Skin care products

UNIT 3: Principles to Production
- Getting the most from costly reactants
- Controlling the rate
- Chemical energy
- Chemical analysis

How will I be assessed?
Assessment will occur on a continuous basis throughout the year. You will have to pass the three unit assessments and complete the researching chemistry topic.

The final course grade will be determined from the exam and the assignment.

Suggested course entry requirements
It is recommended that pupils achieve an A or B grade at National 5 chemistry.

What follow-on courses could I take in S6?
Pupils who have been successful at Higher Chemistry could progress on to Advanced Higher Chemistry in S6.
Why Chemistry?
Chemistry is the science of matter and chemical reactions. Through experimentation you will investigate properties of substances and use knowledge to explain the reactions they take place in. Chemistry develops skills in practical science and critical thinking. The course examines in detail the chemistry occurring in our everyday lives and is the perfect preparation for future university studies in chemistry.

The CfE Advanced Higher course builds upon the material covered in CfE Higher Chemistry, and follows the course structure outlined below. As well as the key units, you will also have to undertake an extended practical investigation.

What is the course about?
The course work is divided into 3 Units. These are:

UNIT 1: Inorganic and Physical Chemistry
1. Electronic structure
2. Transition metal chemistry
3. Chemical equilibrium
4. Chemistry of acids and bases
5. Reaction feasibility
6. Kinetics

UNIT 2: Organic Chemistry and Instrumental Analysis
1. Molecular structure
2. Stereochemistry
3. Synthesis
4. Spectroscopy
5. Pharmaceutical chemistry

UNIT 3: Researching Chemistry
Practical skills and techniques will be taught throughout the course. You will also undertake an extended independent practical investigation.

How will I be assessed?
Assessment will occur on a continuous basis throughout the year. You will have to pass the three unit assessments and complete the extended practical investigation.
The final course grade will be determined from the exam and the investigation.

Suggested course entry requirements
It is recommended that pupils achieve an A, B or C grade at Higher Chemistry.

What follow-on courses could I take?
You will develop transferrable skills and be better prepared for future study and/or employment. Due to the interdisciplinary nature of the sciences, learners will benefit from studying chemistry with physics and biology, but especially mathematics.
Computing Science

Why Computing Science?
Computing Science is vital to everyday life – socially, technologically and economically. It shapes the world in which we live and its future. Computing is embedded in the world around us, from systems and devices in our homes and places of work, to how we access education, entertainment, transportation and communication. Understanding computational processes and thinking is also vital to many fields including science, economics, business and industry. While many learners will want to become computing professionals, all will benefit from the development of these foundational skills and the underpinning knowledge necessary to meet the needs of society today and for the future.

Suggested entry requirements?
Entry to this course will be based on prior knowledge and approval from PT Enterprise.

What is the course about?

<table>
<thead>
<tr>
<th>National 4</th>
<th>National 5</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Software Design and Development</strong></td>
<td><strong>Software Design and Development</strong></td>
</tr>
<tr>
<td>Learners will develop skills in software design and development, they will gain knowledge and understanding of software design and development and they will gain an understanding of the impact of software based applications on the environment or society.</td>
<td>Learners will develop skills in software design and development, they will gain knowledge and understanding of software design and development and they will be able to compare two software development languages or environments.</td>
</tr>
<tr>
<td><strong>Information Systems Design and Development</strong></td>
<td><strong>Information Systems Design and Development</strong></td>
</tr>
<tr>
<td>Pupils will develop skills in information systems design and development, they will gain knowledge and understanding of information systems design and development and they will gain an understanding of security risks involved in digital communication.</td>
<td>Pupils will develop skills in information systems design and development, they will gain knowledge and understanding of information systems design and development and they will gain an understanding of the legal implications and environmental impact of designing and implementing an information system.</td>
</tr>
</tbody>
</table>

How will I be assessed?

**National 4**
To gain the award of the course, the learner must pass both units by way of a practical assessment. All units are internally assessed. In addition, learners must pass a coursework assignment known as the Value Added Unit.

**National 5**
To gain the award of the course, the learner must pass all the units by way of a practical assessment. All units are internally assessed. There will also be a coursework assignment and an external question paper to complete. The question paper accounts for 60% of the overall grade whilst the coursework assignment accounts for 40% of the overall grade.

What follow-on courses could I take in S5 & S6?
From Nat 5, pupils can progress to Higher Computing Science.
From Nat 4, pupils can progress to Nat 5 Computer Science.
Computer Science

Why Computing Science?
Computing Science is vital to everyday life – socially, technologically and economically. It shapes the world in which we live and its future. Computing is embedded in the world around us, from systems and devices in our homes and places of work, to how we access education, entertainment, transportation and communication. Understanding computational processes and thinking is also vital to many fields including science, economics, business and industry. While many learners will want to become computing professionals, all will benefit from the development of these foundational skills and the underpinning knowledge necessary to meet the needs of society today and for the future.

Suggested entry requirements?
National 5 Computing Science.

What is the course about?
The course enables learners to develop an extended range of computing and computational thinking skills, including skills in analysis and problem-solving, design and modelling, developing, implementing, testing and evaluating digital solutions across a range of contemporary contexts. The course also enables learners to develop and extend knowledge and understanding of key concepts and processes, and the ability to apply this to a variety of problems; and an understanding of the impact of contemporary computing technologies on the environment and society.

The course includes two mandatory Units as well as a coursework assessment:

Software Design and Development Unit
The general aim of this Unit is to develop knowledge and understanding of advanced concepts and practical problem-solving skills in software design and development through appropriate software development environments. Learners will develop programming and computational thinking skills by designing, implementing, testing and evaluating practical solutions and explaining how these programs work. They will also develop an understanding of computer architecture and the concepts that underpin how programs work. Through investigative work, learners will gain an awareness of the impact of contemporary computing technologies.

Information Systems Design and Development Unit
The general aim of this Unit is to develop knowledge and understanding of advanced concepts and practical problem-solving skills in information system design and development through a range of practical and investigative tasks. Learners will apply their computational thinking skills to implement practical solutions using a range of development tools and to develop an understanding the technical, legal, environmental, economic and social issues related to one or more information systems.

How will I be assessed?
To gain the award of the course, the learner must pass all the units by way of a practical assessment. All units are internally assessed. There will also be a coursework assignment and an external question paper to complete. The question paper accounts for 60% of the overall grade whilst the coursework assignment accounts for 40% of the overall grade.

What follow-on courses could I take?
From Higher, pupils can progress to Advanced Higher Computing Science.
Computing Science

Why Computing?
The development of computing over the last few decades has been significant in terms of speed and scope. It has had an effect on all aspects of our lives, including an increased number of opportunities in the IT employment sector. Computing is both a science and a technology, and has wide-ranging social implications. It encompasses a very wide field of study, merging at its boundaries with many other disciplines. It provides us with many increasingly powerful hardware and software tools. Our society requires more and more individuals who have the skills to use these tools, who understand how they work, and who have the ability to develop new and improved tools.

Suggested entry requirements?
Higher Computing.

What is the course about?
The purpose of the course is to build on the knowledge and understanding and practical skills developed by the candidate in the Higher Computing course, and provide a useful bridge towards further study of computing in higher education. This bridge is achieved by a course, which consolidates and extends learning, provides opportunity for independent and investigative work, while encouraging teamwork, and requires candidates to undertake and report on a significant software development project.

The course includes two mandatory Units as well as an optional unit:

Software Development Unit
The Software Development Unit develops the candidate’s knowledge and skills in developing software through the use of a high level programming language. It builds on the learning laid down in the corresponding Unit at Higher level, or other equivalent experience.

Developing a Software Solution Unit
In the Developing a Software Solution Unit, the student will draw on the knowledge and understanding and practical skills developed through previous study, extend these through investigation, and then analyse, design and implement a solution to a significant computing problem. This solution must then be tested and evaluated, and a project report produced.

Optional Unit
Because computing is such a wide and rapidly developing field of study, a choice of three optional Units is offered, each one allowing the student to extend their learning in a contemporary aspect of applied Computing–Artificial Intelligence, Computer Networking or Computer Architecture.

How will I be assessed?
To gain the award of the course, the learner must pass all the units by way of a practical assessment. All units are internally assessed. There will also be a coursework assignment and an external question paper to complete. The question paper accounts for 60% of the overall grade whilst the coursework assignment accounts for 40% of the overall grade.

What follow-on courses could I take?
Pupils can progress to Higher Education programme in Computer Science and related subjects.
Design and Manufacture

Why Design and Manufacture?
This course has replaced Standard Grade Craft and Design but follows the same basic principles
This course will provide you with an opportunity to think creatively and inventively, to solve design problems and to create items which are uniquely your own. Throughout the course you will be developing skills to:
- Create solutions to design problems
- Communicate Technical information
- Have a knowledge and understanding of technology
- Reach an acceptable standard of craftsmanship in a range of materials and techniques
- Evaluate products

Entry Requirements
S3 Design and Manufacture; S3 Graphic Communication; S3 Art and Design or through discussion with Mr Wallace

What is the course about?
The course begins with a series of design problems to solve and the production of a Design Folio which follows the design process from initial problem to the designed solution. You will then be required to manufacture your individual solution with the required materials in the workshop.
Much of S4 is devoted to solving a major project and continuing with gaining Knowledge and Understanding of tools, materials and processes through the use of research texts and lessons. Please note that there is a cost implication for the consumable used in this course.

How will I be assessed?
There are two units and an added value unit at National 4 level.

The two units are:
- **Design and Manufacture: Design**
  This Unit covers the product design process from brief to resolved design proposals, including specification.
- **Design and Manufacture: Materials and Manufacturing**
  This Unit covers the product design process from design proposals to prototype or product.

**The Added Value Unit** is an assignment at National 4 and an assignment and a question paper for National 5.

**The Design and Manufacture assignment** adds value by introducing challenge and application. Learners will draw on their range of design knowledge and skills, knowledge of materials and manufacturing and apply practical skills, in order to produce an effective overall response to the assignment brief.

The response to the brief will include a folio, a model, or a prototype, or a completed product. The brief for the project will be sufficiently open and flexible to allow for personalisation and choice.

**Question Paper** The question paper introduces breadth to the assessment. It requires depth of understanding and application of knowledge from the Units.

What follow-on courses could I take in S5 and S6?
A National 5 pass would be an entry level for our very popular Higher Design and Manufacture Course
A National 4 pass would be an entry level to National 5 Design and Manufacture; National 5 Practical Woodwork; National 5 Practical Metalwork or National 5 Graphic Communication.
Design and Manufacture

Why Design and Manufacture?
The Higher Design and Manufacture Course allows learners to explore the world of product design and manufacturing on an industrial scale. The Course combines elements of creativity and designing for aesthetic or visual impact with elements of designing for the practicalities of manufacturing.

What are the suggested entry requirements?
National 5 Design and Manufacture or through discussion with Mr Wallace.

What is the course about?
As well as the Course assessment, the Course includes two mandatory Units.

Design And Manufacture: Unit 1 Design
This Unit allows learners to gain skills and experience in evaluating design proposals in order to refine, improve and resolve them. It allows them to develop an appreciation of design concepts and the various factors that influence the design and manufacture of products.

Design And Manufacture: Unit 2 Materials And Manufacturing
This Unit covers the processes of product design from design proposals to prototype. It allows learners to gain skills in planning and making models and prototypes. It must be noted that students will be crafting prototype and scale models and not full size workshop based practical projects. Please note that there is a cost implication for the consumable used in this course.

How will I be assessed?
The assessment of the Units in this Course will be as follows.

Unit 1 Design
In this Unit, evidence will be provided by the development, production, evaluation and justification of design proposals, including a specification, in response to a brief which covers a range of key design factors. Knowledge and understanding will also be assessed.

Unit 2 Materials and Manufacturing
In this Unit, evidence will be provided by the production and evaluation of a prototype. This will be done in response to a brief which covers a range of key requirements.

Course Assessment
The purpose of the Course assessment is to confirm attainment in the Course and provide a grade. The course assessment comprises:

Component 1 — Assignment 100 marks
Component 2 — Question Paper 100 marks

What follow-on courses could I take?
This Course or its components may provide progression to:
Advanced Higher Design and Manufacture Course
FE/HE
**Drama**

**Why Drama?**
Drama is a subject that allows pupils to develop both socially and personally. It allows pupils to gain a greater awareness of self and others and to improve skills in communication, co-operation and relationships. Pupils in National 3, 4 and 5 will work co-operatively throughout the entire year, with National 5 pupils going on to complete an external written exam.

**What is the course about?**
The course work is divided into 3 main areas
- Drama Skills - N3, 4 and 5 – internally assessed (pass/fail)
- Production Skills - N3, 4 and 5 – internally assessed (pass/fail)
- Final Performance N4 and 5

**How will I be assessed?**
National 4 pupils will be assessed in a final production through the Added Value Unit. Pupils will devise and create a small scale production with a focus on either acting or a chosen production skill. This will be assessed internally on a pass/fail basis.

National 5 pupils will be externally assessed on a final scripted production in May. There will be a choice to focus on acting or a chosen production skill. Pupils will also be assessed in a final written exam.

