



ACADEMIC COURSE DETAILS

Art and Design

- ◆ N5
- ◆ Higher¹
- ◆ Higher Photography
- ◆ AH
- ◆ Portfolio course

BECSIT

- ◆ N5 Administration¹
- ◆ Higher Administration¹

- ◆ N5 Business Management¹
- ◆ Higher Business Management¹

- ◆ N5 Computing Science¹
- ◆ Higher Computing Science¹
- ◆ AH Computing Science

Design and Technology

- ◆ N5 Graphic Communication¹
- ◆ Higher Graphic Communication¹

- ◆ N5 Design & Manufacture
- ◆ Higher Design and Manufacture

Early Education (Skills for Work)

- ◆ N5

English

- ◆ N5
- ◆ Higher English
- ◆ AH English
- ◆ Communications

Geography

- ◆ Higher
- ◆ AH

History and Modern Studies

- ◆ Higher History
- ◆ AH History
- ◆ N5 Modern Studies¹
- ◆ Higher Modern Studies¹

Health, Food and Textiles

- N5 Hospitality
- N5 Fabric and Textiles

Mathematics

- ◆ Personal Finance Award
- ◆ N5
- ◆ Higher
- ◆ AH

Modern Languages

- ◆ Higher: French, Spanish
- ◆ AH: French, Spanish

Music

- ◆ Higher Music
- ◆ AH Music

Physical Education

- ◆ N5
- ◆ Higher¹

Science

- N5 Practical Laboratory Skills
- Higher: Biology, Chemistry, Physics
- AH: Biology, Chemistry, Physics

¹ Bi-level teaching

Details of the courses are below and you may also wish to consult the Curriculum Map at the end of this booklet for information on subject pathways.

Please also note that the details of Advanced Higher Courses will be updated in April when the new course specifications have all been published by SQA

If you are interested in a subject not on the list then please speak to Ms McDade as soon as possible.

Links to the Glasgow City Council Senior Phase courses, Glasgow Clyde College Open Doors programmes and Foundation Apprenticeships are in the Course Choice Booklet and on the school website.

¹ Bi-Level class

ART & DESIGN

Art and Design – Higher Course

Course Description

External Assessment

Component
Practical: Design and Expressive portfolio
Written: Art and Design Studies

Purpose and aims of the Course

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

Learners will analyse the factors influencing artists' and designers' work and practice. They will use this understanding when developing and producing their own creative and personal expressive art and design work.

The skills that learners gain by successfully completing the Course will be valuable for learning, life and work.

Learners will investigate and analyse how artists and designers have used materials, techniques and/or technology in their work. Learners will then experiment, using art and design materials, techniques and/or technology to develop their ideas for creative and expressive impact.

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

The aims of the Course are to enable learners to:

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

Approaches to Learning and Teaching

Students are engaged in individual project work, much of which involves generating, evolving and synthesising their ideas in an environment conducive to experimentation and promoting effective learning. Structured opportunities to collaborate are designed to stretch and support the individual, developing the ability to formulate and communicate informed personal comment, judgement and speculation.

The Higher and N5 are taught in bi-level classes, which allows for movement between levels, for those who do not already have N5, depending on performance.

Homework

Due to the use of time consuming techniques and the volume of practical work expected, it is essential that both practical and written work is undertaken at home in order that course deadlines can be met. This is

especially true of the written aspect of the N5 and Higher courses and formal written homework will be issued. All students should very quickly get into the habit of taking folders home, as a matter of course, to continue with practical work if they intend to achieve their full potential. It may also be necessary to use lunchtimes and supported study in order to complete work in the department.

Supported Study

This takes place over 5 evenings in March or April and is used by pupils to work with staff, finalising work from either Design or Expressive units and, where necessary, focusing on the written aspect of the course. Those students producing work on computer, using Photoshop and Illustrator, will have the support of a member of staff experienced in this field.

Progression

On successful completion of the Higher Art and Design course, students can progress within the school to Advanced Higher Art and/or the Folio preparation class. The practical Design and Expressive units can also be used as a folio for external progression to Art and Design courses at Colleges of Further Education. A number of students are successful in doing this each year.

Art & Design –Advanced Higher

Two separate subjects are on offer:

1. Art & Design Enquiry: Students have **two** courses to choose from:

<i>Either</i>	<i>Or</i>
Expressive Practical (2 Credits) + Visual Arts Written (1 Credits)	Design Practical (2 Credits) + Design Studies Written (1 Credits)

Course Outline

Expressive

A practical unit taking the form of an expressive study will involve the identification and selection of a theme capable of supporting sustained study in depth of: portraiture, figure composition, landscape or still-life.

plus

Art and Design Studies: Visual Arts

The theme should link to the context, theme or area of study used as the basis of the Practical Unit.

or

Design

A practical unit taking the form of a design study will involve the identification of a theme and the resolution of design problems arising from it: graphics, product, architecture, jewellery, fashion or textiles.

plus

Art and Design Studies: Design

The theme should link to the context, theme or area of study used as the basis of the Practical Unit.

Assessment

Assessment sessions are held where work is reviewed and students are encouraged to become involved in dialogue with each other and staff, about their work and the work of others. All work is externally marked by SQA for Advanced Higher. There are no examinations.

Homework

Due to the use of time consuming techniques and the volume of practical work expected, it is essential that both practical and written work is undertaken at home in order that course deadlines can be met. This is especially true of the written aspect of the Advanced Higher courses and formal written homework will be issued. Students should already be in the habit of taking folders home to continue with practical work, having completed the Higher Art and Design course, and should continue to do this as a matter of course, if they intend to achieve their full potential. It may also be necessary to use lunchtimes and supported study in order to complete work in the department.

Visits to Libraries, Exhibitions and Lectures are recommended and taking part in twilight courses and workshops is encouraged.

BECSIT

Administration and IT National 5

External Assessment

Controlled assessment — assignment worth 100 marks

This assignment is:

- ◆ set by SQA, on an annual basis
- ◆ conducted under a high degree of supervision and control

Purpose and aims of the Course

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

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

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

The broad structure of the Course meets its purpose and aims, which are addressed by the Units it comprises.

The Course contains a significant practical component, which involves experiential learning, encouraging the integration of skills, knowledge and understanding through practical activities. Its use of real-life contexts makes it relevant to the world of work and its uniqueness lies in enabling learners to work towards industry standard in IT in an administration-related context. While the skills, knowledge and understanding it develops reflect current administrative practice, the Course is sufficiently flexible to take account of emerging technologies, and this will ensure its continuing currency and relevance.

The Course makes an important contribution to general education through developing a range of essential skills which will stand learners in good stead regardless of the career path they ultimately choose. Its contribution to vocational education is just as significant because it opens up progression to a range of careers in administration and IT. The Course also supports the wider curriculum through its emphasis on IT.

Approaches to Learning and Teaching

A variety of teaching approaches will be employed to include formal direct teaching and opportunities for some self paced pupil work. An emphasis on high quality practical work will be a significant feature of the course.

Homework

Homework is an essential element of the learning process in order for pupils to consolidate as they progress. The core text provides regular homework, and pupils will be expected to submit regular formal homework exercises for assessment. Homework will focus on the theory element of the course.

Administration and IT Higher

External Assessment

Assignment set by SQA
Exam

Purpose and aims of the Course

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

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

The Course aims to enable learners to:

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

The broad structure of the Course meets its purpose and aims, which are addressed by the three Units it comprises.

The Course is a blend of applied, experiential learning and related theory and uses real-life contexts, which makes it relevant to the world of work. Its uniqueness lies in enabling learners to work towards industry standards in IT in an administration-related context. While the skills, knowledge and understanding it develops reflect current administrative practice, the Course is sufficiently flexible to take account of emerging technologies, and this will ensure its continuing currency and relevance.

The Course makes an important contribution to general education through developing a range of essential skills which will stand learners in good stead regardless of the career path they ultimately choose. Its contribution to vocational education is just as significant because it opens up progression to a range of careers in administration and IT. The Course also supports the wider curriculum through its emphasis on IT.

Approaches to Learning and Teaching

A variety of teaching approaches will be employed to include formal direct teaching and opportunities for some self paced pupil work. An emphasis on high quality practical work will be a significant feature of the course. Pupils will be expected to work independently and interdependently in order to achieve their objectives. By the end of this course it is expected that candidates will have developed skills in order to enhance their performance in the workplace or in higher or further education.

