



UPDATED  
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# TRINITY ACADEMY

## Learner Pathways & Course Choice Information



### **Senior Phase**

(S4 / S5 / S6)

*Session 2022 - 2023*

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## The Senior Phase

The Senior Phase will provide specialisation, depth and rigour and prepare young people well for achieving qualifications at the highest level of which they are capable. Experiences within the Senior Phase of learning will also help develop the necessary skills young people need to make positive choices about their future.

At the end of S3/S4/S5 important decisions have to be made.

Third year pupils:

Third year marks the end of pupils' work at Curriculum level 3/4 within the Broad General Education of Curriculum for Excellence. Fourth year is the first year of Senior Phase. A balanced course suited to the needs of the individual can result in a very enjoyable S4 experience and provide an excellent foundation for future success throughout the Senior Phase. Students should choose 7 courses from the 10 followed in S3. There is also an option to be involved in the JET Programme, which involves a work experience placement all day on a Friday.

Courses in S4, S5 & S6

Check carefully that you know what these are. The bulk of this booklet gives you detailed information about what Trinity Academy has to offer. The types of courses are as follows:

- a) **Advanced Higher:** recommended for S6 pupils who have passed Higher. It is made up of units with a combination of internal and external assessments including a final exam. Some subjects may have e.g. dissertation, project, portfolio. Credit is given for what is achieved. SQA has advised there will be no mandatory unit assessments from 2019 onwards and pupils will only sit a prelim and their final SQA exam.
- b) **Higher Grade:** available for S5 & S6 pupils who have usually achieved success at National 5. It is recommended that a pass at A or B is a more realistic pathway into achieving Higher in one year. S5 pupils could do the course over a 2-year period, starting the course in S5 and, based on progress, are presented for the final exam at the end of S6. It may be possible for an S6 pupil to choose a subject without having achieved National 5. This would depend on previous attainment in other subjects and other choices. SQA has advised there will be no mandatory unit assessments from session 2018 onwards and pupils will only sit a prelim and then their final SQA exam.
- c) **National 5:** A number of changes have been made to National 5 courses. There are no longer mandatory unit assessments but some subject areas may use these for formal assessment. Most pupils will now work through the course content/topics and be presented for their SQA exam at the end of this. In a few circumstances some pupils may also do units if they are doing the course over two years. This will involve 'banking' the units in the first year of the course and continuing to build the knowledge base over year 2, with presentation in the SQA exam at this stage. Only in exceptional cases will a pupil do both units and the exam over one year and this would be in discussion with the teacher, Curriculum Leader, pupil and parent/carer.
- d) **National 4:** The course is made up of units, all internally assessed and includes an Added Value Unit which must be passed to achieve overall course award. There is no final exam.
- e) **National 3:** The course is made up of units, all internally assessed. There is no final exam.
- f) **National Qualification Units:** It is possible to do free standing units in certain subjects. Each unit has an internal assessment and credit is given for what is achieved. There is no final exam and it does not lead to an overall course award.

- g) **National Progression Award:** Assess a defined set of skills and knowledge in specialist vocational areas e.g. Photography, Science and Technology.
- h) **YASS:** Young Applicants in Schools Scheme (YASS) gives S6 students in Scotland the unique opportunity to study a range of university level modules in school alongside their other studies. YASS is designed to bridge the gap between school and university, college or employment and helps motivated students stand out from the crowd. It encourages independent learning and builds confidence. Key skills like time management and accessing electronic resources are developed.  
*More information here: <http://www.open.ac.uk/scotland/study/young-applicants-schools>*

#### Progression:

The curriculum in Senior Phase is designed to provide a range of courses and opportunities to meet pupils' learning needs; to allow progression from existing qualifications; to help prepare them for their next steps and to be clearly linked to future career plans.

Pupils will progress in different ways, at different rates and along different pathways. They will have the opportunity to discuss their options and choose the best combination of courses and levels for them. The focus will be on choices, which will provide the most realistic opportunities for success.

#### Courses in other schools and Edinburgh College

For a number of years, the local secondary schools and Edinburgh College have made their courses available to all pupils in S5/S6 in the neighbourhood. This leads to a wider range of choice. Obviously, this depends upon timetable constraints and pupils should consider which campus the course is running at, as some courses require considerable commitment due to lengthy travel times.