**Prelims for National 4/5**
- NATIONAL 4/5: Practical Prelim in March
- NATIONAL 5: Written Prelim in March

**Final Assessment for National 5**
- National 5: Written paper will be assessed by SQA (40%)
- National 5: Performance will be assessed by external and internal examiners in May (60%)

**What follow-on courses could I take in S5 & S6?**
- Pupils with a National 5 - In S5 Higher Drama
- Pupils with a National 4 - In S5 National 5 Drama

**Suggested Entry Requirements**
Entry to these courses will be based on prior knowledge and approved by the PT.
Drama

Why Drama?
Drama is a subject that allows pupils to develop both socially and personally. It allows pupils to gain a greater awareness of self and others and to improve skills in communication, co-operation and relationships.

What is the course about?
Higher Drama provides opportunities for learners to develop skills creating and presenting drama. This Course focuses on the development and use of complex drama skills and production skills to present drama.

This Course is practical and experiential.

The aims of the Course are to enable learners to:
- generate and communicate thoughts and ideas when creating drama
- develop a knowledge and understanding of the complex social and cultural influences on drama
- develop complex skills in presenting drama
- develop knowledge and understanding of complex production skills when presenting drama
- explore form, structure, genre and style

The Course consists of two mandatory Units (Drama Skills and Productions Skills) and the Course assessment (a performance and exam paper).

Drama Skills
In this Unit, learners will provide evidence to demonstrate knowledge and understanding of complex drama skills when they create drama. Learners will use drama skills when they create and present drama. Learners will evaluate their own work and that of other learners.

Production Skills
In this Unit, learners will provide evidence to demonstrate their knowledge and understanding of complex production skills. Learners will use production skills to enhance drama when presenting. Learners will evaluate their own work and that of other learners.

Final Assessment in Drama Higher
Written paper will be assessed by SQA (40%)
Practical exam will be assessed by external examiner. Candidates may choose Design, Directing or Acting. (60%)

Suggested Entry Requirements
Entry to these courses will be based on prior knowledge and approved by the PT. National 5 Drama and English would be desirable.
English

Why English?
English equips you with many of the skills required for life, learning and work. A qualification in English prepares you for a wide range of careers in many different fields: teaching, arts and media, healthcare, administration, and business, for example. English is almost always required for entry to Further and Higher Education.

The skills you acquire, such as clarity of expression in written and oral forms, time management and planning, co-operation with others and attention to detail will be valuable in whatever you choose to do after you leave school. Studying English will help you to clarify for yourself your own aims and interests.

English: National 4

What is the course about?
The course builds on prior learning, aiming to develop your literacy and communication skills, to explore a range of texts, and to develop the skills relevant to learning, life and work in an engaging and enjoyable way.

Unit 1: Analysis and Evaluation: You will develop your skills in reading and listening, deepening your ability to understand, analyse and evaluate a range of texts from newspaper articles and drama scripts to radio programmes and movie trailers.

Unit 2: Creation and Production: You will plan, create and produce straightforward written texts and also develop your individual presentation and group discussion skills.

Unit 3: Literacy: You will develop reading, writing, listening and talking skills in a variety of forms relevant for learning, life and work. You also develop the ability to communicate ideas and information orally and in writing with technical accuracy.

Unit 4: Added Value Unit: You will be given the opportunity to apply your language skills to a written/spoken project and develop your ability to work independently, allowing for personalisation and choice.

How will I be assessed?
The course is split into four units covering skills in listening, talking, reading and writing. There will be regular formative assessments as you work through individual units. The assessments cover skills in reading, writing, talking and listening. National 4 is internally assessed within the English department and is awarded on a pass/fail basis.

What follow-on courses could I take in S5 and S6?
Pupils achieving a pass at National 4 will usually progress to National 5 English.

English: National 5

What is the course about?
The course builds on prior learning, aiming to develop your literacy skills to explore texts, and to develop the skills relevant to learning, life and work in an engaging and enjoyable way. The two units enable you to focus on the skills required to understand and use language to integrate listening, talking, reading and writing skills. Each unit also offers opportunities for you to focus on particular skills.

Unit 1: Analysis and Evaluation: You will develop your skills in reading and listening, deepening your ability to understand, analyse and evaluate texts from broadsheet newspaper articles and short stories to television debates and movie extracts.

Unit 2: Creation and Production: You will plan, create and produce detailed written texts and also develop your individual presentation and group discussion skills.

You will also study Scottish literature, as well as a range of prose, poetry, drama, language and media texts.

How will I be assessed?
There will be regular assessments as you work through individual units. The assessments cover skills in reading, writing, talking and listening.

National 5 English is assessed externally by the SQA, with grades being awarded at A, B, C or D. The final grade is determined through external course assessment with two question papers and a portfolio of writing:

Paper 1 - Reading for Understanding, Analysis and Evaluation (30 marks)

You must apply your reading skills and examine one non-fiction text. You will answer questions to show your understanding, analysis and evaluation of non-fiction writing, and your skills at summarising information for a purpose.

Paper 2 - Critical Reading (40 marks)

Section 1: You will apply your understanding, analysis and evaluation skills based on previously studied Scottish texts by answering questions on one Scottish text chosen from a list of specified texts covering the genres of drama, prose and poetry.

Section 2: You will apply your understanding, analysis and evaluation skills to previously studied texts from the following contexts: drama, prose, poetry, film and TV drama, or language, by writing one critical essay.

Portfolio of Writing (30 marks)

Over the course of the year, you will produce writing in two genres – discursive and creative – and this portfolio will be sent to the SQA in April. Fifteen marks will be awarded for each piece of writing.

Suggested entry requirements:
You should have successfully passed National 4 English; or through discussion with Mr MacLean, PTC Literacy.
What is the course about?
The course builds on prior learning, aiming to develop your literacy skills to explore texts, and to develop the skills relevant to learning, life and work in an engaging and enjoyable way. The two units enable you to focus on the skills required to understand and use language to integrate listening, talking, reading and writing skills. Each unit also offers opportunities for you to focus on particular skills.

Unit 1: Analysis and Evaluation: You will develop your skills in reading and listening, deepening your ability to understand, analyse and evaluate texts from newspaper articles, to poetry, from television debates to movie clips.

Unit 2: Creation and Production: You will plan, create and produce detailed and complex written texts and also develop your individual presentation and group discussion skills.

You will also study Scottish literature, as well as a range of prose, poetry, drama, language and media texts.

How will I be assessed?
There will be regular assessments as you work through individual units. The assessments cover skills in reading, writing, talking and listening.

Higher English is assessed externally by the SQA, with grades being awarded at A, B, C or D. The final grade is determined through external course assessment with two question papers and a portfolio of writing:

Paper 1 - Reading for Understanding, Analysis and Evaluation (30 marks)
You must apply your reading skills, understanding, analysis and evaluation to two non-fiction texts. You will answer questions to show your understanding, analysis and evaluation of non-fiction texts, and your skills at summarising information for a purpose.

Paper 2 - Critical Reading (40 marks)
Section 1: You will apply your understanding, analysis and evaluation skills based on previously studied Scottish texts by answering questions on one Scottish text chosen from a list of specified texts covering the genres of drama, prose and poetry.

Section 2: You will apply your understanding, analysis and evaluation skills to previously studied texts from the following contexts: drama, prose, poetry, film and TV drama, or language, by writing one critical essay.

Portfolio of Writing (30 marks)
Over the course of the year, you will produce writing in two genres – discursive and creative – and this portfolio will be sent to the SQA in April. Fifteen marks will be awarded for each piece of writing.

Suggested entry requirements:
You should have successfully passed National 5 English; or through discussion with Mr MacLean, PTC Literacy.
**English**

The new Advanced Higher course draws on the strengths of the previous Advanced Higher and builds on from the new Higher course.

**What is the course about?**
You will have the opportunity to:
- critically analyse and evaluate a wide range of complex and sophisticated literary texts
- apply critical, investigative and analytical skills to a literary topic of personal interest
- create a range of complex and sophisticated texts

At this level, the texts studied are broadly in line with those of a first year university course and will be useful in particular for those wishing to continue with English into Higher education. However, all lovers of literature will gain something from the course.

The Course is made up of two mandatory Units:

**English: Analysis and Evaluation**
You will be given opportunities to develop the skill of critically responding to complex and sophisticated texts by applying knowledge of the various ways by which meaning is created, and by understanding critical concepts and approaches. You will extend and refine your skills of analysis and evaluation through the study of complex and sophisticated literary texts from the genres of drama, poetry and prose.

**English: Creation and Production**
You will be given the opportunity to extend and refine your writing skills through the production of different types of writing. You will use language creatively for a variety of purposes and in a variety of forms. You will develop a range of skills necessary for the deployment of language to create effect.

**How will I be assessed?**
There are two components to the Advanced Higher course assessment:

**Portfolio (60 marks):**
- **Section 1 – Dissertation (30 marks):** You will produce a dissertation to demonstrate planning, research and presentation of your knowledge and understanding of an aspect or aspects of literature. The dissertation will be at least 2500 words.
- **Section 2 – Writing (30 marks):** You will produce two pieces of writing for two different purposes (such as persuasive, reflective, prose fiction and drama). Up to 15 marks will be awarded for each essay.

**Question Paper (40 marks):**
- **Section 1 – Critical Essay (20 marks):** You will choose one question from a range of questions to provide an extended written response, on a prose or drama text studied in class.
- **Section 2 – Textual Analysis (20 marks):** You will complete a textual analysis of an unseen poem or extract from a poem.

**Suggested entry requirements:**
Pupils achieving an A or B grade at Higher, with an enthusiasm for literature, can progress to Advanced Higher English through discussion with Mr MacLean, PTC Literacy.
**French**

**Why French?**
French is an international language spoken by millions of people across five continents. An ability to speak another language is not only looked upon favourably by employers and universities, but also increases a pupil’s awareness of the wider world and greatly increases future opportunities for business, travel and leisure.

**Suggested entry requirements?**
Entry to this course will be based on prior knowledge and approval from PT Enterprise.

**What is the course about?**
Pupils will use a course book called Studio which covers the 4 themes at both levels – Society, Learning, Employability and Culture.

**How will I be assessed?**
The 4 skills of Listening, Talking, Reading and Writing will be assessed throughout S4. National 4 is internally assessed in all skills and this qualification includes an Added Value Unit which is achieved through a Reading assessment and a Talking Presentation/Discussion.
National 5 is externally assessed in Listening, Reading and Writing. The Talking Performance is assessed internally.

**What follow on courses could I take in S5 and S6?**
From Nat 5, pupils can progress to Higher French.
From Nat 4, pupils can progress to Nat 5 French.
French

What is the course about?

This Course provides learners with the opportunity to:

- develop advanced skills in listening and talking, reading and writing, which are essential for learning, work and life
- use a range of different media effectively for learning and communication
- further develop an understanding of how the French language works, and use French to communicate ideas and information in the contexts of society, learning, employability and culture
- use creative and critical thinking as well as other higher-order language skills to synthesise ideas and arguments
- develop skills in literary appreciation
- further enhance their enjoyment and understanding of their own and other cultures
- explore the interconnected nature of languages
- develop independent learning skills including research and analytical skills

How will I be assessed?

Pupils will be assessed on their listening and talking, reading and writing skills demonstrating their ability to understand and use complex and sophisticated language in the contexts of society, learning, employability and culture. Pupils will also undertake a Specialist Study, based on literature or media or language in work, allowing them to develop and extend planning, research and analytical skills.

Final assessment of Advanced Higher

- a performance, through which learners will demonstrate their talking skills in the modern language. This will be assessed by a visiting examiner.
- a portfolio, written in English, through which learners will demonstrate their analytical skills in relation to literature or media or language in work within the context of the modern language.
- two question papers, through which learners will demonstrate their reading, translation, listening and discursive writing skills in the modern language.

What follow on courses could I do after S6?

Progression from Advanced Higher Modern Languages includes opportunities for vertical and lateral progression to:

- further education
- higher education
- careers in business, diplomatic service, education, interpreting, law, media, tourism, translating
French

Why French?
French is an international language spoken by millions of people across five continents. An ability to speak another language is not only looked upon favourably by employers and universities, but also increases a pupil’s awareness of the wider world and greatly increases future opportunities for business, travel and leisure.

Suggested Entry Requirements
Higher French.

What is the course about?
The Advanced Higher course offers learners the opportunity of developing their skills within the contexts of personal, social and cultural issues, topical and cultural issues, and environmental issues, and they begin to consider current affairs issues from the viewpoint of those living in France. They learn to compare issues relevant in France and in Britain, and express their opinions on these. Further options include the Extended Reading and Viewing module where the pupils study French literature and also an aspect of France seen through different texts and films.

How will I be assessed?
The 4 skills of Listening, Speaking, Reading and Writing will be assessed throughout the course. Another important aspect is the skill of translating from French into English using a bilingual dictionary.

Final assessment in May of Advanced Higher
Internal assessments are based on the Language Unit which consists of NABs in Reading, Listening and Writing. The pupils will also produce 2 essays in English within the module Extended Reading and Viewing. The Speaking skill is being assessed by a visiting examiner. In May the learners will sit exams: Paper I: Reading and Translation and Paper II: Listening and Discursive Writing.

What follow on courses could I do after S6?
Advanced Higher is equivalent to first year university studies in French. You can choose to continue studying French at university either with other modern languages or as part of a degree in law, engineering, business, etc.
Geography

Why Geography?
There are a lot of amazing places in the World – right outside your classroom for one – and a lot of things happening that might change them, for better or for worse.
Find out, think about and know about these issues – that’s Geography.
Why is Edinburgh the tourist capital of Scotland?
Will the trams help to ease congestion in Edinburgh, the most congested city in Scotland?
Why are so many wind farms appearing in the UK? And will this help prevent climate change?
Talking of climate change, what did the Ice Age do to us?
Why are people always on the move?
How come everything we buy seems to come from Asia?
Why did Typhoon Haiyan cause such damage in the Philippines?
What would life be like in a shanty town?