Homework

Homework is an essential element of the learning process in order for pupils to consolidate as they progress. Pupils will be expected to submit regular extended formal homework pieces with rigid deadlines for assessment. Homework will focus on the theory element of the course.

BUSINESS MANAGEMENT National 5

External assessment

Assignment
Exam

Purpose and aims of the Course

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 to sustain this role.

This Course will build on the skills, knowledge and understanding gained in Business (National 4) and can act as an introduction to the world of business. The purpose of the Course is to highlight ways in which organisations operate and the steps they take to achieve their goals. This purpose will be achieved through combining practical and theoretical aspects of business learning through the use of real-life business contexts. The skills, knowledge and understanding gained are embedded in current business practice and theory, and reflect the integrated nature of organisations, their functions, and their decision-making processes.

A main feature of this Course is the development of enterprising skills and employability skills. Learners will be able to understand and make use of business information to interpret and report on overall business performance in a range of contexts. The Course therefore includes the study of organisations in the private, public and voluntary sectors.

The Course explores the important impact businesses have on everyday life, and therefore gives learners experiences which are topical. It develops skills for learning, life and work that will be of instant use in the workplace. It supports personal financial awareness through improving learners' knowledge of financial management in a business context.

Learners will be given the opportunity to be involved in activities which are challenging, motivating and inspiring.

The Course aims to enable learners to develop:

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

Approaches to Learning and Teaching

A range of teaching and learning approaches are used, such as case studies, business games, group work and visits to firms and direct teaching.

It is designed to ensure that knowledge essential to understand decision making and integrated with relevant information gathering and evaluation and communication skills.

Practical examples for the contemporary UK environment are used wherever possible and key concepts and ideas are applied to different types of business organisations.

Homework

Homework is an essential element of the learning process in order for pupils to consolidate and develop their analytical and evaluative writing. Pupils are issued regular written and research homework and are expected to meet deadlines set. Pupils are encouraged to keep up to date with current business developments by watching news and reading quality newspapers.

Assessment

This aims to enable candidates to explain and analyse issues in Business Management in unfamiliar and more complex contexts. This is done through a case study which tests candidates' ability to solve problems and make decisions and by extended response questions.

Business Management Higher

External Assessment

Assignment
Exam

Purpose and aims of the Course

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.

This Course will build on the skills, knowledge and understanding gained in National 5 Business Management or, for some learners, can act as an entry to the study of business.

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.

A main feature of this Course is the development of enterprising and employability skills. Learners will be able to understand and make use of business information to interpret and report on overall business performance in a range of contexts. The Course therefore includes the study of organisations in the private, public and voluntary sectors.

The Course explores the important impact businesses have on everyday life, thereby giving learners experiences which are topical. It develops skills for learning, life and work that will be of instant use in the workplace. It supports personal financial awareness through developing learners' knowledge of financial management in a business context.

Learners will be given the opportunity to be involved in learning activities which are challenging, motivating and inspiring.

The Course aims to enable learners to develop and extend:

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

Approaches to Learning and Teaching

A range of teaching and learning approaches are used, such as case studies, business games, group work and visits to firms and direct teaching.

It is designed to ensure that knowledge essential to understand decision making and integrated with relevant information gathering and evaluation and communication skills.

Practical examples for the contemporary UK environment are used wherever possible and key concepts and ideas are applied to different types of business organisations.

Homework

Homework is an essential element of the learning process in order for pupils to consolidate and develop their analytical and evaluative writing. Pupils are issued regular written and research homework and are expected to meet deadlines set. Pupils are encouraged to keep up to date with current business developments by watching news and reading quality newspapers.

Assessment

This aims to enable candidates to explain and analyse issues in Business Management in unfamiliar and more complex contexts. This is done through a case study which tests candidates' ability to solve problems and make decisions and by extended response questions.

COMPUTING SCIENCE

National 5

External Assessment

Exam
Assignment

Purpose and aims of the Course

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 other 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.

The aims of the Course are to enable learners to:

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

Related to these aims, and underlying the study of computing science, are a number of unifying themes, including technological progress and trends, the relationship between software, hardware and system performance, and information representation and transfer as a core component of any computation. These are used to explore a variety of specialist areas through practical and investigative tasks.

Approaches to Learning and Teaching

The course involves a mixture of theoretical and practical methods required to design and develop software and information system solutions.

Internal Assessment

Both unit assessments use a combination of theory and practical elements. Assessment is used to ensure that pupils are able to both explain and report on the structure and constructs required to produce Software and Information Systems as well as the practical application including programming.

Homework

Pupils are expected to do regular homework in the form of reading and explaining code, answering questions, research and revision. Homework focuses on the theory element of the course and pupils are not required to have access to specialist software at home.

COMPUTING SCIENCE - Higher

External Assessment

Exam
Assignment

Purpose and aims of the Course

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. At this level, learners will be introduced to an advanced range of computational processes and thinking, and learn to apply a rigorous approach to the design and development process across a variety of contemporary contexts. Learners will also gain an awareness of the importance that computing professionals play in meeting the needs of society today and for the future, in fields which include science, education, business and industry.

Because of its relevance and its focus on developing transferable skills, it will be valuable to many learners, particularly those considering a career or further study in computing science disciplines.

The aims of the Course are to enable learners to:

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

Related to these aims, and underlying the study of computing science, are a number of unifying themes, including technological progress and trends, the relationship between software, hardware and system performance, and information representation and transfer as a core component of any computation. These are used to explore a variety of specialist areas through practical and investigative tasks.

Approaches to Learning and Teaching

The course involves a mixture of theoretical and practical methods required to design and develop software and information system solutions.

Internal Assessment

Both unit assessments use a combination of theory and practical elements. Assessment is used to ensure that pupils are able to both explain and report on the structure and constructs required to produce Software and Information Systems as well as the practical application including programming exemplification using two high level languages.

Homework

Pupils are expected to do regular homework in the form of reading and explaining code, answering questions, research and revision. Homework focuses on the theory element of the course and pupils are not required to have access to specialist software at home.

COMPUTING SCIENCE - Advanced Higher

External Assessment

Exam
Project

Purpose and Aims of the Course

The aims of the Course are to enable learners to:

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

The purpose of the project is to assess practical application of knowledge and skills from across the Course to develop a solution to an appropriately challenging and complex computing science problem. It will assess learners' skills in planning and designing a solution to a problem, implementing and testing a solution, and evaluating and reporting on that solution.

Homework

Pupils are given schedules of work indicating topic deadlines. Effective time-management is encouraged and any research and preparation not completed during class should be conducted at home.

DESIGN AND TECHNOLOGY SUBJECT

Graphic Communication N5

External Assessment

Exam
Assignment

Purpose and aims of the Course

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

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

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

The aims of the Course are to enable learners to:

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

Approaches to Learning and Teaching

The emphasis throughout the course is on pupil centred learning. We try, as a department to use many and varied strategies to enhance pupil learning including various innovative group centred challenges where pupils learn transferable thinking skills which are then applied across the course. Allied to this is the use of modern industry standard software to build 3D models which allow pupils to both construct and visualise various components. Class demonstrations are regularly carried out with live video linking to a large screen, a system which allows hard copies of various techniques to be saved and distributed as learning aids, in addition to the inherent classroom management benefits of this technique. At all stages pupils views are sought and acted upon in relation to the effectiveness of teaching and learning as the department continually strives to become a leader in the field of Design & Technology education.

Homework

Homework will be set regularly, reinforcing the theoretical content of the course, and is essential to the success of the pupil. In addition to this, each pupil will be expected to allocate extra time to the graphic design aspects of the course.

Higher Graphic Communication

External Assessment

Exam
Assignment

Purpose and aims of the Course

The Course provides opportunities for learners to initiate and develop their own ideas graphically. It allows them to develop skills in reading and interpreting graphics produced by others. Learners will continue to develop graphic awareness in often complex graphic situations thus expanding their visual literacy.

The Course is practical, exploratory and experiential in nature. It combines elements of creativity and communicating for visual impact with elements of protocol and an appreciation of the importance of graphic communication standards, where these are appropriate.