Geography helps you learn about all these issues and encourages you to contribute to your community, to take responsibility for your environment, and to deal confidently with others.

Suggested entry requirements
Entry to this course will be based on prior knowledge or with discussion with the Principal Teacher.

What is the course about?
The Level 3 /4/5 Geography course gets you to find out and think about things using maps, surveys, questionnaires, data handling, photographs, the internet and everything else around you. Geography also helps you learn about our landscape, resources, weather and climate, natural hazards, countryside, towns and cities, population, world health and global connections.

How will I be assessed?
At the end of S4 all pupils will be assessed at either National 5, National 4 or National 3. National 3 and 4 have internal unit based assessments and National 4 has an internally assessed assignment. National 5 is an SQA set exam with an externally assessed course-work assignment.

What follow-on courses could I take in S5 & S6?
Pupils achieving National 3 can progress to National 4, National 4 may progress to National 5, and those with a National 5 grade are able to progress onto Higher Geography.

Will it help to have done Geography when I’m looking for a job or considering Higher Education?
Geography students enter a very wide range of careers based on the skills and knowledge they acquire throughout their years of study. A qualification in Geography is useful for careers in a wide range of areas including the leisure industry, travel and tourism, professional and social services e.g. teaching, police, law, accountancy management and administration e.g. building societies and banks, retail management, civil service, environmental management e.g. architecture, town and country planning, scientific services e.g. surveying, the armed forces and overseas aid. It is also very useful in the increasing job market of the Energy Sector. In fact it is relevant to most careers not only in its content but also in the skills and methods that it teaches. In Higher Education it is a useful subject for entry to both Arts and Science courses.
**Geography**

**Why Geography?**

Geography opens up for you the physical and human environment around you. The purpose of this course is to develop your understanding of our changing world and it’s human and physical processes. You will be encouraged to take part in practical fieldwork so that you can experience interacting with your environment.

In the 21st century, with growing awareness of the impact of human activity upon the environment and scarce resources, the study of geography fosters positive life-long attitudes of environmental stewardship, sustainability and global citizenship. Higher Geography with furnish you with the skills, knowledge and understanding to enable you to contribute effectively to your local community and wider society.

You will develop a range of important and transferrable skills including: using, interpreting, evaluating and analysing a wide range of geographical information; interpreting and explaining complex geographical phenomena; using a wide range of maps and other data to process and communicate complex geographical information; and researching skills, including fieldwork. You will also have an opportunity to develop an awareness of a range of geographical information systems through ICT.

**Suggested entry requirements**

Entry to this course will be based on achievement of National 5 Geography or another Social Subject, or with discussion with the Principal Teacher.

**What is the course about?**

The course has three units:

**Physical Environments** – you will develop and apply knowledge and understanding of the complex processes and interactions at work within physical environments on a local, regional and global scale. The key topics include the Atmosphere and what affects and drives global climate; the Hydrosphere based on the hydrological cycle; the Lithosphere concentrating on glaciated and coastal landscapes; the Biosphere looking at the properties and formation of key soil types.

**Human Environments** – you will develop and apply knowledge and understanding of the complex processes and interactions at work within urban and rural environments and the management of urban and rural land use change in developed and developing countries. The key topics include Population and migration; Rural land use conflicts and their management and the impact and management or rural land degradation related to either the rainforest or savannah; Urban change which will be based on more detailed exploration of change in both Edinburgh and Mumbai.

**Global Issues** – the key topics of this unit are the study of how River basins are managed and secondly, Development and Health looking at the variations in development in development in the world, a detailed study of Malaria and primary health care strategies.

**How will I be assessed?**

Higher is an SQA set exam with an externally assessed course-work assignment.

**What follow-on courses could I take in S5 & S6?**

Pupils achieving Higher Geography are able to progress onto Advanced Higher Geography or Higher in another Social Subject.

**Will it help to have done Geography when I’m looking for a job or considering Higher Education?**

Geography students enter a very wide range of careers based on the skills and knowledge they acquire throughout their years of study. A qualification in Geography is useful for careers in a wide range of areas including the leisure industry, travel and tourism, professional and social services e.g. teaching, police, law, accountancy management and administration e.g. building societies and banks, retail management, civil service, environmental management e.g. architecture, town and country planning, scientific services e.g. surveying, the armed forces and overseas aid. It is also very useful in the increasing job market of the Energy Sector. In fact it is relevant to most careers not only in its content but also in the skills and methods that it teaches. In Higher Education it is a useful subject for entry to both Arts and Science courses.
Geography

Why Geography?
The Advanced Higher qualification in Geography gives learners an in-depth understanding of complex ideas about how the world works. It also gives them the chance to carry out their own research, with an emphasis on fieldwork. Learners will be able to use sophisticated geographical methods to gather information. They will be able to use statistics to analyse this data and spot relationships within it. They will be able to describe and summarise different viewpoints and evaluate them critically.

The course is ideal preparation for Higher Education as the learners are encouraged to work independently for much of the course using their teacher as a tutor.

Suggested entry requirements
Entry to this course will be based on achievement of Higher Geography or with discussion with the Principal Teacher.

What is the course about?
The Course content is divided into three Units:

Geographical Methods and Techniques - This Unit is built on those skills and methods developed progressively in the Geography curriculum. Candidates will undertake fieldwork in both Physical and Human Geography. Three skill areas have been identified for this Unit. The first skill area is fieldwork survey/measurement and recording techniques. The second area is statistical awareness which requires the candidate to carry out calculations involving appropriate statistical techniques. The third area is the production and interpretation of maps and diagrams where candidates are required to be able to present and analyse information using a variety of maps and diagrams.

Geographical Study
In this investigative exercise candidates research a topic in depth. This may be undertaken in the local area. Candidates will be expected to plan and research a Geographical Study. They will have to use appropriate techniques to analyse, evaluate and present the information and their findings. The Geographical Study will involve the candidate in collecting and processing information from field studies and/or published sources such as census data.

Geographical Issues
This Unit is designed to develop critical thinking and the ability to evaluate evidence from different sources. It requires the identification, development and analysis of a research question related to a key geographical issue. Through exploring their research questions candidates will be expected to complete a number of tasks relating to the chosen issue. These tasks require the candidate to identify different viewpoints on each of the research question taken from at least three different sources and produce a critical evaluation of the viewpoints.

How will I be assessed?
Assessment of the Course will comprise the following:
an externally set and assessed written paper (30%).
a Geographical Folio (70%), consisting of two sections: Section A: Geographical Study and Section B: Geographical Issue (both sections are externally assessed)

Will it help to have done Geography when I’m looking for a job or considering Higher Education?
Geography students enter a very wide range of careers based on the skills and knowledge they acquire throughout their years of study. A qualification in Geography is useful for careers in a wide range of areas including the leisure industry, travel and tourism, professional and social services e.g. teaching, police, law, accountancy management and administration e.g. building societies and banks, retail management, civil service, environmental management e.g. architecture, town and country planning, scientific services e.g. surveying, the armed forces and overseas aid. It is also very useful in the increasing job market of the Energy Sector. In fact it is relevant to most careers not only in its content but also in the skills and methods that it teaches. In Higher Education it is a useful subject for entry to both Arts and Science courses.
Graphic Communication

Why Graphic Communication?
This course will provide you with an opportunity to develop skills in communicating ideas graphically and in doing so use a variety of drawing and computer based techniques. The creation and interpretation of drawings is a very desirable ability whether seeking employment in the Engineering or Design Sector (Fashion, Stage production, Product design etc.) in a world where communication increasingly uses graphics. Throughout the course you will be developing skills to:
- Create DTP publications (for example magazines, labels, advertising posters)
- Create drawings both manually and on the computer
- Create realistic 3D computer rendered models of products
- Communicate Technical information graphically
- Have a knowledge and understanding of technical drawings and CAD/CAM

Entry Requirements
S3 Graphic Communication; S3 Design and Manufacture; S3 Art and Design or through discussion with Mr Wallace

What is the course about?
The course begins with a series of small projects that contain both manual and computer elements. The projects will contain Desk Top Publishing (DTP), computer 3D modelling and manual technical drawing as well as manual rendering techniques. These projects will help to give the pupils the relevant skills needed to pass the final project at the end of the year.

How will I be assessed?
There are 5 units that need to passed in order to progress:

3D Glasses Case: This unit focuses on manual drawing and rendering techniques as well as some basic DTP elements.

Mobile Charging Unit: This unit focuses on the creation of a 3D computer model of a product and manual rendering techniques

Childs Toy: This unit focuses on the creation of both manual drawings and computer generated drawings as well as some manual and computer generated rendering techniques.

Wall Display: This unit focuses on the creation of a 3D computer model of a product and also the creation of a DTP assembly instruction manual (think of the type of assembly information you would receive from ikea).

Health Graph: This unit focuses on interpreting information and the ability to display information and statistics graphically.

The Graphic Communication assignment adds value by introducing a progressive folio that will see pupils work through the 3 P’s (preliminary, production and promotional graphics). The pupils should be able to complete this folio through the skills that were gained over the 5 units.

The response to the brief will include a folio and a computer model. The brief for the project will be to create preliminary, production and promotional drawings and publications for a Water bottle.

Question Paper The question paper introduces breadth to the assessment. It requires depth of understanding and application of knowledge from the Units.

What follow-on courses could I take in S5 and S6?
A National 5 pass will allow for progression into the new Graphic Communication Higher course. A National 4 pass will allow progression into the National 5 course.
Graphic Communication

**Why Graphic Communication?**
The Higher in Graphic Communication seeks to develop skills in the production, interpretation and analysis of graphics in a wide range of contexts that include engineering, construction, publishing, packaging and product design.

Emphasis is placed on the graphics incorporated in the product design process from concept through to marketing. This element is assessed by means of a Thematic Presentation in which the pupil produces a range of preliminary, production and promotional graphics associated with the development of the product. Pupils have the opportunity in this work to develop analytical thinking and creativity. The use of the computer and modern software permeates all aspects of the course and pupils have the opportunity to develop expertise in computer applications.

**What are the suggested entry requirements?**
National 5 Graphic Communication or through discussion with Mr Wallace.

**What is the course about?**
The course comprises of three units:
- **Technical Graphics 1** - Manual production of pictorial and orthographic drawings and illustrations. Application of illustration and presentation techniques to give emphasis and realism to graphics.
- **Computer Graphics** - Use of CAD to produce pictorial and orthographic drawings. Use of an illustration package and publishing software to produce computer-rendered drawings and page layouts. Knowledge of the application of 3D illustration software and the industrial and commercial applications of computer-aided graphics.

**How will I be assessed?**
The 3 units outlined above must all be passed in order to gain the course award. Each unit is assessed internally through a combination of tests and evidence of the pupils best work collected in a folio. Some of the work from the units will contribute to the Thematic Presentation.

The **course assessment** is as follows:
- **70% - Examination Paper** (external) sampling graphic knowledge and graphic abilities.
- **30% - Thematic Presentation** covering preliminary, production and promotional drawings.

**What follow-on courses could I take?**
This Course or its components may provide progression to:
Advanced Higher Graphic Communication Course
FE/HE
**Graphic Communication**

**Why Graphic Communication?**
Visual communication has been revolutionised by advances in computer graphics and reproduction techniques. The rate of development of new techniques, more powerful hardware and more easily used software is increasing and this will continue. A course concerned with graphic communication at this level must recognise these advances and be flexible enough to accommodate future developments. It is also very important that candidates understand the principles of geometry and develop the spatial thinking and visual literacy which comes from the production of drawings.

**The Course**
The course aims to allow candidates to develop both manual and computer graphic skills and understanding beyond those involved in Higher Graphic Communication. This will provide the candidate with an insight into the way in which information presented graphically is an integral part of communication throughout business and industry as well as in the consumer environment. Experience will be gained of evaluating the effectiveness of visual communication that will enable the candidate to apply principles of composition in the production of a computer produced presentation.

**Suggested entry requirements?**
Higher Graphic Communication or through discussion with Mr Wallace.

**Aims**
The course should fulfil the following aims:
- Develop aspects of technological capability
- Develop technological creativity in relation to selecting information and evaluating its appropriateness for graphic communication
- Develop technological confidence and an ability to analyse, process and present information in a graphic presentation
- Develop a technological perspective on the role of graphic communication in an industrial context
- Develop an ability to communicate graphical information using computer graphic skills and techniques
- Develop a knowledge of appropriate computer hardware and modelling software for graphic communication and its related industrial applications

**Summary of course outcomes**

**Technical Graphics (AH)**
- Apply manual techniques of geometric constructions to produce orthographic drawings.
- Apply manual techniques of 2-point measured perspective to architectural settings.

**Computer-Aided 3D Modelling Visualisation and Presentation (AH)**
- Create 3D Computer-Aided Design surface models.
- Create 3D Computer-Aided Design solid models.
- Produce Computer-Aided drawings from a 3D Computer-Aided Design model.
- Produce Computer-Aided rendered images from 3D Computer-Aided Design model.