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

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

- skills in graphic communication techniques, including the use of equipment, graphics materials and software
- creativity in the production of graphic communications to produce visual impact in meeting a specified purpose
- skills in evaluating the effectiveness of graphics in communicating and meeting their purpose
- an understanding of graphic communication standards protocols and conventions, where these apply
- an understanding of the impact of graphic communication technologies on our environment and society

Approaches to Learning and Teaching

The emphasis throughout the course is on pupil centred learning. We try, as a department to use many and varied strategies to enhance pupil learning including various innovative group centred challenges where pupils learn transferable thinking skills which are then applied across the course. Allied to this is the use of modern industry standard software to build 3D models which allow pupils to both construct and visualise various components. Class demonstrations are regularly carried out with live video linking to a large screen, a system which allows hard copies of various techniques to be saved and distributed as learning aids, in addition to the inherent classroom management benefits of this technique. At all stages pupils views are sought and acted upon in relation to the effectiveness of teaching and learning as the department continually strives to become a leader in the field of Design & Technology education.

Homework

Homework will be set regularly, reinforcing the theoretical content of the course, and is essential to the success of the pupil. In addition to this, each pupil will be expected to allocate extra time to the technical drawing aspects of the course, especially where they have never undertaken N5 Graphics, as the Graphic Design elements rely strongly on the techniques learned during the N5 Course.

Higher Design and Manufacture External Assessment

Assignment
Exam

Purpose and aims of the Course

The Course provides a broad and practical experience in product design and manufacture. It provides opportunities for learners to gain skills in designing and communicating design proposals and opportunities for learners to refine and resolve their design ideas effectively.

The Course stresses the integration of designing and making. It confirms that design is an iterative process. The Course highlights the close relationship between designing, making, testing, and refining design ideas.

The Course provides opportunities for learners to apply practical skills and an understanding of the properties and uses of materials and manufacturing processes. It does so in a way that allows learners to inform and refine their own design proposals. It offers them opportunities to explore design alternatives and to consider the manufacturing practicalities that these design alternatives bring to light.

The Course combines elements of creativity and designing for aesthetic or visual impact with elements of designing for the practicalities of manufacturing. It helps the learner appreciate the importance to a product of form, function, and performance. It helps them develop strategies for the evaluation of these attributes and to refine and resolve their designs accordingly.

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

The Course provides learners with opportunities to develop:

- research skills
- idea generation techniques
- the ability to read drawings and diagrams
- the ability to communicate design ideas and practical details
- the ability to evaluate and apply both tangible and subjective feedback
- the ability to devise, plan and develop practical solutions to design opportunities

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

The Higher Design and Manufacture Course differs in purpose and aim from the equivalent Courses at National 4 and National 5. It does so most obviously by requiring learners to give greater priority to evaluating design proposals and arriving at a resolved design. Of necessity, this may reduce time spent on crafting quality prototypes. Subsequently it is likely to increase the time spent on making practical models in order to inform and refine design proposals.

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

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

Approaches to Learning and Teaching

The emphasis is on pupil centred learning where pupils work individually, and in teams, on set assignments and case studies, analysing products, producing design solutions, modelling and evaluating them. The department provides a stimulating and dynamic learning environment where students are able to explore a variety of learning styles. The department enthusiastically harnesses the potential of multimedia technology to present teaching material in a way that deepens

understanding of the subject and this in turn motivates and engages the students. Students are encouraged to experiment with materials and their creativity is liberated by the freedom they're given to assemble their concepts in 3 dimensions at the earliest possible opportunity.

Homework

Homework will be set on a regular basis and will concentrate on reinforcing design knowledge and graphic skills. To be successful students will need to be consistently industrious over the course of the year. As it nears the time for folio work assessment, students will be expected to complete the work at home and in their own time.

Supported Study

The department uses supported study as an opportunity to focus on the more challenging aspects of project work that benefit from deeper analysis and exploration. Sometimes a solution to a design problem can only be found after numerous attempts at prototypes. The more relaxed creative environment and open ended approach promoted through supported study allows the student to explore a variety of concepts in depth before closing the process down through synthesis and through engaging in processes geared towards the production of a solution. All design students benefit from the opportunity to bounce ideas off others, this happens in a natural way at supported study and undoubtedly allows students to produce richer, more thoughtful and highly developed folio work.

English

National 5

Internal Assessment

Listening And Talking Assessment

External Assessment

Exam : Reading worth 70 marks

Portfolio of Writing– worth 30 marks

Purpose and Aims of the Course

Through the course pupils will engage in a range of activities to develop their skills:

- understanding, explaining, analysing and evaluating detailed texts (language, literature and media) in oral and written forms
- creating, structuring and producing detailed texts for different purposes
- developing detailed language skills in language, literature and media contexts
- using different media for learning and communication
- social and interpersonal skills
- identifying sources, selecting and using information
- planning, researching and decision-making
- effective questioning and reflection
- justifying ideas with evidence
- communicating ideas, feelings and information orally and in writing with technical accuracy
- understanding how language works
- developing cultural awareness
- using creative and critical thinking to synthesise ideas and arguments

Approaches to Learning and Teaching

- Active and independent learning by setting personal targets, reviewing and reflecting on progress and deciding next steps
- A blend of classroom approaches including whole class, small group or one to one discussions; direct interactive teaching
- Collaborative learning: in groups or pairs to encourage team-working, relationship-building, the verbalisation of ideas; with learners in other curricular areas to reinforce and transfer skills
- Space for personalization and choice: Selecting texts and ways of showing evidence (presentation, e-document, critical essay); choice of Assignment topic
- Applying learning
- Embedding literacy skills: selecting and assessing information, presenting findings; evaluating; debating; listening, reading, writing.

Homework

Homework will always involve reading- class texts and on-going research as required. Pupils will be expected to work on extension activities and target specific work following learning conversations with their class teacher. To support extended language acquisition, regular reading of and listening to quality journalism are also recommended.

Higher English

Internal Assessment

Listening and Talking Assessment

External Assessment

Exam : Reading worth 70 marks

Portfolio of Writing– worth 30 marks

Purposes and aims of the Course

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

As learners develop their literacy skills, they will be able to process information more easily, apply knowledge of language in practical and relevant contexts, and gain confidence to undertake new and more challenging tasks in a variety of situations.

Building on literacy skills, the Course develops understanding of the complexities of language, including through the study of a wide range of texts. The Course develops high levels of analytical thinking and understanding of the impact of language.

The Course offers learners opportunities to develop and extend a wide range of skills. In particular, the Course aims to enable learners to develop the ability to:

- listen, talk, read and write, as appropriate to purpose, audience and context
- understand, analyse and evaluate texts, including Scottish texts, as appropriate to purpose and audience in the contexts of literature, language and media
- create and produce texts, as appropriate to purpose, audience and context
- apply knowledge and understanding of language

Approaches to Learning and Teaching

All English courses are designed to continue the development of skills in reading, writing, talking and listening.

Students will be engaged in whole class, small group and individual work

Homework

Homework will always involve reading (class texts and research) and will include “ink exercises” to practise set pieces, preparation of talk assignments and the monitored writing up of the extended essay. To support and extend language acquisition, regular reading of quality journalism and viewing of television documentaries are also recommended.

Advanced Higher English

The Course is made up of two mandatory Units. The main purpose of the Course is to provide learners with the opportunity to apply analytical and evaluative skills to a wide range of literary texts. Learners interpret complex literary forms, produce sophisticated language and develop the skills outlined in the Units.

English: Analysis and Evaluation of Literary Texts (Advanced Higher)

The purpose of this Unit is to provide learners with opportunities to develop skills in the analysis and evaluation of a wide range of complex and sophisticated literary texts, as appropriate to purpose and audience.

English: Creation and Production (Advanced Higher)

The purpose of this Unit is to provide learners with opportunities to create a range of complex and sophisticated texts, as appropriate to different purposes and audiences.

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

Course assessment structure

Component 1 — Question paper: Literary Study – 20 marks

Component 2 — Question paper: Textual Analysis – 20 marks

Component 3 — Portfolio–writing – 30 marks

Component 4 — Project–dissertation – 30 marks

Total marks: 100 marks

The Course assessment is graded A–D. The grade is determined on the basis of the total mark for all Course assessments together.

A learner's overall grade will be determined by their performance across the Course assessment.

Structure and coverage of the Course assessment

Literary Study - question paper

The purpose of this question paper is to assess candidates' ability to apply the skills of critical analysis and evaluation to previously studied literary texts.

“ Candidates will choose one question from a range of questions and write a critical essay in response to it.

“ Candidates will select from poetry, prose, prose non fiction or drama. This will have 20 marks (20% of the total mark).

The texts chosen must not be the same as those used in the dissertation.

This question paper will be set and marked by SQA, and conducted in centres under conditions specified for external examinations by SQA. Candidates will complete this in 1 hour 30 mins.

Textual Analysis — question paper

The purpose of this question paper is to assess candidates' ability to apply the skills of critical analysis and evaluation to an unseen literary text.

“ Candidates will choose one question on an unseen literary text and write an extended critical analysis of it.

“ Candidates will select from poetry, prose, prose non fiction or drama. This will have 20 marks (20% of the total mark).

The candidates are free to select the same genre in each question paper.

This question paper will be set and marked by SQA, and conducted in centres under conditions specified for external examinations by SQA. Candidates will complete this in 1 hour 30 mins.

Portfolio–writing

This portfolio will give candidates an opportunity to demonstrate the following skills, knowledge and understanding:

“ writing in different genres for a range of purposes and audiences

Candidates will produce two pieces of writing for two different purposes and audiences. The writing can be from any of the following types:

“ persuasive

“ informative

“ argumentative

“ personal/reflective

“ poetry

“ prose fiction

“ drama

There is no requirement to write both creatively and discursively.

The portfolio will have 30 marks (30% of the total mark). Up to 15 marks will be awarded for each piece of writing selected for the portfolio.

Dissertation

This dissertation will give candidates an opportunity to demonstrate the following skills, knowledge and understanding:

“ independent planning, research and presentation of their knowledge and understanding of an aspect or aspects of literature

The text(s) chosen must not be the same as those used in the Literary Study question paper.

This dissertation will be between 2,500 and 3,000 words long and will have 30 marks (30% of the total mark).

Controlled assessment: Coursework (portfolio–writing, and project–dissertation)

“ set by centres within SQA guidelines

“ conducted under some supervision and control

Evidence will be submitted to SQA for external marking.

GEOGRAPHY

Higher

External Assessment

Exam
Assignment

Purpose and aims of the Course

Geography opens up for learners the physical and human environment around them and the ways in which people interact with the environment.

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

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

The contexts for study are local, national, international and global. This Course draws upon the social and natural sciences: interdisciplinary learning is therefore fundamental to geographical study and encourages links with other disciplines.

The main aims of this Course are to enable learners to develop:

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

Approaches to Learning and Teaching

A variety of teaching methods will be employed. Students will use a variety of investigative skills including research and cooperative learning strategies. Mapwork forms an integral part of the course with the skills learned in N5 being developed more fully. Students will be expected to work individually and as part of a group.

Homework

Students will be expected to do much of the course reading at home and read through course notes on a regular basis. A course text will be provided. Students will benefit from further background reading to help develop their geographical awareness for example keeping up-to-date with geographical developments in the news. Consistent revision of class work will also be expected. In addition, **at least one** formally assessed piece of homework will be given per week which will take the form of exam type questions.

Pupils will be expected to research and carry out a range of fieldwork approaches in preparation for the assignment. It is vital that parents are fully aware of fieldwork that students are completing in their own time. Pupils will be expected to risk assess their fieldwork and some fieldwork should be done in pairs or with parent supervision for example river fieldwork.

Geography - Advanced Higher

Entry Requirement for Advanced Higher 'C' pass in Higher Geography and Higher English.

Unit 1 (1 Credit)	Geographical Methods and Techniques
Unit 2 (1 Credit)	Geographical Study
Unit 3 (1 Credit)	Geographical Issues

This course gives automatic certification of the following:

Complete Core Skills for the Course: Problem Solving Higher
Numeracy Higher

The Advanced Higher Course in Geography is allocated 3280 SCQF points at SCQF level 7.

Course Outline

Advance Higher Geography builds on the concepts and skill developed at Higher level. There is an increased emphasis on developing skills of independent study, co-operative learning, objective thinking and the ability to communicate clearly and confidently.

The skills of independent study, research and critical evaluation which are emphasised in Geography at Advanced Higher level are highly valued by higher education institutions and are transferable to many situations in general employment. Students will learn how to

- analyse OS maps in detail
- the methods and techniques used to carry out fieldwork
- a range of statistical tests that can be applied to fieldwork analysis
- how to evaluate sources critically.

Methods

Due to the nature of the course much of the work is student centred and research/fieldwork is carried out individually with teacher guidance. Seminars, discussions and more traditional teaching approaches are used. The department will run a three day fieldtrip to Kindrogan in September which will cover most of the physical techniques. It is expected that all students should attend.

Homework

The Folio is mainly completed outwith the classroom. Students must have the motivation to work independently on this with limited teacher support.

Assessment

The external exam is a 2.5 hour paper consisting of 3 questions. This accounts for 30% of the overall grade. The Folio (Geographical Study and Geographical Issues) are submitted to SQA in May and accounts for the remaining 70%.

Health, Food and Textiles

HOSPITALITY : Practical Cookery

National 5

External Assessment

Practical Assessment
Exam

Purpose and aims of the Course

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

The Course aims to enable learners to:

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

The broad structure of the Course meets its purpose and aims, which are addressed by the Units it comprises.

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

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

Approaches to Learning and Teaching

The emphasis is on pupil centred learning: pupils work individually to complete individual practical cookery skills, then to combine these to plan effectively, prepare, cook and present dishes to a restaurant standard. While the emphasis is on practical skills, some research and reporting skills are required. Students are encouraged to work independently with learning reinforced by demonstration, class discussion, experimental cookery and investigations as appropriate. Students keep a log of assessable skills for each unit.

Homework

Homework consists of the completion of planning for practical tasks, research and practical investigations related to the unit of work studied.

N5 Fabric and Textiles Technology

The main areas of study for this course are

Fashion and Textile Technology: Textile Technologies

Fashion and Textile Technology: Fashion/Textile Item Development

Fashion and Textile Technology: Fashion and Textile Choices

Purposes and Aims of the Course

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

- ◆ detailed textile construction techniques
- ◆ the ability to plan and make detailed fashion/textile items
- ◆ detailed knowledge of textile properties and characteristics
- ◆ detailed understanding of factors that influence fashion/textile choices
- ◆ detailed understanding of fashion/textile trends
- ◆ the ability to select, set up, adjust and use relevant tools and equipment safely and correctly
- ◆ detailed investigation, evaluation and presentation skills

Particular emphasis is placed on the development of practical skills and textile construction techniques to make detailed fashion/textile items, to an appropriate standard of quality. The Course will also help learners develop an understanding of textile properties, characteristics and technologies, item development, fashion/textile trends and factors that affect fashion/textile choice. This Course will help learners to develop important skills, attitudes and attributes related to fashion and textiles that are transferable to other contexts including problem-solving skills and communication skills.

The Course may also contribute towards the development of numeracy skills through the measurement of textiles and the timing of production.

What you might do on this course

The Course is suitable for all learners with an interest in fashion and textiles who would like to develop practical fashion/textile skills. It is suitable for learners who are confident with Fourth level experiences and outcomes, food and textile contexts, and using textiles for developing related technological skills. It is particularly suitable for learners who enjoy experiential learning through practical activities.

This Course offers learners opportunities to develop and extend a wide range of skills, including practical skills and textile construction techniques. This is underpinned with the relevant knowledge and understanding of textile characteristics and properties required to make fashion/textile items, the development process and factors affecting fashion choices.

Course activities also provide learners with opportunities to develop thinking and decision-making skills and skills in planning, organising and evaluating practical tasks.

Learners are provided with opportunities to develop skills for learning, skills for life and skills for work.

History

Higher

External Assessment

Exam
Assignment

Purpose and aims of the Course

The purpose of the Course is to open up the world of the past for learners. History provides learners with insights into their own lives and of the society and the wider world in which they live. By examining the past, learners can better understand their own communities, their country and the wider world. Through an understanding of the concept of continuity, they can better appreciate change and its significance, both in their own times and in the past.