**Computer-Aided Graphic Presentation (AH)**
- Evaluate the application of design principles in professional graphics presentations.
- Design and produce a professional Graphic Presentation for a client group.
Health and Food Technology

Why Health and Food Technology?
This course will allow you to develop practical and technological skills and knowledge and understanding to make informed food and consumer choices. The aims of the course are as follows:

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

Recommended entry
Previous S3 experiences and outcomes in FCT is recommended, or through discussion with Mr Wallace.

What is the course about?
The course uses an experiential, practical and problem solving approach to learning and to develop knowledge, understanding and practical skills. The course uses real-life situations taking account of local, cultural and media influences and technological innovations. Please note that there is a cost implication for this food in this course.

How will I be assessed?
There are three units and an added value assessment.

Health and Food Technology: Food for Health (National 4/5)
In this unit you will develop knowledge of the relationship between food, health and nutrition. You will explore the dietary needs of individuals at various stages of life and describe current dietary advice. Through practical activities, you will produce food products which meet individual needs.

Health and Food Technology: Contemporary Food Issues (National 4/5)
In this unit you will develop knowledge of consumer food choices. You will consider factors which may affect food choices and develop knowledge of contemporary food issues.

Health and Food Technology: Food Product Development (National 4/5)
In this unit you will explore the functional properties of ingredients in food and their use in developing food products. You will develop an understanding of the stages involved in developing a food product. Through a problem-solving approach, you will make a food product to meet specified needs.

Added Value Unit: Health and Food Technology
The Added Value Unit will be a health and food technology development assignment which will require you to apply the skills you have learned during the entire course to investigate and produce a food product in response to a given brief. At Nat 5 course assessment will consist of a question paper and assignment set by the SQA. At Nat 4 all units will be internally assessed.

Progression
A National 4 pass would be an entry level to the National 5 Health and Food Technology Course
A National 5 pass would be an entry level to the Higher Health and Food Technology Course
Health and Food Technology

Why Health and Food Technology?
The purpose of this course is to allow you to develop and apply the knowledge and skills of research, analysis and evaluation in order to make informed food and dietary choices.

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

Recommended entry
National 5 Health and Food Technology Course or through discussion with Mr Wallace.

What is the course about?
The course addresses contemporary issues affecting food and nutrition, including ethical and moral considerations, sustainability of sources, food production and development, and their effects on consumer choices.
The course uses an experiential, practical and problem-solving learning approach to develop knowledge, understanding and skills. The Course uses real-life situations, and where appropriate, takes account of local, cultural and media influences and technological innovations. Please note that there is a cost implication for this food in this course.

How will I be assessed?
The course assessment will consist of a question paper and an assignment set by the SQA.
The Course has three mandatory Units:
Health and Food Technology: Food for Health (Higher)
In this unit you will develop your knowledge and understanding of the relationship between health, food and nutrition. You will analyse dietary needs of individuals at various stages of life and explain current dietary advice. Through practical activities you will produce and evaluate food products which meet individual needs.

Health and Food Technology: Food Product Development
In this unit you will develop knowledge and understanding of the functional properties of ingredients in food and their use by manufacturers in developing food products. You will have the opportunity produce food products to meet a range of consumer needs.

Health and Food Technology: Contemporary Food Issues
In this Unit you will investigate a range of contemporary food issues and analyse how these issues influence decisions taken by consumers when making food choices.
The Added Value unit is an assignment which will involve you developing ideas, and planning, making and presenting a completed food item in response to a given brief.

Progression
This Course will prepare you for further study, employment and/or training. An understanding of health and food technology also provides a useful background for a number of other areas such as the health professions, hospitality, food manufacturing and retail.
History

Why History?
History is not just about what things happened in the past that affect our lives today. It is also about learning how to think e.g. how to describe or explain an event, how to argue a case and how to consider different points of view.

Suggested entry requirements
Entry to this course will be based on prior knowledge or with discussion with the Principal Teacher.

What is the course about?
The course is about people: what they thought
what they did and
what happened to them.

In particular, how different people had different opinions about the same thing.
The Units you will study are:

The Atlantic Slave Trade
In this unit we will investigate why the Atlantic Slave Trade began, how it operated and who profited from it. We will look at the role of abolitionists and the slaves themselves in bringing about the end of the trade and at attitudes that were commonly held about slavery at this time in history.

Free at Last?
This unit looks at the lives of African Americans after slavery ended. It looks at how the lives of these people changed and if this was always for the better, how they were treated by white Americans and the US Government and what movements arose to try to make their lives better and equal. The importance of people like Martin Luther King and John Kennedy will form a substantial part of our inquiry.

Mary Queen of Scots
In this unit we will explore the life of Mary Queen of Scots and look at how Scotland changed during the Reformation. We will consider whether or not Mary’s reign was doomed to failure from the start and at her relationship with John Knox and her cousin, Elizabeth the First of England

How will I be assessed?
At the end of S4 all pupils will be assessed at either National 5, National 4 or National 3. National 3 and 4 have internal unit based assessments and National 4 has an internally assessed assignment. National 5 is an SQA set exam with an externally assessed course-work assignment.

What follow on courses could I take in S5/6?
Pupils achieving National 3 can progress to National 4, National 4 may progress to National 5, and those with a National 5 grade are able to progress onto Higher History.

Will it help to have done History when I'm looking for a job or considering Higher education?
There are an unlimited number of careers for which studying history is beneficial – either in History itself or any career where critical thinking and/or clear communication skills are valued. Careers in Law, Journalism, Archaeology, Teaching, Local government and the Civil Service are particularly relevant and it will give you a life-long interest! The skills used in History equip you for a wide range of jobs and it is highly regarded as an entrance qualification for university in any of the Social Subjects and related subjects.
History

Why History?
The purpose of this course is to provide depth of knowledge and understanding of the events taking place in British and International Affairs in modern times. This will give an understanding of the present. It is also intended to develop skills of research, essay writing and analysing/evaluating sources.

Suggested Recommended Entry
Entry to this course will be based on achievement of National 5 History or another Social Subject, or with discussion with the Principal Teacher.

What is the course about?
There are three units.

Unit I Scottish History – 40 hours.
Scottish Wars of Independence

Unit II European and World – 40 hours.
The Origins and Development of the Cold War 1945-1985

Unit III Historical Study - British – 40 hours.
Scotland and Britain 1850 -1979

How will I be assessed?
Higher is an SQA set exam with an externally assessed course-work assignment.

What follow-on courses could I take in S5 & S6?
Pupils achieving Higher History are able to progress onto Advanced Higher History or Higher in another Social Subject.

What could History do for me?
There are an unlimited number of careers for which studying history is beneficial – either in History itself or any career where critical thinking and/or clear communication skills are valued. Careers in Law, Journalism, Archaeology, Teaching, Local government and the Civil Service are particularly relevant and it will give you a life-long interest! The skills used in History equip you for a wide range of jobs and it is highly regarded as an entrance qualification for university in any of the Social Subjects and related subjects.
History

Why History?
The aims of the Advanced Higher History Course are to acquire depth in the knowledge and understanding of historical themes and to develop skills of analysing issues, developments and events, drawing conclusions and evaluating sources. The Course will also provide the opportunity to integrate these skills in an extended piece of individual research. These aims will be achieved through the study of a chosen context: The House Divided: USA 1850-1865.

Suggested Recommended Entry
Entry to this course will be based on achievement of a good pass in Higher History or with discussion with the Principal Teacher.

What is the course about?
The Advanced Higher History Course comprises two mandatory Units based around 'The House Divided': USA 1850-1865:

- Historical Study
- Historical Research

How will I be assessed?
The external examination will consist of one paper of two parts. Part 1 will comprise of two essay questions on The House Divided 1850-1865. Part 2 will comprise three questions based on four sources and there will be no choice of questions.

The dissertation should address a number of complex issues and be based on research of a range of primary and secondary sources.

What could History do for me?
There are an unlimited number of careers for which studying history is beneficial – either in History itself or any career where critical thinking and/or clear communication skills are valued. Careers in Law, Journalism, Archaeology, Teaching, Local government and the Civil Service are particularly relevant and it will give you a life-long interest! The skills used in History equip you for a wide range of jobs and it is highly regarded as an entrance qualification for university in any of the Social Subjects and related subjects.
Hospitality

Why Hospitality?
This course is designed for those who are interested in food and cooking and who enjoy being creative with food. It aims to:

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

Entry Requirements
Previous S3 experiences and outcomes in Home Economics is recommended, or through discussion with Mr Wallace or a Home Economics teacher.

What is the course about?
The course develops a range of cookery skills and food preparation techniques, as well as planning, organisational and time management skills, in hospitality-related contexts. Through its emphasis on safety and hygiene it will promote safe and hygienic practices in all cookery contexts. It also develops the thinking skills of remembering, understanding and applying and aspects of numeracy. Please note that there is a cost implication for this food in this course.

How will I be assessed?
There are three units and an added value unit.

The three units are:

Cookery Skills, Techniques and Processes
Aims to develop cookery skills, food preparation techniques and ability to follow cookery processes.

Understanding and Using Ingredients
Aims to develop knowledge and understanding of ingredients, the importance of responsible sourcing and current dietary advice.

Organisational Skills for Cooking
Aims to develop organisational and time management skills and to acquire ability to follow recipes/time plans to produce dishes/meals.

Added Value Unit
Focus will be on challenge and application.
This will be assessed by a practical assignment. It will involve use of cookery-related knowledge, understanding and skills and the application of these in the production of a meal to a given specification.

What follow-on courses could I take in S5/6?
These courses open up a range of progression routes – to further education, including other National Qualifications, Skills for Work courses, National Certificates and Scottish Vocational Qualifications. They may also lead to employment and/or training in the hospitality industry.
Mathematics

Why Mathematics
National 4 Mathematics is the equivalent of Standard Grade General Level or Intermediate 1.
National 5 Mathematics is the equivalent of Standard Grade Credit Level or Intermediate 2.
Mathematics equips us with many of the skills required for life, learning and work. Learning mathematics develops logical thinking, problem solving skills, and the ability to think in general terms.
A wide range of occupations require you to be numerate and if you look around you, you will realise that Science, Engineering and Commerce are dependent on mathematics. Entrance tests for many occupations are maths based, and increasingly these do not permit the use of a calculator.

Entry Requirements
Entry requirements are based on prior attainment in S1-3.
S5/6 students are eligible for entry to the Course through discussion with Mr Doig.

What is contained in the course?
Students will cover three units of work as follows:

**NATIONAL 4**

Unit 1: Numeracy
Unit 2: Relationships
Unit 3: Expressions and Formulae
Added Value Unit*

**NATIONAL 5**

Unit 1: Expressions and Formulae
Unit 2: Relationships
Unit 3: Applications of Maths

How will I be assessed?
At National 4:
Students will be assessed internally on each of three units above. These units are assessed on a pass/fail basis.
*An additional unit known as the Added Value Unit is required to pass National 4. This is an internal exam assessing outcomes across all three units of work.
At National 5:
Students will be assessed internally on each of three units above. All three internal units must be passed in order to sit the external SQA Exam which is graded A-D.

What follow-on courses could I take in S5 and S6?
Pupils achieving a National 4 can progress to National 5 Maths or Lifeskills National 5 Maths in S5 or S6.
Pupils achieving a grade A or B at National 5 Mathematics are suitable for progression to Higher Mathematics in S5 or S6.
Mathematics

Why Mathematics?
Mathematics equips us with many of the skills required for life, learning and work. Learning mathematics develops logical thinking, problem solving skills, and the ability to think in general terms.

A wide range of occupations require you to be numerate and if you look around you, you will realise that Science, Engineering and Commerce are dependent on mathematics. Entrance tests for many occupations are maths based, and increasingly these do not permit the use of a calculator.

Entry Requirements
Students are eligible for entry to the Course with a grade A or B at National 5 Mathematics or through discussion with Mr Doig.

What is contained in the course?
Students will cover three units of work as follows:

Unit 1: Expressions and Functions
Unit 2: Relationships and Calculus
Unit 3: Applications

How will I be assessed?
Students following Higher Mathematics will be assessed internally on each of three units above. All three internal units must be passed in order to sit the external SQA Exam which is graded A-D.

Progression
Students who excel in Higher Mathematics can progress to Advanced Higher Mathematics in S6.
Mathematics

Why Mathematics?
The Advanced Higher Course extends learners’ mathematical knowledge in algebra, geometry and calculus. It includes matrix algebra, complex numbers and vectors and formalises the concept of mathematical proof. Advanced Higher Mathematics emphasises the need for candidates to undertake extended thinking and decision making, to solve problems and integrate mathematical knowledge. The course offers candidates, in an interesting and enjoyable manner, an enhanced awareness of the range and power of mathematics.

Recommended Entry
This course allows students to progress with knowledge and skills developed through the successful completion of Higher Mathematics.

The course has three mandatory units.
Mathematics 1 (AH) 40 hours
OUTCOMES
• Use algebraic skills.
• Use the rules of differentiation on the elementary functions \( xn (n \in Q), \sin x, \cos x, ex \) and \( \ln x \) and their composites.
• Integrate using standard results and the substitution method.
• Use properties of functions.
• Use matrix methods to solve systems of linear equations.

Mathematics 2 (AH) 40 hours
OUTCOMES
• 1 Use further differentiation techniques.
• 2 Use further integration techniques.
• 3 Understand and use complex numbers.
• 4 Understand and use sequences and series.
• 5 Use standard methods to prove results in elementary number theory.

Mathematics 3 (AH) 40 hours
OUTCOMES
1 Use vectors in three dimensions.
2 Use matrix algebra.
3 Understand and use further aspects of sequences and series.
4 Solve further ordinary differential equations.
5 Use further number theory and direct methods of proof.

Assessment
This course is assessed by a combination of internal assessment by the teacher/lecturer and an external examination set and marked by the SQA.
Media

What is the course about?

The Media course enables you to analyse and create media content. You will think critically about the media and its role in everyday life and develop an appreciation of media content in a cultural context and in the context of the media industry. Through analysing and creating media content you will develop skills that enable you to engage more fully in society and in learning.

The course provides you with the opportunity to use different media effectively for learning and communication; to be creative and express yourself in different ways; and to use creative and critical thinking to synthesise ideas and arguments.

It also provides you with the opportunity to experience enjoyment and contribute to other people’s enjoyment through creative and expressive presentation; to develop critical literacy skills and personal, interpersonal and team working skills; and to enhance your enjoyment and your understanding of your own and other cultures.

You will encounter a wide range of different types of texts in different media from television sitcoms and movies to graphic novels and advertising.

How will I be assessed?

This course is made up of two mandatory units and the course assessment. The two units, taken together, include the skills of analysing and creating media content. This course provides the opportunity to integrate these skills because analysis and creation are inextricably linked. Each unit also offers opportunities for you to focus on particular skills. To gain the National 5 Media qualification you must pass all the units as well as the course assessment. Units are pass/fail. The course assessment is assessed externally by the SQA, with grades being awarded at A, B C or D.

Unit 1 - Analysing Media Content
The purpose of this unit is to develop the skills needed to analyse media content in familiar contexts. This unit provides you with the opportunity to develop knowledge and understanding of the concepts and terminology central to the detailed analysis of media content.

Unit 2 - Creating Media Content
The purpose of this unit is to develop the skills needed to create media content in familiar contexts. This unit provides you with the opportunity to develop knowledge and understanding of media concepts and terminology central to creating detailed media content.

Course assessment
You will complete a question paper, focusing on analysing the media content you will have studied across the year. You will also complete a production assignment focusing on creating media content. Each assessment is worth 50 marks and both are externally assessed.

Suggested entry requirements:
You should have successfully passed at least National 4 English; or through discussion with Mr MacLean, PTC Literacy.
Modern Studies

Why Modern Studies?
Modern Studies develops valuable and important personal skills useful for future life – personal awareness, the confidence to question and ability to analyse information impartially. It also develops important communication and life skills. Modern Studies makes a distinctive contribution to the curriculum by drawing on the social sciences of politics, sociology and economics and where appropriate of associated ideas drawn from other social subjects. It thereby adopts a multi-disciplinary approach. The purpose of Modern Studies is to develop learners’ 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 the course of their lives. This purpose will be achieved by through successful study of the Course Units which focus on the democratic political system in Scotland and the UK, social issues in the UK, and international issues.

Suggested entry requirements
Entry to this course will be based on prior knowledge or with discussion with the Principal Teacher.

What is the course about?
The course is divided into 3 units:

Unit 1: Democracy in Scotland and the United Kingdom: This unit looks at how people living in a democracy can participate and influence the decision makers. The work of elected representatives (including MPs, MSPs and councillors) is examined.

Unit 2: Social Issues in the United Kingdom: This unit looks at the changes taking place in 21st century society with a particular focus on social inequalities (wealth and health), and crime and law (causes, impact of, and responses to crime).

Unit 3: International Issues: This unit looks at a the USA as a World Power. Students will learn how the political system works with a particular focus on participation in the democratic process and the inclusion of minority groups with a specific focus on social and economic inequalities and the American Dream.

AND / OR
Terrorism as an international issue that is important and relevant to ordinary people living in Scotland and the UK with a specific focus on the causes of and reasons behind Global Terrorist attacks. The consequences of the issue/s globally, and for individual countries, are examined, as are attempts at resolution.

How will I be assessed?
At the end of S4 all pupils will be assessed at either National 5, National 4 or National 3. National 3 and 4 have internal unit based assessments and National 4 has an internally assessed assignment. National 5 is an SQA set exam with an externally assessed course-work assignment.

What follow-on courses could I take in S5 & S6?
Pupils achieving National 3 can progress to National 4, National 4 may progress to National 5, and those with a National 5 grade are able to progress on to Higher Modern Studies.

What could Modern Studies do for me?
This is a useful subject for many careers. Your knowledge of British society and international issues and your skills with finding and interpreting information could be useful in law, the police, courts, business, social work, nursing, tourism, management, the civil service, local government, teaching, the media and journalism, personnel, planning and many others. It is highly regarded by universities and colleges as an entrance qualification for any Social Subject or related subjects.
Modern Studies

Why Modern Studies?
The Higher Modern Studies Course develops learners’ knowledge and understanding of contemporary political and social issues in local, Scottish, United Kingdom and international contexts. In these contexts, learners develop an awareness of the social and political issues they will meet in their lives. The course will encourage you to develop important analytical and evaluation skills through researching the values, beliefs and cultures of others; openness to new thinking and ideas and develop a sense of individual responsibility and global citizenship. Through the successful completion of this course you will develop a range of important and transferable skills including: researching, understanding and writing using a wide range of evidence in order to detect and explain the degree of objectivity; making and justifying decisions and drawing on conclusions with supporting evidence; constructing complex arguments in a balanced and structured way; and communicating by a variety of means, views, opinions, decisions and conclusions based on evidence.

Suggested entry requirements
Entry to this course will be based on achievement of National 5 Modern Studies or another Social Subject, or with discussion with the Principal Teacher.

What is the course about?
The course has three units:

Democracy in Scotland and the United Kingdom. In this unit you will study topics such as: the UK constitutional arrangement including the role of the Scottish Parliament and other devolved bodies and the impact of UK membership of the EU; 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. In this unit you will focus on a study of Crime and the Law. This will focus on topics such as the role of law in society; crime statistics; theories and causes of crime; the impact of crime; and methods of tackling crime and their effectiveness.

International Issues. This unit will focus on a study of the China as a major world power. You will focus on a study of its political & economic system, contemporary social and Human Rights issues through a variety of case studies and its role as a key player in international relations.

How will I be assessed?
Higher is an SQA set exam with an externally assessed course-work assignment.

What follow-on courses could I take in S5 & S6?
Pupils achieving Higher Modern Studies are able to progress onto Advanced Higher Modern Studies or Higher in another Social Subject.

What could Modern Studies do for me?
This is a useful subject for many careers. Your knowledge of British society and international issues and your skills with finding and interpreting information could be useful in law, the police, courts, business, social work, nursing, tourism, management, the civil service, local government, teaching, the media and journalism, personnel, planning and many others. It is highly regarded by universities and colleges as an entrance qualification for any Social Subject or related subjects.
Modern Studies

Why Modern Studies?
The Advanced Higher Course in Modern Studies develops further understanding of the political and social processes operating in the contemporary world. The Course requires candidates to extend the breadth and depth of their knowledge and understanding of contemporary issues and develop further skills of evaluating that they have used in Higher Modern Studies. Candidates will be expected to undertake self study and to support this a visit to and membership of the National Library of Scotland will be arranged to help with research into their 5000 words dissertation which will form part of the end of course assessment. This is a dynamic, challenging course that requires candidates to be self-motivated and is presented in a way that helps prepare candidates for first year at University. Anyone with an interest in a career in Law, Psychology, Criminology, Politics or Journalism would benefit from and enjoy this course.

Suggested entry requirements
Entry to this course will be based on achievement of a good pass in Higher Modern Studies or with discussion with the Principal Teacher.

What is the course about?
The Course comprises two mandatory Units, as follows:

- Political and Social Issues
- Practical Research

Within the Political and Social Issues Unit candidates will study Study Theme 2: Law and Order and Research Methods.

- Context A: Understanding the Criminal Justice System
- Context B: Understanding Criminal Behaviour
- Context C: Responses by Society to Crime
- Context D: Researching Social Science Issues

For Context D the Practical Research unit candidates will undertake individual self-motivated research on an issue of their choice and write a 5000 word dissertation on the topic which must be completed by March of the academic year. Candidates will receive ongoing support and tuition throughout the year and they will be expected to complete drafts of their dissertation at key points throughout the year.

How will I be assessed?
The external assessment of the Course will comprise the following:

- An externally set and assessed question paper lasting three hours comprising two essays, worth 30 marks each on two of the three areas studied and several shorter questions on research methods worth 30 marks. 90 marks in total.
- A dissertation as mentioned above, worth 50 marks.

What could Modern Studies do for me?
This is a useful subject for many careers. Your knowledge of Scottish, UK & International Criminal Justice systems and theories on Criminality would be useful in Law, Policing, Courts, the Media & Journalism, Social Work, Politics & Criminology. In addition, your skills and experience of self-motivated study with some support with researching, interpreting and writing information will prepare candidates well for the first year of ANY Social Science based University or College course because Advanced Higher Modern Studies is highly regarded by universities and colleges as an entrance qualification for many related subjects.
Music

Why Music?
This course will give you the opportunity to perform, compose and listen and understand a variety of music styles and genres. You do not have to have instrumental lessons and you can use keyboards, guitars, ukuleles, tuned percussion drums and voice as part of your performances.

What is the course about?
The course work is divided into 4 main areas

1st study instrument/voice
2nd study instrument/voice
Composing
Listening – styles from classical to rock.

How will I be assessed?
At National 4 tunes will be assessed and recorded when they are ready and listening tests will be conducted on completion of various units. Lots of short compositional exercises will be given and towards the end of the course a final composition will be developed.

At National 5 a final performance of 8 minutes between the two instruments/voice will be performed to an external examiner in February/March. As well as unit listening tests there will also be a final listening external exam in May. Compositions will be recorded and assessed by your teacher.

Prelims for National 4/5

National 4/5 :- Practical Prelim in December
National 5:- Listening Prelim in January

Final Assessment for National 5
National 5:- Knowledge and Understanding (listening paper) will be assessed by SQA (40%).
National 5:- Performance programme of 8 minutes in February/March (60%).

What follow-on courses could I take in S5 & S6?
Pupils with a National 5 - In S5 Higher Music
- In S6 Advanced Higher Music

Pupils with a National 4 - In S5 National 5 Music
- In S6 Higher Music

Suggested Entry Requirements
Entry to these courses will be based on prior knowledge and approved by the PT.
Music

Why Music?
This course will give you the opportunity to perform, compose and listen and understand a variety of music styles and genres. You do not have to have instrumental lessons and you can use keyboards, guitars, ukuleles, tuned percussion drums and voice as part of your performances.

What is the course about?
The course work is divided into 4 main areas

1st study instrument/voice
2nd study instrument/voice
Composing
Listening – styles from classical to rock.

How will I be assessed?
At Higher a final performance of 12 minutes between the two instruments/voice will be performed to an external examiner in February/March. As well as unit listening tests there will also be a final listening external exam in May. Compositions will be recorded and assessed by your teacher.

Prelims for Higher
Higher :- Practical Prelim in December
Higher:- Listening Prelim in January

Final Assessment for Higher
Higher: Knowledge and Understanding (listening paper) will be assessed by SQA (40%)
Higher:- Performance programme of 12 minutes in February/March (60%) by visiting SQA examiner.

What follow-on courses could I take in S5 & S6?
Pupils with a Higher - Advanced Higher Music

Suggested Entry Requirements
Entry to this course would normally be a B at National 5 in Music.
Music

Why Music?
This course will give you the opportunity to perform, compose and listen and understand a variety of music styles and genres. You do not have to have instrumental lessons and you can use keyboards, guitars, ukuleles, tuned percussion drums and voice as part of your performances.

What is the course about?
The course work is divided into 4 main areas
1st study instrument/voice
2nd study instrument/voice
Composing
Listening – styles from classical to rock.

How will I be assessed?
At Advanced Higher a final performance of 20 minutes between the two instruments/voice will be performed to an external examiner in April/May. As well as unit listening tests there will also be a final listening external exam in May. Compositions will be recorded and assessed by your teacher.

Prelims for Advanced Higher

Advanced Higher :: Practical Prelim in January/February
Advanced Higher: Listening Prelim in January/February

Final Assessment for Advanced Higher
Advanced Higher: Knowledge and Understanding (listening paper) will be assessed by SQA (40%)
Advanced Higher: Performance programme of 20 minutes in April/May (60%) by visiting SQA examiner.

What follow-on courses could I take in S5 & S6?
Pupils with an Advanced Higher - National Progression Award Courses

Suggested Entry Requirements
Entry to this course would normally be a B pass at Higher in Music.
People and Society

Why People and Society?
National 3 and 4 People and Society is a flexible and inter-disciplinary Course offering learners the opportunity to study themes, issues and topics of interest and relevance to them. It develops a range of skills as well as knowledge and understanding of people and society from across subjects, drawing on the social studies, health and wellbeing, and religious and moral education curriculum areas. Through study across a variety of subjects, motivating contexts for learning can span subject boundaries, allowing you to make connections across subject disciplines.

By undertaking this Course, learners will develop a range of important and transferable skills, including investigating skills; using information to compare and contrast; and using information to make decisions or form judgements. Throughout this Course they will use the perspective of different subject disciplines to acquire a knowledge and understanding of people and society.