The learner will acquire breadth and depth in their knowledge and understanding of the past through the study of Scottish, British, European and world contexts in a variety of time periods. The topics studied at Jordanhill are from the Later Modern period and include elements of political, social, economic and cultural history. The approach developed and the understanding gained can be applied to other historical settings and issues.

The main aims of the Course are to develop:

- Conceptual understanding of the past and an ability to think independently
- Various skills including the ability to apply a detailed historical perspective in a range of contexts
- Skills of analysing various interpretations of historical sources and critically evaluating a variety of views
- Understanding of the relationship between factors contributing to, and the impact of, historical events
- Skills of analysing, evaluating and synthesising historical information
- Skills of researching complex historical issues, drawing well-reasoned conclusions

Approaches to Learning and Teaching

This course aims to help you continue the process of gaining a wider appreciation of Scotland's past within the wider British, European and world contexts. You will learn to access and use information from different kinds of sources, think critically about evidence and be able to draw conclusions. You will be given the opportunity to justify your arguments in discussion and debate. By looking at the past, we hope you will develop the ability to communicate your own stances on current issues.

We will be delivering the course through a huge variety of written and visual materials. As well as teacher-led discussions, we aim to work collaboratively be it doing research, note taking, presentations or debates.

Homework

As essay writing, source handling and knowledge of the interpretation of historians is a vital part of the lessons, regular homework to develop these skills is an integral part of the course. Students must submit essays regularly and extensive reading is essential.

Assessment

Each unit will be assessed internally under supervision. The course will be assessed externally by an examination consisting of two essay questions assessing units one and two and source questions assessing unit 3. There is also an assignment, which is allocated one and a half hours for writing up.

History - Advanced Higher

At Advanced Higher, we hope to build on all the skills and knowledge that you have gained previously. The aim of the course is to provide students who have already passed History at the Higher Grade with an opportunity to proceed further with the study of History and so develop at greater depth the abilities and skills associated with it. These would include:-

- the ability to evaluate opinions of historians
- the ability to interpret source material
- the ability to plan, research and write a dissertation

Course Description

The student will be required to concentrate on one field of study.

- “The House Divided”; U.S.A. (1850 – 65)

The course will consist of two units:

Unit 1	Historical Study
Unit 2	Historical Research.

Approaches to Learning and Teaching

Students will be encouraged to work independently but learning will be reinforced by: class lectures, discussions, workshops where students will exercise the use, evaluation and interpretation of sources and work guides. Extensive use will also be made of visual and digital media.

Homework

At this level of study students will be expected to be responsible for planning and preparing their own home learning but regular homework will be prescribed, e.g., writing of essays, evaluating documents, planning dissertations. As students must read extensively, bibliographies will be issued and students will be advised to make use of local Library facilities.

Assessment

Each unit will be assessed internally and the student will have to demonstrate successful attainment of outcomes of Unit 1 and Unit 2. The course will be assessed externally by an examination consisting of two essay questions and three source based questions. There is also a Dissertation (4000 words) which has to be submitted.

Course requirements ask students to:

- handle detailed information in order to analyse events and their relationship thoroughly
- use this analysis to address complex historical issues including consideration of alternative interpretations
- draw a series of judgements together by structured, reasoned argument reaching well-supported conclusions.

MATHEMATICS

Personal Finance Award: Mathematics Department

Internal Assessment

Money Management
The principles of Money

Purpose and aims of the Course

The importance of financial education in schools is now widely recognised as an important and necessary life skill for young people. The Personal Finance award will equip candidates with the skills to cope confidently and effectively with basic financial encounters as well as managing money. This course is aimed primarily at pupils who have passed National 3 or National 4 Mathematics who are not in a position to study National 5 Mathematics in S5/6.

The Money Management Unit will help pupils prepare to deal with bills and budgeting. We will look at costs involved with borrowing money, consider insurance and raise awareness of long term financial planning. We will also look at different ways of buying goods and how to compare different deals.

In The Principles of Money Unit pupils will focus on opportunities to explore basic financial encounters. It will help them gain a better understanding of what 'money' is and where it comes from. The Unit will also help pupils to understand sources of income and how to store and access money. We will also consider how to use a budget and understand foreign exchange.

Approaches to Learning and Teaching

This course will be interactive with a lot of emphasis placed on researching information through the Internet. The Personal Finance Award has been designed for on-line testing via SOLAR, SQA's platform for formative and summative e-assessment. The assessments are automatically marked and results given to learners immediately.

Homework

Pupils will not be expected to undertake significant amounts of homework for this course however further research on given topics may be required at home.

MATHEMATICS – National 5

External Assessment

Exam with two papers

Purpose and aims of the Course

Mathematics is important in everyday life, allowing us to make sense of the world around us and to manage our lives.

Using mathematics enables us to model real-life situations and make connections and informed predictions. It equips us with the skills we need to interpret and analyse information, simplify and solve problems, assess risk and make informed decisions.

The Course aims to:

- motivate and challenge learners by enabling them to select and apply mathematical techniques in a variety of mathematical and real-life situations
- develop confidence in the subject and a positive attitude towards further study in mathematics
- develop skills in manipulation of abstract terms in order to solve problems and to generalise
- allow learners to interpret, communicate and manage information in mathematical form; skills which are vital to scientific and technological research and development
- develop the learner's skills in using mathematical language and to explore mathematical ideas
- develop skills relevant to learning, life and work in an engaging and enjoyable way

Approaches to Learning and Teaching

Pupils are encouraged to discuss and investigate new topics, and to take responsibility for their learning using a variety of resources. ICT is used in lessons to encourage active learning and stimulate discussion. They have the opportunity to develop their mathematical communication skills, and to work in groups to achieve their potential, using a variety of cooperative learning and formative assessment approaches.

Assessment

A course award is conditional on passing a basic competency test in each unit as well as an external exam. There will be a mock exam in January/February and an additional exam may be held in March.

Homework

Homework is an essential element of the learning process in order for pupils to consolidate as they progress. The core text provides daily homework, and pupils will be expected to submit regular formal homework exercises for assessment.

Mathematics - Higher

External Assessment

Exam with two papers

Purpose and aims of the Course

Mathematics is important in everyday life, allowing us to make sense of the world around us and to manage our lives.

Using mathematics enables us to model real-life situations and make connections and informed predictions. It equips us with the skills we need to interpret and analyse information, simplify and solve problems, assess risk and make informed decisions.

The Course aims to:

- motivate and challenge learners by enabling them to select and apply mathematical techniques in a variety of mathematical situations
- develop confidence in the subject and a positive attitude towards further study in mathematics and the use of mathematics in employment
- deliver in-depth study of mathematical concepts and the ways in which mathematics describes our world
- allow learners to interpret, communicate and manage information in mathematical form; skills which are vital to scientific and technological research and development
- deepen the learner's skills in using mathematical language and exploring advanced mathematical ideas

Approaches to Learning and Teaching

The pace of the course is much more intense than at National 5. Pupils are encouraged to discuss and investigate new topics and to take responsibility for their learning using a variety of resources. ICT is used in lessons to encourage active learning. Pupils have the opportunity to develop their mathematical communication skills, and to work in groups to achieve their potential, using a variety of cooperative learning and formative assessment approaches.

Pupils with a B at National 5 will find both the level and pace of work extremely demanding.

Assessment

A course award is conditional on passing a basic competency test in each unit as well as an external exam. There will be a mock exam in January/February and an additional exam may be held in March.

Homework

Homework is an essential element of the learning process in order for pupils to consolidate as they progress. The core text provides daily homework, and pupils will be expected to submit regular formal homework exercises for assessment.

Mathematics - Advanced Higher

Internal Assessment

Mathematics: Methods in Algebra and Calculus
--

Mathematics: Applications of Algebra and Calculus

Mathematics: Geometry, Proof and Systems of Equations

External Assessment

Exam with one paper worth 100 marks in total
--

Course Description

Mathematics helps us make sense of the world around us. It is the study of relationships, patterns, proofs and the properties of numbers. Mathematics takes a reasoned approach to thinking and is characterised by order and the use of carefully designed terms and processes. Mathematics can be used to model real-life situations and can equip us with the skills we need to interpret and analyse information, simplify and solve problems, assess risk and make informed decisions. Mathematics at Advanced Higher provides the foundation for many developments in the sciences and in technology as well as having its own intrinsic value.