Suggested entry requirements
To take this course at national 3 or 4 you only need to have the skills and knowledge developed by relevant experiences and outcomes from the broad, general education that you have followed in S1 to S3.

What is the course about?
This course is completely flexible to ensure that themes can be studied so that the topics provide motivating and engaging learning experiences. Themes will be studied on an inter-disciplinary basis and in relation to key ideas drawn from social subjects. The Course is skills-based and interdisciplinary in nature.

The three units are:
Investigating Skills
Comparing and Contrasting
Making Decisions

How will I be assessed?
The course is assessed within school by project based work and classwork.

What follow-on courses could I take in S5 & 6
Pupil achieving National 3 or 4 may be able to progress to taking a National in one of the Social Subjects – Geography, History, Modern Studies or RMPS

Will is help to have completed this course when I’m looking for a job or considering Further Education?
Through the successful completion of this Course, learners will develop a range of important and transferable skills including: investigating skills; using information to compare and contrast; and using information to make decisions or form judgements. This Course provides an entry qualification for further study, employment and training. It can also be
The course will provide you with the opportunities to improve your performance in a range of activities. You will be able to select activities most suited to your ability. Throughout the course you will be developing skills to:

- Identify factors impacting on performance
- Improve overall practical performance
- Enhance self and peer evaluation skills
- Have the knowledge required to improve performance
- Provide and seek different forms of feedback
- Enhance vital mental, social and emotional skills

**Entry Requirements:**

Entry to this course will be at the discretion of the PE department. Pupils will be expected to bring full, appropriate kit to every lesson and should have a competent standard of ability. It is recommended that they have completed the S3 Performance Course.

**What is the course about?**

National 4 requires you to complete three Units; Factors Impacting on Performance, Performance Skills and Added Value. This will be done through 3 activities throughout the year. During these activities you will be developing and gaining vital knowledge and skills required to pass all Units, and to progress naturally onto the National 5 course.

National 5 is based around three main activities, each of which will involve you working through a different cycle of analysis; skill based, fitness based and strategies based. You will be required to identify factors impacting on performance, and then complete a training program which you will later evaluate to see if any improvements in performance have been made. The majority of the course is spent gaining vital knowledge of how to carry out these processes effectively using different methods of gathering information on performance and different methods of training to improve performance. You will do this through practical experience and personal research by first learning about factors impacting on performance.

**How will I be assessed?**

**National 4:**

This is a pass or fail course. You must pass all 3 units to gain a course award. It is assessed internally by your teacher.

**National 5:**

There are four units that you will be assessed on:

**Course Assessment** – This unit is a one of performance worth 60% of your overall grade. You will have to plan and prepare for this performance, perform to the best of your ability and evaluate it effectively. This is assessed internally by your teacher.

**Portfolio** – This unit is marked externally by the SQA Examiners and is worth 40% of your overall grade. The Portfolio is made up of questions asking you about the factors impacting on your performance and the cycle of analysis. All questions are based around the practical experiences in lessons and will test all learned knowledge throughout the course. This unit is NOT done as an exam, but during course time.

**Factors Impacting Performance** – This unit is an internal assessment which is a workbook of 9 outcome standards that you must complete prior to the completion of the final Portfolio. Each outcome is marked by your teacher as pass or fail, and all outcomes must be passed in order to complete this unit.

**Performance Skills** – This must be passed in at least two activities. You must pass 6 outcome standards in each activity. This is assessed internally by your teacher.

**What follow on courses could I take in S5 and S6?**

A pass at National 5 would be an entry level for our very popular and successful Higher Physical Education course.
Physical Education

Why Physical Education?

Mandatory Units

- Physical Education: Performance Skills (Higher)
- Physical Education: Factors Impacting on Performance (Higher)
- Course assessment

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

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

How you will be assessed:

- Component 1 - performance 60 marks; this will be marked internally by your teacher.
- Component 2 -question paper 40 marks; this will be sat as an exam and marked externally by the SQA.

Total marks: 100 marks

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

Recommended entry

Learners would normally be expected to have attained the skills, knowledge and understanding required by the following or equivalent qualifications and/or experience:

- National 5 Physical Education Course or relevant component Units

Progression

This Course or its Units may provide progression to:

- Advanced Higher Physical Education Course
- Higher National Certificates
- Higher Education degrees
- Further study, employment and/or training

What careers are there in PE.

There are an unlimited number of careers for which studying PE is beneficial – either in sport itself (such as Sport and Recreation Management or Sports Coaching) or any career where critical thinking, analysing data, clear communication & organisational skills, working well with others and leadership are valued.
Physical Education

Course Aims
The Course has six broad and inter-related aims to enable learners to:
- investigate and critically evaluate how a range of factors impact on performance
- understand and apply methods to develop performance
- develop independent research and investigation skills analyse how skills, techniques and strategies combine to produce effective performance select and apply a range of movement and performance skills by making informed decisions during high-level performance
- carry out high-level performance in selected physical activities
- analyse and evaluate the process of performance development

Mandatory Units
The Course has two mandatory Units.

Physical Education: Performance Skills (Advanced Higher)

Physical Education: Factors Impacting on Performance (Advanced Higher)

Course Assessment
Component 1 — performance (30 marks)
Component 2 — project (70 marks)

Total marks 100 marks

Recommended Entry
Entry to this course is at the discretion of the Staff. However, learners will be expected to have attained the skills, knowledge and understanding required to pursue Advanced Higher. Learners are expected to have achieved the following;
- Higher Physical Education

Progression
This Course or its Units may provide progression to:
- Higher National Diplomas in areas such as sports science, sports coaching, or health and fitness
- degrees in areas such as physical education, physical activity and health, sport and exercise science, health promotion, or sports psychology
- further study, employment and/or training related to personal training or health promotion

Other progression pathways are also possible, including progression to other qualifications at the same or different levels.
Photography

Why Higher Photography?
This course will provide you with an opportunity to develop basic skills in many aspects of photography. You will gain knowledge, understanding and skills of investigation, problem solving and evaluation through practical photographic activities. All units are related to contextual themes and contemporary practice. By undertaking this course you will understand the importance of the role of Photography and its context in the media-centred world we live in.

What is the course about?
The coursework is divided into 4 units.

Unit 1: Image Making (40 - 60 hrs approx.)
Students will be required to show that they can analyse the factors influencing photographers and their work. Learners will also be required to evidence use of a range of camera skills and photographic processes for specific effect and their ability to produce effectively composed photographs, manage file and output images.

Unit 2: Contextual Imagery (40 - 60 hrs approx.)
Students will be required to show that they have knowledge and understanding of the range of social and cultural factors and have influenced photographers and their work. Learners will develop their applied use of a range of photographic processes, including digital imaging. They will plan for and compose images before producing and presenting a range of creative photographic work for specific purposes. They will also analyse and evaluate their own photographic work and skills.

Unit 3: Practical Assignment (40 hrs approx.)
The Practical Assignment is where the student can consolidate all of the above learning and fully research a theme in Photography. It will be fully planned, produced and evaluated prior to submission to SQA. Equal weighting is given to the written element and the practical photographs.

The internal units are undertaken both in class and in pupils’ own time as homework tasks. Pupils will be expected to show commitment by setting and following their own timelines as discussed with their teacher.

Unit 4 is also undertaken both in class or outwith school depending on their chosen theme.

How will I be assessed?
You will be internally assessed in Units 1-2 through practical outcomes.

The Practical Assignment folio will be carefully presented along with final photographs and submitted to SQA for external marking. Approximately 40% of the course is written therefore gaining Higher English would be of benefit.

What follow-on courses could I take in S5 and S6?
If you gain:
Higher in S6 consider NC/HND/Degree in Further/Higher Education

Suggested Entry Requirements
Entry to this course will be based on discussions with the art staff and PT Mr Holden.
**Physics**

**Why Physics?**
Physics is the study of how the world around us works. From lasers and optics, environmental science, medicine, space science, acoustics, electricity and magnetism, nuclear and materials science. This practical subject gives opportunities to explore some of the big ideas through experiment and research. Critical thinking and problem solving are vital science skills which are developed from the start. There is also an important focus on communicating ideas in Physics.

All National Qualification courses in physics follow the same course structure (the units are outlined below). National 5 is designed for those pupils that have worked through the level 3 outcomes in S2 comfortably, and who have developed skill in the problem solving elements of science. National 4 course is designed for pupils who may find National 5 too difficult and allows them time to work on their problem solving skills with a view to progressing to National 5 later in their school career.

**Entry to this course based on prior knowledge and approval of the principle teacher of science.**

**What is the course about?**
The course work is divided into 3 main units of work undertaken over 1 year. These are:

**National 4 and 5**

**UNIT 1: Waves & Radiations**
- Wave Characteristics
- Sound
- Light
- Electromagnetic Spectrum
- Wave properties
- Nuclear Radiation

**UNIT 2: Electricity & Energy**
- Resistance, voltage, power
- Electrical & Electronic circuits
- Electromagnetism
- Generating electricity
- Gas Laws
- Heat

**UNIT 3: Dynamics & Space**
- Speed & acceleration
- Newton’s Laws
- Force, motion & energy
- Satellites
- Space exploration
- Cosmology

**How will I be assessed?**

**National 5 assessment:**
If you are successful in all the National 5 unit outcomes you will be presented for an SQA assessment in May.

**National 4**
You will be assessed formatively throughout every topic. No marks are recorded for formative assessments, instead you will be provided with detailed feedback on how to improve.

You will also be given summative assessments, in the form of end of unit tests and key question assessments.

**What follow-on courses could I take in S5 and S6?**

<table>
<thead>
<tr>
<th>Pupils with National 5</th>
<th>- Higher Physics</th>
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<td>- National 5 in Biology or Chemistry</td>
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<tr>
<td>Pupils with National 4</td>
<td>- National 5 Physics</td>
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<td></td>
<td>- National 4 in Biology or Chemistry</td>
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</table>
Why Physics?
Physics is the study of how the world around us works. From lasers, time travel to the big bang and CERN the higher course is full of up to date exciting physics that is changing our understanding of the world today. This practical subject gives opportunities to explore some of the big ideas through experiment and research. Critical thinking and problem solving are vital science skills which are developed from the start. There is also an important focus on communicating ideas in Physics.

The higher course builds upon the material covered in National 5 physics and is divided up into 3 key units that are outlined below. As well as the key units you will also have to undertake a researching physics unit.

What is the course about?
The course work is divided into 3 main units of work undertaken over 1 year. These are:

UNIT 1: Our Dynamic Universe
- Kinematics
- Dynamics
- Gravitational Fields
- Special Relativity
- Cosmology
- The Big Bang

UNIT 2: Particles & Waves
- Fundamental Particles
- Particle Accelerators
- Magnetic Fields
- Nuclear Reactions
- Lasers
- Properties of Waves

UNIT 3: Electricity
- Electrical Circuits
- Electrical Storage
- Semiconductors

How will I be assessed?
Assessment will occur on a continuous basis throughout the year. You will have to pass 3 unit assessments and complete the researching physics topic. The final course grade will be determined from the exam and the researching physics assignment.

Suggested Course Entry Requirements
It is recommend that pupils have achieved an A or B grade at the national 5 physics qualification.

What follow-on courses could I take in S6?
Pupils that have been successful at the higher course could progress onto advanced higher in physics in S6.
Physics

Why Physics?
Physics is the study of how the world around us works. From lasers, time travel to the big bang and CERN the advanced higher course is full of cutting edge physics that is the perfect preparation for future university degrees in physics or engineering. This practical subject gives opportunities to explore some of the big ideas through experiment and research. Critical thinking and problem solving are vital science skills which are developed from the start. There is also an important focus on communicating ideas in Physics.

The advanced higher course builds upon the material covered in higher physics and is divided up into 3 key units that are outlined below. As well as the key units you will also have to undertake an extended practical investigation.

What is the course about?
The course work is divided into 3 main units of work undertaken over 1 year. These are:

UNIT 1: Rotational Motion and Astrophysics
- Kinematics
- Angular Motion
- Rotational Motion
- Astrophysics
- Stellar Physics
- General Relativity

UNIT 2: Quanta and Waves
- Quantum Mechanics
- The Big Bang
- Wave Theory
- Simple Harmonic Motion

UNIT 3: Electromagnetism
- Electric Fields
- Magnetic Fields
- AC and DC Circuits

How will I be assessed?
Assessment will occur on a continuous basis throughout the year. You will have to pass 3 unit assessments and complete the investigation. The final course grade will be determined from the exam and the investigation.

Suggested Course Entry Requirements
It is recommended that pupils have achieved a grade A, B or C at the higher physics qualification.

What follow-on courses could I take?
You will develop transferable skills and be better prepared for future study and/or employment. Due to the interdisciplinary nature of the sciences, learners will benefit from studying Physics along with Mathematics and Chemistry/Biology/Engineering Science, as this will provide a strong base for further study or employment.

On successful completion of this Course, learners could progress to:
- HND/degree programmes in a physics-based course or a related area, such as engineering, electronics, computing, design, architecture or medicine.
- careers in a physics-based discipline or related area, or in a wide range of other areas, such as oil and gas
Practical Metalwork

Why Practical Metalwork?
The aims of the course are to enable students to develop:
• Skills in metalworking techniques including measuring and marking out metal sections and sheet materials
• Safe working practices in workshop environments
• Practical creativity and problem-solving skills and knowledge of sustainability issues in a practical metalworking context

Entry Requirements
National 4 Practical Woodwork; National 4 Design and Manufacture; Any other National 5 or equivalent or through discussion with Mr Wallace

What is the course about?
The Course is workshop-based and students will be expected to make a small contribution towards material costs. It is a physical course and pupils will be expected to work hard shaping/cutting/filling etc material.
This course is made up of three Units:

Practical Metalworking: Bench Skills
This unit helps develop a range of metalworking hand tool skills including bench fitting work, routine sheet-metal work, measuring and marking out. Students will learn to read and interpret metalwork drawings / diagrams and tasks.