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

Approaches to Learning and Teaching

The syllabus is designed to build upon and extend students' mathematical learning in the areas of algebra, geometry and calculus. The three units are progressive and continue the development from Higher level.

Assessment

A course award is conditional on passing a basic competency test in each unit as well as an external exam. There will be a mock exam in January/February and an additional exam may be held in March.

Homework

Evidence to date suggests that all pupils find the content challenging. **In particular, those who do not achieve an 'A' award at Higher may find the course too demanding.** Most importantly, however, all pupils must embark on this course with determination and resolve, knowing that a great deal of hard work lies ahead.

MODERN LANGUAGES

French and Spanish Higher

External Assessment

Exam - Reading and Writing
Exam – Listening and Writing
Performance – Talking

Purpose and aims of the Course

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

- French
- Spanish

The Course offers learners opportunities to develop and extend a wide range of skills. In particular, the Course aims to enable learners to develop the ability to:

- read, listen, talk and write in a modern language
- understand and use a modern language
- develop the language skills of translation
- apply knowledge and understanding of a modern language

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

Approaches to Learning and Teaching

The foreign language will be used in class as much as possible as the medium of instruction and discussion. Authentic videos and listening materials will be used for all class, group or individual activities. All classes will have the opportunity to work with foreign language assistants. The course involves an intensive study of the structure of the language and therefore involves the regular and thorough learning of grammar.

Homework

The Higher course demands constant hard work, with a great deal of homework involving grammar learning, reading exercises, essay writing and the preparation of oral work.

French and Spanish – Advanced Higher

Course Description

The course aims to allow the student to further develop the language skills to a level of competence that will appeal to a range of students, whether or not they intend to follow a language course in higher or further education.

The course provides opportunities for students to develop further their skill of reading, discussion and writing. In addition it should contribute to the general education of students through consideration of intellectually stimulating texts of different genres and a range of themes. These themes include topical issues, personal and social issues and the environment.

The students must also prepare a folio of essays in English. These will be based on the topics discussed in class and will form part of the internal and external assessment.

Assessment

Students will be assessed internally on listening, reading speaking and writing. In addition a visiting examiner will conduct an oral exam, which will cover the topic chosen by the student for the internal assessment and discussion of the reading/viewing option. (Duration 20 mins - 25% of total marks).

The external examination breaks down as follows.

Paper 1 - Reading/Translation (1hr 30mins) Reading comprehension of a text of circa 750 words, including a passage of translation. Questions to be answered in English.

Paper 2 - Listening /Writing (1hr 20mins) Listening to 2 texts and answering questions in English. This is followed by a discursive essay in the target language based on topics studied.

Folio - Candidates will prepare 2 essays in English of approximately 750 words based on 2 of the topics studied.

Approaches to Learning and Teaching

As far as is practicable, the foreign language is the medium of instruction and discussion. There will continue to be use of audiocassettes, video materials, newspapers and magazines. Within a smaller group the students will have the opportunity to work on a more individual basis with the foreign language assistant.

MODERN STUDIES

Purpose and aims of Course

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. This purpose will be achieved 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 The USA.

Through the Modern Studies Course, learners will undertake a coherent study of contemporary society with concepts and themes being revisited and built upon across Units. It will develop the skills to help learners interpret and participate in the social and political processes they will encounter now and in the future.

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.

A broad overview of the mandatory subject skills, knowledge and understanding that will be assessed in the Course includes:

Added value

researching, evaluating and synthesising a wide range of sources of information to make and justify decisions

Skills

evaluating and synthesising a wide range of sources of information to detect and explain the degree of objectivity, make decisions and draw conclusions

Knowledge and understanding

developing and applying factual and theoretical knowledge and understanding and giving detailed explanations and analysis of the main democratic processes, institutions and organisations which make up political life in Scotland and the UK; social issues in Scotland and the UK; and The USA.

Approaches to Learning and Teaching

You will learn to access and use information from different kinds of sources, think critically about evidence and be able to draw conclusions. You will be given the opportunity to justify your arguments in discussion and debate. By looking at current issues, we hope you will develop the ability to communicate your own stances on them, identify bias and come to logical, supported conclusions.

We will be delivering the course through a huge variety of written and visual materials. As well as teacher-led discussions, we aim to work collaboratively be it doing research, note taking, presentations or debates.

N5

External Assessment

Exam
Assignment

Progression from this Course

This Course may provide progression to Units or Courses in related social subjects or social science as well as a range of careers. In particular, this Course provides progression to Higher Modern Studies.

Homework

As short answers, source handling and knowledge of current issues is a vital part of the lessons, regular homework to develop these skills is an integral part of the course. Students must submit knowledge questions and completed source questions regularly and wide reading is essential.

Assessment

Each unit will be assessed internally under supervision. The course will be assessed externally by an examination consisting of six knowledge questions and three source questions. There is also an assignment chosen from one of the three units, which is allocated one hour for writing up.

Higher

External Assessment

Exam
Assignment

Approaches to Learning and Teaching

You will learn to access and use information from different kinds of sources, think critically about evidence and be able to draw conclusions. You will be given the opportunity to justify your arguments in discussion and debate. By looking at current issues, we hope you will develop the ability to communicate your own stances on them, identify bias and come to logical, supported conclusions.

We will be delivering the course through a huge variety of written and visual materials. As well as teacher-led discussions, we aim to work collaboratively by doing research, note taking, presentations or debates.

Homework

As essay writing, source handling and knowledge of current issues is a vital part of the lessons, regular homework to develop these skills is an integral part of the course. Students must submit essays and completed source questions regularly and extensive reading is essential.

Assessment

Each unit will be assessed internally under supervision. The course will be assessed externally by an examination consisting of three extended knowledge questions and two source questions. There is also an assignment chosen from one of the three units, which is allocated one and a half hours for writing up.

MUSIC

Higher

External Assessment

Performance Exam minimum Grade 4
Question Paper

Purpose and aims of the Course

The purpose of the Course is to provide a broad practical experience of performing and creating music and develop related knowledge and understanding of music. Course activities allow learners to work independently or in collaboration with others, and can help learners to plan and organise, to make decisions and to take responsibility for own learning.

This Course is practical and experiential in nature and includes flexibility in the contexts for learning. It helps learners to develop and extend their interest in music, and to develop performing skills on their two selected instruments or on one instrument and voice. It also helps them to acquire more specialist skills in an area which may be of particular interest to them. The Course also provides opportunities for learners to develop composing skills and broaden their understanding of music concepts and styles.

The Course enables learners to develop their skills and creative capabilities as a musician. It gives learners the skills they need to perform and create music and to confidently discriminate between music concepts and styles.

Performing music, for example, demands skills of autonomy, interpretation and creativity, as well as providing the opportunity to increase confidence and self-esteem. The practice required to develop these skills can promote perseverance, among other things, as well as helping learners to learn how to learn. The skills that learners gain throughout the Course will be valuable for learning, life and work.

The aims of the Course are to enable learners to:

- develop performing skills in solo and/or group settings on their selected instruments or on one instrument and voice
- performing challenging music with sufficient accuracy while maintaining the musical flow
- create original music using compositional methods and music concepts creatively when composing, arranging or improvising
- broaden their knowledge and understanding of music and musical literacy by listening to music and identifying a range of music signs, symbols and music concepts
- critically reflect on and evaluate their own work and that of others

Music - Advanced Higher

Internal Assessment

Music: Performing Skills
Music: Composing Skills
Understanding Music

External Assessment

Performance Exam (60 marks) minimum Grade 5
Question Paper (40 marks)

Purpose and aims of the Course

The Course enables learners to develop skills in performing, creating, understanding and analysing music. It enables learners to develop and extend their applied music skills in challenging contexts and to develop greater depth of understanding of music through listening.

It provides learners with the skills they need to perform challenging music with musical and technical accuracy and fluency, while realising the composers' intentions. It also provides learners with opportunities to develop composing skills in sophisticated and creative ways. Further, the Course also helps learners develop advanced aural skills and demonstrate their understanding and analysis of music through researching and analysing complete movements or works.