Practical Metalworking: Machine Processes
This unit helps Students build their measuring and marking out skills and to develop skills in using common metalwork machines, equipment and related processes.
Students will work with a range of metals in both familiar and unfamiliar contexts.

Practical Metalworking: Fabrication and Thermal Joining
This unit helps Students develop skills in fabrication, forming and joining of metalwork components with some complex features. Students will develop skills in thermal joining technique and build skills in measuring and marking out.

How will I be assessed?
Each unit is internally assessed with external verification. To gain the award of the course, the student must pass all of the Units, which will be assessed on a pass/fail basis, as well as the course assessment, which will be assessed through a practical activity.

Course Assessment: This involves students producing a finished product in metal to a given standard and he task will be sufficiently open and flexible to allow for personalisation and choice and for the Students to demonstrate practical creativity.

Future Progression Routes in Subject:
The course provides a foundation for those considering an apprenticeship or career in any area within the construction industry.
**Practical Woodwork**

**Why Practical Woodwork?**
The aims of the Course are to enable pupils 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

This Course will also give pupils the opportunity to develop thinking skills and skills in numeracy, employability, enterprise and citizenship.

**Entry Requirements:**
S3 Practical Craft; S3 Design and Manufacture; Any other National 4 / 5 or equivalent or through discussion with Mr Wallace

**What is the course about?**
The Course is workshop-based and students will be expected to make a small contribution towards material costs. It is a physical course and pupils will be expected to work hard shaping/cutting/filling etc material.

The course consists of 3 specific areas of work, all working with wood, throughout the course:
- Flat-frame construction;
- Carcass construction;
- Maintenance and Finishing;
- Plus a final project which consolidates skills learned from previous units and may be externally moderated.

**Progression from this Course:**
This Course or its components may provide progression to:
- National 5 Practical Metalworking Course or relevant Units
- National Certificate Group Awards (NCGAs)
- Skills for Work and sector-specific SQA Courses

and ultimately, for some to employment, apprenticeships and/or training in practical technology and related fields including:
- crafts
- construction
- manufacturing
- engineering
- theatre
- visual arts
Psychology

Why Psychology?
Psychology is the scientific study of the human mind and its functions, especially those affecting behaviour in a given context. Psychology is a popular subject with school, college candidates and the wider public who wish to further their understanding of human behaviour. The Higher Psychology Course aims to meet this demand for, in some cases, an introduction to the subject and in others progression to a deeper understanding of the subject. It is intended that candidates engage with the complex nature of psychological processes; they will be encouraged to reflect on the notion that, far from offering simple answers, psychologists may interpret any given aspect of human behaviour in a variety of ways. Thus candidates will develop skills of analysis, interpretation and evaluation, adopting a questioning approach and challenging assumptions.

The course will provide a good preparation for entry into higher level further education courses.

What is the course about?
The course work is divided into 3 main units of work undertaken over 1 year. These are:

Understanding the Individual (Higher)
Investigating Behaviour (Higher)
The Individual in the Social Context

And will cover 5 main topics within these units:
- Developmental Psychology
- Cognitive Psychology
- Physiological Psychology
- Social Psychology
- Psychology of Individual Differences
- Research Methods

How will I be assessed?
Assessment will occur on a continuous basis throughout the year. You will have to pass 3 unit assessments and complete the course investigation to be presented for the final SQA exam.

Suggested Course Entry Requirements
It is recommend that pupils have a high degree of literacy skills and have achieved top National 5 passes (A\B grades) in English, Science and Social subjects.
Religious, Moral and Philosophical Studies

Why RMPS?
RMPS gives you a better understanding of other people and beliefs and will also enable you to make your own decisions on important moral issues as we consider issues in an objective, tolerant and rational way. RMPS is unique because it allows you to explore the values and beliefs of others, as well as your own, and develops higher order thinking skills through debate and analysis.
RMPS will give you a clearer understanding of how belief affects the world in the 21st Century as you develop your own beliefs and values. It is also worth bearing in mind that the skills you learn in RMPS are transferable to a wide range of subjects.

Suggested entry requirements
Entry to this course will be based on prior knowledge or with discussion with the Principal Teacher.

What is the course about?
The course is divided into 3 units:
Unit 1: World Religions. This unit will focus on Christianity, specifically looking at the life of Jesus, the Kingdom of God, values, the scriptures and how these relate to people today.
Unit 2: Religion and Philosophical Questions. This unit focuses on miracles and explores examples of miracles/events claimed to be miracles in scriptures and the modern day. This includes philosophical and scientific accounts of miracles.
Unit 3: Belief and morality. This unit focuses on Religion, medicine and the human body and explores issues surrounding palliative care, euthanasia and medical research. This includes examining the treatment and status of embryos.

How will I be assessed?
At the end of S4 all pupils will be assessed at either National 5, National 4 or National 3. National 3 and 4 have internal unit based assessments and National 4 has an internally assessed assignment. National 5 is an SQA set exam with an externally assessed course-work assignment.

What follow-on courses could I take in S5 & S6?
Pupils achieving National 3 can progress to National 4, National 4 may progress to National 5, and those with a National 5 grade are able to progress onto Higher RMPS

Will it help to have done RMPS when I’m looking for a job or considering Higher Education?
RMPS helps develop skills that employers are looking for – good communication skills, being able to work in a team, people who can manage themselves and analyse their work, people who have the confidence to ask questions and make decisions. RMPS develops many useful skills for your future such as decision making skills, leadership skills as well as research and information handling skills. You will develop the ability to work well in a team through co-operation and collaboration and be able to take part responsibly in discussions, listening to others points of views and developing your own opinions. RMPS will also help you to develop your Literacy and Health and Wellbeing skills.
Religious, Moral and Philosophical Studies

Why RMPS?
RMPS gives you a better understanding of other people and beliefs and will also enable you to make your own decisions on important moral issues as we consider issues in an objective, tolerant and rational way. RMPS is unique because it allows you to explore the values and beliefs of others, as well as your own, and develops higher order thinking skills through debate and analysis. RMPS will give you a clearer understanding of how belief affects the world in the 21st Century as you develop your own beliefs and values. It is also worth bearing in mind that the skills you learn in RMPS are transferable to a wide range of subjects.

The Higher Religious, Moral and Philosophical Studies Course enables learners to investigate, critically analyse and evaluate religious, moral and philosophical questions and responses, and to develop the ability to express detailed, reasoned and well-structured views.

Suggested entry requirements
Entry to this course will be based on achievement of National 5 RMPS or another Social Subject, or with discussion with the Principal Teacher.

What is the course about?
The purpose of this course is to develop knowledge and understanding of religious, moral and philosophical issues that affect the world today. Religious and non-religious perspectives will be included. The course will explore the questions they raise and the solutions or approaches they offer. You will have the opportunities to reflect on these and your own experiences and views. You will be required to study a world religion in detail, understand contemporary moral issues and responses and study key aspects of religious and philosophical questions. You will develop skills which are transferable to other areas of study and which you will use in everyday life.

The course is divided into 3 units:
Unit 1: World Religions. In this unit you will develop skills to interpret and comment on the meaning and context of sources related to Buddhism. You will develop in-depth factual and abstract knowledge and understanding of the impact and significance of religion today through studying some key beliefs, practices and sources found within Buddhism.
Unit 2: Religion and Philosophical Questions - This unit focuses on the origins of life looking at God's role as creator versus Big Bang (Reason/science v's faith/religion)
Unit 3: Belief and Morality - This unit focuses of Religion and Justice, looking at forms of punishment, including Capital Punishment and the effectiveness of different types of punishment.

How will I be assessed?
Higher is an SQA set exam with an externally assessed course-work assignment.

What follow-on courses could I take in S5 & S6?
Pupils achieving Higher RMPS are able to progress onto Advanced Higher RMPS.

Will it help to have done RMPS when I'm looking for a job or considering Higher Education?
RMPS helps develop skills that employers are looking for – good communication skills, being able to work in a team, people who can manage themselves and analyse their work, people who have the confidence to ask questions and make decisions. RMPS develops many useful skills for your future such as decision making skills, leadership skills as well as research and information handling skills. You will develop the ability to work well in a team through co-operation and collaboration and be able to take part responsibly in discussions, listening to others points of views and developing your own opinions. RMPS will also help you to develop your Literacy and Health and Wellbeing skills.
Religious, Moral and Philosophical Studies

Why RMPS?
The Advanced Higher Religious, Moral and Philosophical Studies Course enables learners to gain an in-depth understanding of significant ethical, theological and philosophical themes, and of society’s religious and social diversity. Learners will research, analyse and apply critical thinking to these themes. This course is intensive and requires substantial study and research. It is an excellent stepping-stone for further academic study and is representative of the standards expected by Universities and Further Education Institutions.

Suggested entry requirements
Entry to this course will be based on achievement of a good pass at Higher RMPS or with discussion with the Principal Teacher.

What is the course about?
The course consists of two units of study: Philosophy of Religion and Medical Ethics.

In the Philosophy of Religion unit we study:
- The Cosmological Argument.
- The Teleological Argument.
- Atheism.

In the Medical Ethics unit we study:
- Beginning of Life – Treatment of Embryos and Abortion.
- Prolongation of Life – Procurement and Allocation of Organs.
- End of Life – Euthanasia and Palliative Care.

There is also a course work element which makes 40% of the final grade. This is a 4,000 word dissertation on one of areas listed above.

How will I be assessed?
Advanced Higher is assessed by an SQA set 2 hour exam and ab externally assessed dissertation.

Will it help to have done RMPS when I’m looking for a job or considering Higher Education?
RME helps develop skills that employers are looking for – good communication skills, being able to work in a team, people who can manage themselves and analyse their work, people who have the confidence to ask questions and make decisions. RME develops many useful skills for your future such as decision making skills, leadership skills as well as research and information handling skills. You will develop the ability to work well in a team through co-operation and collaboration and be able to take part responsibly in discussions, listening to others points of views and developing your own opinions.
Spanish

Why Spanish?
Spanish is an international language spoken by millions of people across five continents. An ability to speak another language is not only looked upon favourably by employers and universities, but also increases a pupil’s awareness of the wider world and greatly increases future opportunities for business, travel and leisure.

Suggested entry requirements?
Entry to this course will be based on prior knowledge and approval from PT Enterprise.

What is the course about?
Pupils will use a variety of textbooks and resources which cover the 4 themes at both levels – Society, Learning, Employability and Culture.

How will I be assessed?
The 4 skills of Listening, Talking, Reading and Writing will be assessed throughout S4. National 4 is internally assessed in all skills and this qualification includes an Added Value Unit which is achieved through a Reading assessment and a Talking Presentation/Discussion.
National 5 is externally assessed in Listening, Reading and Writing. The Talking Performance is assessed internally.

What follow on courses could I take in S5 and S6?
From Nat 5, pupils can progress to Higher Spanish.
From Nat 4, pupils can progress to Nat 5 Spanish.
Spanish

Why Spanish?
Spanish is international language spoken by millions of people across a number of continents. An ability to speak another language is not only looked upon favourably by employers and universities, but also increases a pupil’s awareness of the wider world and greatly increases future opportunities for business, travel and leisure.

Suggested entry requirements?
National 5 Spanish.

What is the course about?
Pupils will use a Higher Spanish course book as well as various other resources/websites and will cover the 4 themes – Society, Learning, Employability and Culture.

How will I be assessed?
The 4 skills of Listening, Talking, Reading and Writing will be assessed throughout the course. The final exam which is externally assessed is in Listening, Reading and Writing. Talking is internally assessed. The assessments comprise:
Component 1 – Reading (including Translation) and Directed Writing
Component 2 – Listening and Personal Writing
Component 3 – Performance Talking

What follow on courses could I take in S6?
Advanced Higher Spanish.
Sports Leadership

**Why Community Sports Leadership?**

The Sports Leadership courses are nationally recognised qualifications that enables successful learners to lead groups of people in sport/activity, under indirect supervision. The qualification teaches generic leadership skills such as organisation, planning, communication and teamwork through the medium of sport. They are fun and practical qualifications with no final examinations to sit.