The aims of the Course are to enable learners to:

- develop autonomy and independent thinking skills
- develop creativity through performing
- develop self-expression when creating original music
- develop advanced skills in musical analysis and aural discrimination
- develop knowledge of music and musical literacy through in-depth study and analysis
- evaluate their own work and that of others

In the Course, learners will plan, organise and make decisions and take responsibility for managing their learning. They will apply their critical thinking skills when reflecting on their performing skills and their own music compositions. They will review and refine their music performances and compositions.

Physical Education

The N5 & Higher PE course allows pupils to study the subject of physical education and achieve an accredited award. The course aims to:

- Develop and demonstrate understanding of principles/factors underpinning and impacting performance.
- Explain factors which impact positively and negatively on engagement and performance in physical activities.
- Build capacity to enhance effective performance.
- Examine and analyse performance to inform and influence personal improvement.

The course consists of three units:

Unit 1 – Performance Skills. Through this unit pupils will work towards demonstrating a comprehensive range of movements and performance skills in physical activities.

2 Activities Required at N5/H level – Assessed on Performance & Decision Making

Unit 2 – Factors Impacting on Performance. Through this unit pupils will be expected to:

- Demonstrate knowledge and understanding of factors that impact on personal performance in physical activities.
- Develop personal performance in physical activities.
- Evaluate the performance development process.

Unit 3 – Course Assessment. The PE course assessment is split up into two elements.

Component 1 — performance 60 marks

Component 2 — question paper (H)/externally marked portfolio (N5) 40 marks

Total 100 marks

Homework

Regular, challenging homework tasks are issued to consolidate the work completed in class and it is essential that these tasks are completed thoroughly and on time to avoid students falling behind.

Requirements

The course is a bi-level course with the N5 and Higher practical taught together and the pupils are separate for theory sessions. This approach allows students to move up or down between levels through consultation with parents depending on progress toward the course outcomes. **As there is no certificated PE in S1-4 most pupils starting S5 are encouraged to choose N5 level to begin with.**

ART & DESIGN

Higher Photography

Course Description

Component
Image Making
Contextual Imagery

External Assessment

Component	Assessment
Practical: Photography Project	Portfolios externally marked by SQA and worth 100 marks

Purpose and aims of the Course

The Course encourages learners to be inspired and challenged by visually representing their personal thoughts and ideas through the medium of photography. Using an integrated approach to learning, learners will plan, develop and produce imaginative photographs. They will also develop their appreciation of photographic work and practice. The skills that learners acquire by successfully completing the Course will be valuable for learning, life and work.

The Course allows learners to broaden and deepen their skills base, and to widen their horizons regarding a range of vocations.

The aims of the Course are for learners to:

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

The Course provides opportunities for vertical and lateral progression to other National Courses, and to other SQA qualifications in Photography and other related subjects.

Approaches to Learning and Teaching

Students are engaged in individual project work, much of which involves generating, evolving and synthesising their ideas in an environment conducive to experimentation and promoting effective learning. Structured opportunities to collaborate are designed to stretch and support the individual, developing the ability to formulate and communicate informed personal comment, judgement and speculation. Students will critically reflect on their own work and the work of others throughout the course.

Homework

Due to the possible nature of the practical photography work, it is essential that some of this is undertaken at home in order that course deadlines can be met. This is especially true of the research and investigation of relevant image makers/photographers, and formal written homework will be issued. All students should very quickly get into the habit of experimenting with photographic techniques and theory in their own time, as a matter of course, if they intend to achieve their full potential. It may also be necessary to use lunchtimes and supported study in order to complete work in the department.

Supported Study

This takes place over 5 evenings in March and is used by pupils to work with staff, finalising work from the mandatory units and the photography project .

Progression

On successful completion of the Higher Photography course, students can progress within the school to do a Photography based project for Advanced Higher Art. The Higher Photography units and project can also be used as a folio for external progression to Photography courses at Colleges of Further Education, employment and/or training.

Science

N5 Practical Laboratory Skills

Course Description

The Course places emphasis on the employability skills and attitudes valued by employers which will help to prepare candidates for the workplace. It is designed to introduce candidates to the knowledge and skills which are required for employment/further study in the wide range of industries and services using laboratory science, and to develop an awareness of the opportunities and range of employment within the sector.

Candidates will explore a variety and range of industries and services and the career opportunities, in science laboratories, in a local, national and global setting. Candidates will have the opportunity to develop the basic practical skills for working in a laboratory: measuring, weighing and preparing compounds and solutions, and to understand and implement the health and safety requirements for a safe working environment. The specific practical skills related to microbiology, radioactivity, chemical handling and laboratory instrumentation are developed.

This Course or its Units may provide progression to:

- ◆ National Certificate Group Awards in Applied Science
- ◆ Suitable training/employment in science laboratories
- ◆ Further/Higher Education

Biology - Higher

Purpose and aims of the Course

The course is a broad and up-to-date selection of concepts and ideas relevant to the central position of life science within our society. The purpose of the course is to develop learners' interest and enthusiasm for biology in a range of contexts. The skills of scientific inquiry and investigation are developed, throughout the course, by investigating the applications of biology. In addition the acquisition of knowledge, problem solving skills and practical abilities will feature heavily

Course Outline

The course has three units

- DNA and the Genome
Structure and replication of DNA, Gene expression, Mutation, Evolution
- Metabolism and Survival
Metabolic pathways Respiration, Adverse conditions, Use of microbes
- Sustainability and Interdependence
Food supply, Breeding, Crops, Animal Welfare, Symbiosis, Extinction, Threats

Assessment

- The external exam shall be worth 100 marks and will take the form of a 2.5 hour written paper featuring multiple choice and short answer questions worth two or three marks and one extended writing question worth 8-10 marks
- There shall be an assignment worth 20 marks which will involve some research, presentation and evaluation skills. It will be completed in class but marked by SQA
- Regular A/B testing shall take place
- There shall be end of unit assessments at C level which must be passed in order to achieve a course award
- One of the practical tasks shall be planned, carried out, evaluated, written up and assessed against SQA standards

Methods

The course comprises of a combination of teacher led tutorials, independent research and investigative work. Students will be provided with a text book and a SCHOLAR password which will allow access to an electronic version of the course which can be accessed from home or in school at any time.

Homework

Students will be expected to do up to 2 hours work weekly at home. This will involve producing lab reports for the practical work, revising theory, completing data analysis exercises, and writing essays. Some research for the assignment shall be completed at home.

Additional Information

Due to the interdisciplinary nature of the sciences, learners may benefit from studying Highers in other sciences

Biology - Advanced Higher

Purpose and aims of the course

The Advanced Higher syllabus provides an opportunity to study particular spheres of biology to a greater depth. It will enable candidates to develop their powers of analytical thought, their capacity to perceive and solve problems and their ability to communicate facts and ideas. There will be the opportunity to further develop **knowledge and understanding, problem solving and practical abilities**.

Course Outline

The course has three units

- Cells and Proteins
Lab techniques, Antibodies, Microscopy, Aseptic Technique, Proteins
- Organisms and Evolution
Sampling, Taxonomy, Evolution, Meiosis, Behaviour, Courtship, Parasitism
- Investigative biology
Scientific Methods, Literature, Ethics, Experimentation, Design, Evaluation

Methods

Pupils are required to produce their own record of work as directed by the teacher. There will be a requirement to summarise material from the course textbooks, label diagrams, watch video material, take lecture notes, use computers and attend field trips or excursions to enrich the course

Assessment

Units will be assessed internally by end of unit assessments at C level A pass must be achieved in each of the Unit assessments to gain a course award. There shall also be regular A/B tests which will assess Knowledge and Understanding and Problem Solving, although performance in separate elements will not be assessed. Practical Abilities will be assessed separately by the production of a report on one practical activity.

There is a requirement to carry out a biological investigation. This will involve the candidate in the accumulation, analysis and presentation of information through experimental, observational or survey work. It will be presented in a written report of up to 2,000 words which will be marked externally

The course examination will consist of one paper of 2.5 hours and contribute 80% of the marks. The investigation will be worth 20% of the total marks and will be externally marked.