These practical courses are designed to cover several key units:

<table>
<thead>
<tr>
<th>Award in Sports Leadership Level 4</th>
<th>Award in Community Sports Leadership Level 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit 1 - Plan, lead and review a sport/activity.</td>
<td>Unit 1 - Plan, lead and evaluate a sport/activity session</td>
</tr>
<tr>
<td>Unit 2 - Establishing leadership skills.</td>
<td>Unit 2 - Developing leadership skills</td>
</tr>
<tr>
<td>Unit 3 - Lead activities that promote a healthy lifestyle.</td>
<td>Unit 3 - Lead a session to improve fitness</td>
</tr>
<tr>
<td>Unit 4 - Fair play in sport.</td>
<td>Unit 4 - Adapting sports activities</td>
</tr>
<tr>
<td>Unit 5 - The role of the official.</td>
<td>Unit 5 - Establish and maintain a safe sport/activity session</td>
</tr>
<tr>
<td>Unit 6 - Opportunities in sport and recreation.</td>
<td>Unit 6 - Organise and deliver a sports event or competition</td>
</tr>
<tr>
<td></td>
<td>Unit 7 - Pathways in sport and recreation</td>
</tr>
</tbody>
</table>

**Entry Requirements**

<table>
<thead>
<tr>
<th>Award in Sports Leadership Level 4</th>
<th>Award in Community Sports Leadership Level 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Must be in S4 or above.</td>
<td>Age: Must be in S5 or S6.</td>
</tr>
<tr>
<td>Must pay the Course Fee of £21.</td>
<td>Must pay the Course Fee of £36.</td>
</tr>
<tr>
<td>(Correct as of Jan 2015.)</td>
<td>(Correct as of Jan 2015.)</td>
</tr>
<tr>
<td>Course Fee to be paid by December 2016.</td>
<td>Course Fee to be paid by December 2016.</td>
</tr>
</tbody>
</table>

**Further Entry Requirements**

Entry to these courses are at the discretion of the PE department. Candidates will be expected to bring full and appropriate kit for every lesson and should have a competent standard of ability. It is recommended that the have an active interest in sport or physical recreation and regular participation in previous school PE.

**What are the courses about?**

The syllabus is designed to develop generic leadership skills that can be applied to a variety of sporting situations as well as contributing to the personal development of the learner. The courses are practical qualifications, in which learners must demonstrate their ability to lead others in sport/activity sessions. The aim of these qualifications is to prepare responsible, motivated and confident people who can lead safe, purposeful and enjoyable sport/activity sessions while under indirect supervision. In addition the Sports Leaders Award candidates may also have the opportunity to complete additional courses within the curriculum. These include “Positive Coaching Scotland”, “SRU Youth Coaching Course”, “Lawn Tennis Association Young Leaders” and “Communities Putting Children 1st”. Candidates will also be encouraged to attain awards from East Lothian’s “Fit To Coach” brochure. To encourage a sustained contribution to sport, Sports Leaders UK has worked with many of the National Governing Bodies. These Awards provides a common foundation for the coaching and officiating programmes of various sports Therefore, a number of the National Governing Bodies have created specific progression awards that enable successful learners to utilise their leadership skills and proceed to a sports specific route.

**How will I be assessed?**

Every assessment is practical based. Candidates will be continually assessed by their tutors via verbal questioning, practical leadership and occasionally written responses. Candidates must maintain regular practical attendance in class, Level 5 candidates must also complete ten hours of leadership within the community. The level 5 candidates leadership experience should take place *within a community setting*. For example, a Local Authority Sports Development Unit and its holiday play scheme, a local sports club, or a local voluntary organisation. To gain the award the candidate must demonstrate to the Tutor that they can plan, lead, deliver a fun and safe sporting session to a group of younger pupils.

**Progression.**

Following completion of the course ever leader has acknowledged that they feel more confident about themselves, and when leading others. Leaders remark on how the course has helped them improve their planning, time management and communication skills. The course provides an insight into how sport is structured at every level from local recreation to international performance and events. Former leaders have found the course of immense benefit as preparation for sports related Higher National Certificates and Degrees.
The Academies Programme
Course choice information for 2016-17 for students from East Lothian, attending Edinburgh College

The South East Scotland Academies Partnership (SESAP) is a ground-breaking collaboration focused on helping young people maximise their educational opportunities. It allows young people to study at college and university while still at school and provides them with relevant work experience opportunities.

There are 3 different Academies to join; Health & Social Care, Hospitality & Tourism and Creative Industries. The Academies are 2 year programmes of study aimed at young people in S5 and S6.

You will study towards a Higher National Certificate (HNC) in 2 of the Academies; the exception is Health and Social Care Academy where you study at National 5 or Higher in Health and Social Care.
<table>
<thead>
<tr>
<th>FAQs</th>
<th>Replies</th>
</tr>
</thead>
<tbody>
<tr>
<td>What is the Creative Industries Academy?</td>
<td>The Academy gives young people the opportunity to study at school, college and university and to gain a different qualification and range of experiences; to help make an informed choice for your future options after school.</td>
</tr>
<tr>
<td>Who is the Academy for?</td>
<td>Anyone in S5 and S6 who has an interest in discovering the range of skills required to work in the dynamic creative industries sector, in particular media and communications or acting and performance. Those with an interest in working in the media or the performing arts sector.</td>
</tr>
<tr>
<td>Why do the Academy?</td>
<td>The Academy gives you the opportunity to achieve an HNC Acting and Performance or HNC Media and Communications over 2 years. This qualification will allow you to develop skills ready for advanced entry to college, university or in to the workplace.</td>
</tr>
<tr>
<td>What will I study? And what does this involve?</td>
<td>Over the 2-year Academy, you study a range of theory and practical subjects including; Writing for the Media, Photography, an Introduction to the Creative Industries or Acting, Voice and Movement skills depending which HNC you opt for. There is no final exam for each unit – assessment is continuous throughout the course.</td>
</tr>
<tr>
<td>Where will I study?</td>
<td>You study at college twice each week during term-time. These dates can sometimes vary from your school calendar, and you are expected to be in class over the exam leave period in May, unless you have a clash with an exam.</td>
</tr>
<tr>
<td>When are the Academy classes?</td>
<td>Potentially this will be Tuesday and Friday afternoons, finishing later than the school day at 5pm. This will be confirmed in January.</td>
</tr>
<tr>
<td>How do I travel for my Academy classes?</td>
<td>The local authority will arrange transport with you, and this may be a combination of contract transport and use of local buses. Your school will let you know.</td>
</tr>
<tr>
<td>Do I have to pay anything to be on the Academy?</td>
<td>No – the idea behind the Academy is to allow young people with an interest in creative industries sector to gain the academic and practical experiences, what ever your background. Your local authority pays for your travel.</td>
</tr>
<tr>
<td>What are the entry requirements?</td>
<td>The HNC is SCQF Level 7 (same level as Advanced Highers), so you need to have an interest in the theory as well as practical; you also need to study a min. of 2 Highers in S5, inc. Higher English.</td>
</tr>
<tr>
<td>What are the progression routes after completing the Academy and gaining the HNC?</td>
<td>You can use the Academy experience as well as your school qualifications to help you get into employment, college or into university. At college you can study a wide variety of Media or Acting related HN qualifications or you can progress on to a media or drama related degree at Queen Margaret University.</td>
</tr>
<tr>
<td>What are the progression routes after completion of some HN units?</td>
<td>If you do not complete the full HNC in either Media or Acting, you can use the Academy experience as well as your school qualifications to help you get into employment, college or in to university.</td>
</tr>
</tbody>
</table>
There are no entry requirements for this academy as it is suitable for those who are looking to working in social and health care settings at a variety of levels.

<table>
<thead>
<tr>
<th>FAQs</th>
<th>Replies</th>
</tr>
</thead>
<tbody>
<tr>
<td>What is the Health and Social Care Academy?</td>
<td>The Academy gives young people the opportunity to study at school, college and university and to gain a different qualification and range of experiences; to help make an informed choice for your future options after school.</td>
</tr>
<tr>
<td>Who is the Academy for?</td>
<td>Anyone in S5 and S6 who has an interest in discovering the range of skills required to work in the wide range of health and social care sector. Those with an interest in working with people on leaving school.</td>
</tr>
<tr>
<td>Why do the Academy?</td>
<td>The Academy gives you the opportunity to achieve an relevant qualification in Health &amp; Social Care. It will allow you to develop skills ready for entry to college, university or into the workplace.</td>
</tr>
<tr>
<td>What will I study? And what does this involve?</td>
<td>Over the 2-year Academy, you study a range of theory and practical subjects. There is no final exam for each unit – assessment is continuous throughout the course.</td>
</tr>
<tr>
<td>Where will I study?</td>
<td>You study at college twice each week during term-time. These dates can sometimes vary from your school calendar, and you are expected to be in class over the exam leave period in May, unless you have a clash with an exam.</td>
</tr>
<tr>
<td>When are the Academy classes?</td>
<td>Potentially this will be Tuesday and Friday afternoons, finishing later than the school day at 5pm. This will be confirmed in January</td>
</tr>
<tr>
<td>Question</td>
<td>Answer</td>
</tr>
<tr>
<td>------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>How do I travel for my Academy classes?</td>
<td>The local authority will arrange transport with you, and this may be a combination of contract transport and use of local buses. Your school will let you know.</td>
</tr>
<tr>
<td>Do I have to pay anything to be on the Academy?</td>
<td>No – the idea behind the Academy is to allow young people with an interest in health and social care to gain the academic and practical experiences, whatever your background. Your local authority pays for your travel.</td>
</tr>
<tr>
<td>What are the entry requirements?</td>
<td>Selection is competitive and based on your interview as well as your application form, and not just on your academic qualifications at school.</td>
</tr>
<tr>
<td>What are the progression routes after completing the Health &amp; Social Care Academy?</td>
<td>After completing the course there are a number of options. You can go directly into a related job or a related subject at college or first year of University depending on your other qualifications and experiences.</td>
</tr>
<tr>
<td>What are the progression routes after completion of some units?</td>
<td>If you do not complete the full qualification, you will be awarded any individual units. You can use the Academy experience as well as your school qualifications to help you get into employment, college or into university.</td>
</tr>
</tbody>
</table>

The Hospitality & Tourism Academy

This Academy will enhance your desire and determination to find out more about the diverse range of jobs and skills in the hospitality and tourism industry.

This course may suit you if you are interested in developing some industry related practical skills.
<table>
<thead>
<tr>
<th>FAQs</th>
<th>Replies</th>
</tr>
</thead>
<tbody>
<tr>
<td>What is the Hospitality and Tourism Academy?</td>
<td>The Academy gives young people the opportunity to study at school, college and university and to gain a different qualification and range of experiences; to help make an informed choice for your future options after school.</td>
</tr>
<tr>
<td>Who is the Academy for?</td>
<td>Anyone in S5 and S6 who has an interest in discovering the range of skills required to work in the dynamic hospitality sector. Those with an interest in working with people and studying business management or hospitality at school.</td>
</tr>
<tr>
<td>Why do the Academy?</td>
<td>The Academy gives you the opportunity to achieve an HNC Hospitality over 2 years. This is a supervisory qualification and will allow you to develop skills ready for advanced entry to college, university or in to the workplace.</td>
</tr>
<tr>
<td>Where will I study?</td>
<td>You study at college twice each week during term-time. These dates can sometimes vary from your school calendar, and you are expected to be in class over the exam leave period in May, unless you have a clash with an exam.</td>
</tr>
<tr>
<td>What will I study? And what does this involve?</td>
<td>Over the 2-year Academy, you study a range of theory and practical subjects including Professional Cookery Processes in the kitchen; Finance and Control Systems, to gain an appreciation of controlling costs; Management of Hospitality Organisations, where you study management theory; Food and Beverage Service, practical experience of serving customers in the college restaurant; Supervision, learning theory of the role of a supervisor and planning a practical training session. There is no final exam for each unit – assessment is continuous throughout the course.</td>
</tr>
<tr>
<td>When are the Academy classes?</td>
<td>Potentially this will be Tuesday and Friday afternoons, finishing later than the school day at 5pm or 7pm, depending on which day. This will be confirmed in January</td>
</tr>
<tr>
<td>How do I travel for my Academy classes?</td>
<td>The local authority will arrange transport with you, and this may be a combination of contract transport and use of local buses. Your school will let you know.</td>
</tr>
<tr>
<td>Do I have to pay anything to be on the Academy?</td>
<td>No – the idea behind the Academy is to allow young people with an interest in the hospitality and tourism sector to gain the academic and practical experiences, what ever your background. Uniform is provided and your local authority pays for your travel.</td>
</tr>
<tr>
<td>What are the entry requirements?</td>
<td>The HNC Hospitality is SCQF Level 7 (same level as Advanced Highers), so you need to have an interest in the theory as well as practical; you also need to study a min. of 2 Highers in any subject</td>
</tr>
<tr>
<td>What are the progression routes after completing the Academy and gaining the HNC Hospitality?</td>
<td>You can go into industry to work; you can go to college in to 2nd year of the HND Hospitality Management; you can go to university and continue your hospitality studies, it’s even possible to have entry to 2nd year of the International Hospitality and Tourism Management degree at Queen Margaret University, however you can also enter 1st year of the degree.</td>
</tr>
<tr>
<td>What are the progression routes after completion of some HN units?</td>
<td>If you do not complete the full HNC Hospitality, you can use the Academy experience as well as your school qualifications to help you get into employment, college or in to university.</td>
</tr>
</tbody>
</table>

For further information log on to www.southeastscotlandacademies.org
Young Applicants in Schools Scheme (YASS)

What is YASS?
The opportunity to study a university module in school.

Who can do YASS?
Any S6 student in Scotland.

What are the benefits of YASS?
• It’s FREE! All 10 and 15 point modules are fully funded
• Learn to study independently
• Improve your UCAS application or CV
• Access to the entire Open University online library.

What can I study?
• Law
• Health and social care
• Arts
• Technology
• Social sciences
• Environment
• Business studies
• Mathematics
• Languages
• Engineering

Interested?
Speak to Ms Katrina Donaldson or visit openuniversity.co.uk/yass for more information.