Homework

Students will be expected to do up to 2 hours work weekly at home. This will involve, revising theory, completing data analysis exercises, writing essays and completing past papers. Much of the investigation report will have to be completed at home.

Special Requirements

All students are strongly recommended to attend a 3-day residential field work course on ecology at a suitable outdoor centre during the first term. There will an opportunity to attend a series of 6 enriching practical sessions after school during the first term. These sessions will not only expose pupils to a wide range of practical skills and allow them to interact with pupils at other advanced higher candidates from other schools

Chemistry Higher

External Assessment

Exam
Assignment

Purpose and aims of the Course

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

The Course provides well-mapped concept and skills development pathways. The Course develops scientific understanding of issues relating to chemistry, and uses the development of chemical theory to build an extensive set of skills for learners. Through application of a detailed knowledge and understanding of chemical concepts, in practical situations, learners develop an appreciation of the impact of chemistry on their everyday lives. The Course gives the opportunities for learners to develop the ability to think analytically, creatively and independently, and to make reasoned evaluations. By using the broad skills base and knowledge and understanding of detailed chemistry concepts, learners will become scientifically literate citizens.

It offers a broad, versatile and adaptable skills set which is valued in the workplace, and forms the basis for progress onto study of chemistry at a higher level, while also providing a knowledge base useful in the study of all of the sciences.

The main aims of this Course are for learners to:

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

The Course also serves to equip all learners with an understanding of the impact of chemistry on everyday life, and with the knowledge and skills to be able to reflect critically on scientific and media reports. This will also equip learners to make their own reasoned decisions on many issues within a modern society where the body of scientific knowledge and its applications and implications are ever developing.

The Course content has been selected to allow learners to study key chemical areas within situations of personal relevance using up-to-date contexts. Skills of scientific investigation, communication skills, literacy and numeracy are all developed within the Course. The Units offer opportunities for collaborative and independent learning, set within familiar and unfamiliar contexts, and for high-quality experimental work.

Teaching and Learning Approaches

Pupils are required to produce their own record of work as directed by the teacher. There will be a requirement to summarise material from the course textbook, label diagrams, watch video material, take lecture notes, use computers and attend field trips or excursions to enrich the course. In addition an investigative approach will be taken with students drawing heavily on experimental work

Homework

Formal homework will be issued weekly in the form of essays, multiple choice, short answer and past paper questions. Candidates are expected to spend at least one hour (N5) or 2 hours (Higher) on set homework in addition to time spent on revision of class work.

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Chemistry - Advanced Higher

Students who have gained a pass at A or B in Higher Chemistry are eligible to undertake Advanced Higher Chemistry. The aim of the course is to advance the educational maturity of candidates who have already attained a recognised proficiency in the subject.

Course Description

The course comprises the following blocks of content:-

UNIT 1	UNIT 2	UNIT 3	
Inorganic and Physical Chemistry	Organic Chemistry and Instrumental Analysis	Researching Chemistry	Chemical Investigation
Electromagnetic radiation and atomic spectra Atomic orbitals, electronic configurations and the Periodic Table Transition metals Chemical equilibrium Reaction feasibility Kinetics	Molecular orbitals Molecular structure Stereochemistry Synthesis Experimental determination of structure Pharmaceutical chemistry	Gravimetric analysis Volumetric analysis Practical skills and techniques Stoichiometric calculations	

Approaches to Learning and Teaching

A variety of teaching approaches will be employed to include formal direct teaching and opportunities for some self paced pupil work. Pupils are expected to make some of their own notes as a result of explanation and discussion in class, and regular use is made of SCHOLAR, the course textbook and the in-house pupil notes. Tutorial style lessons where pupils work independently in completing a range of examples are also common. Pupils are expected to carry out a range of practical activities, and work much more independently than previously in doing such activities.

Homework

Homework will involve written exercises based on course work, steady revision throughout the session and the production of reports of experimental and investigative work. Pupils are expected to work independently on SCHOLAR resources, ink exercises, past paper questions and practise calculations on a regular basis.

Assessment

Pupils will complete the necessary unit assessments for the 3 units noted above in addition to a suite of in-house assessment in order for pupils to monitor their progress through the course.

Investigation

Pupils will complete an independent chemical investigation which is marked by the SQA and comprises 30 marks (23%) of the final grade.

Physics

Higher

External Assessment

Exam
Assignment

Purpose and aims of the Course

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

Due to the interdisciplinary nature of science, learners benefit from studying Physics along with other subjects from the sciences, technologies, and mathematics curriculum areas. The Course develops scientific understanding of issues relating to physics. It will enable learners to gain an in-depth knowledge of concepts in physics, and to develop confidence in the skills of scientific inquiry.

Learners will develop ability in describing and interpreting physical phenomena using mathematical skills, and will practice scientific methods of investigation from which general relationships are derived and explored.

The main aims of this Course are for learners to:

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

The Course gives learners a deeper insight into the structure of the subject, and aims to reinforce and extend the learner's knowledge and understanding of the concepts of physics. It also aims to develop the learner's skills in making critical and evaluative comment.

Advances in physics mean that our view of what is possible is continually being updated. This Course allows learners to deepen their understanding of the processes behind scientific advances, and thus promotes awareness that physics involves interaction between theory and practice. The Course will therefore enable learners to become scientifically literate citizens who will recognise the impact physics makes on their lives, the environment and society, and be able to appreciate topical scientific debate. Learners will develop skills for learning beyond Higher and for employment.

Approaches to Learning and Teaching

Classes will involve a blend of teacher-led lessons, tutorial work and both individual and group-based activities. Students will have access to SCHOLAR material on line which they can work on from both home and school, they will also be issued with a textbook. Students will also take part in a practical investigation into an aspect of the physics course.

Homework

This will consist of additional practice on examples introduced in class, formal ink exercises at key stages of the course and whatever personal study the pupil requires to develop a thorough grasp of the subject. Pupils can also get additional help by attending the Physics Clinic which runs throughout the year.

Physics - Advanced Higher

Internal Assessment

Rotational Motion & Astrophysics – Unit Assessment
Quanta and Waves – Unit Assessment
Electromagnetism – Unit Assessment
Investigating Physics – Unit Assessment

External Assessment

Exam worth 100 marks
Report worth 30 marks

Purpose and aims of the Course

The Advanced Higher Physics Course has been designed to articulate with and provide progression from the Higher Physics Course. Through a deeper insight into the structure of the subject, the Course aims to provide an opportunity for reinforcing and extending the candidate's knowledge and understanding of the concepts of physics and developing the candidate's skills in investigative practical work.

The purpose of the Course is to build on the knowledge and skills developed by the learner in the Higher Physics Course and to use their mathematical knowledge and skills to analyse and solve problems in real-life contexts.

As our understanding of physics and its potential applications is constantly evolving, our success as an industrial society depends on the development of young people who are secure in their knowledge of physics and who are resilient, adaptable, creative and inventive.

The Course offers opportunities for collaborative and independent learning set within familiar and unfamiliar contexts, and seeks to illustrate and emphasise situations where the principles of physics are used and applied, thus promoting the candidate's awareness that physics involves interaction between theory and practice. An opportunity for engaging in some independent research is provided. The resulting elements of knowledge and understanding and skills form the basis of the Advanced Higher Physics Course.

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

The aims of the Course are to enable learners to:

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

Approaches to Learning and Teaching

Teaching approaches that help students bridge the gap from secondary education to tertiary education are used at Advanced Higher levels. Lecture style lessons cover theory and tutorial lessons allow students to work both individually and in groups help consolidate their learning. Students will also attend practical labs here they carry out the experimental work that compliments the theory. Students will have access to SCHOLAR material on line which they can work on from both home and school.

Students are also encouraged to look outside the school to enhance their physics education, they may be able to carry out some of the practical work from their report at university. Other opportunities to visit universities are available including Glasgow University for the Particle Physics Master Class and Strathclyde University for the Advanced Higher days. The department also organises a trip to visit the Large Hadron Collider at CERN in Geneva.

Homework

Students are expected to work independently at this stage of their education. Some tutorials are given as formal homework to be handed in, others as resources for private study and revision. SCHOLAR is an excellent resource for independent study. Students will also be expected to analyse results and write up experiments they have completed in their practical labs.

Curriculum Map Session 2019-2020