#### Careers Advice

Our Careers Adviser from Skills Development Scotland, is based in school most weeks for individual interviews, careers clinics, whole class presentations and attendance at parents' evenings. This year we have Lynn Munro and Catriona Burns. They are based in Room B28.2 or B30 when in school (usually Monday, Tuesday, Wednesday pm and Thursdays) or at Skills Development Scotland, 79 Shandwick Place, Edinburgh, EH2 4SD. Tel: 0131 718 2044 or 0300 013 3818 or mobile: 07880 054930.

Email: [Lynn.Munro@sds.co.uk](mailto:Lynn.Munro@sds.co.uk) | [Catriona.Burns@sds.co.uk](mailto:Catriona.Burns@sds.co.uk)

#### USEFUL PUBLICATIONS/WEBSITES

For anyone wishing to find out more about college and university courses and entry requirements, the following publications/websites are useful:

- Skills Development Scotland - Website: [www.myworldofwork.co.uk](http://www.myworldofwork.co.uk)
- Entrance Guide to Higher Education in Scotland - Website: [www.ucas.com](http://www.ucas.com)
- Planit Plus - Website: [www.planitplus.net](http://www.planitplus.net)
- University and College Admissions Service (UCAS) Directory - Website: [www.ucas.com](http://www.ucas.com)
- Conservatoires UK Admissions Service CUKAS - Website: [www.cukas.ac.uk](http://www.cukas.ac.uk)
- Individual College/University prospectuses or websites
- Many publications can be found in the school Careers Library. Please see Mr. Clarkson.

## Making Course Choices

The Pupil Support staff in school, Mr Robertson (Arran), Ms Oliver/Mr Tearney (Skye - job share), Mr Ellis (Orkney) and Mrs Clarke (Tiree) are available for parents and pupils who require help with course choices. Pupils will also discuss course choices in PSE prior to making their course choices.

Students should make their learner pathway choices in a positive way, always taking into account their future needs. They should consider:

1. **Their chance of success.** It is possible to attempt too much and equally possible to opt for a combination of courses which is not demanding enough. Neither situation is desirable.
  2. The importance of a course or subject as part of a later career or job.
  3. Their needs for appropriate and useful qualifications for further study in Further Education or Higher Education establishments.
  4. Their genuine **interest in a subject.**
  5. Having **at least one back up plan** in case they do not get the qualifications they need.
- Discuss with family, friends, teachers, careers adviser
  - Ask questions

## Points System for S6 Pupils

For pupils choosing courses in S6 there is more flexibility in how their timetable is structured. It is also important to recognize that many pupils need the opportunity to work more independently and the school seek to provide a framework where pupils can achieve this in a supportive manner. A good timetable in S6 can give a pupil a chance to be more independent prior to the expectations of this at college/university/work.

For some S6 pupils the lure of timetabled Private Study time on the options can be quite appealing. This course choice works well for pupils studying Advanced Higher courses or multiple Highers but the amount of Private Study time has to be balanced and proportionate. To help pupils with their course choices in S6 we have given every course a **Coursing Points** value. It is important to ensure that pupils have at least a minimum number of courses from the **five available subject choices**. Each choice is equal to **6 periods of that subject per week** on their timetable (unless it is an Advanced Higher, which may have less teacher contact time). Poor choices can lead to poor engagement and poor results at the end of S6.

**When choosing courses in S6, pupils must ensure that the values of each of their choices totals up to at least 16 points or higher.** Any pupil who does not meet this cut off will be asked to rethink their course choices to ensure they are selecting a worthwhile range of courses. The **Coursing Points** are allocated as follows:

**National 5** = 4 points      **Higher** = 5 points      **Adv Higher** = 6 points      **YASS** = 6 points  
**Art Portfolio** = 0 points      **Private Study** = 0 points      **College** = 5 points

### Course Choice Examples with Coursing Points:

**Pupil A**

Course Choices	Coursing Points
AH Physics	6
AH Graphic Comm.	6
AH Maths	6
Private Study	0
Private Study	0
<b>TOTAL = 18 points</b>	

Although 2x Private Study, this is reasonable for a pupil studying 3x Advanced Higher courses These courses are challenging, especially three at the same time, and require independent learning.

**Pupil B**

Course Choices	Coursing Points
AH History	6
AH Modern Studies	6
Private Study	0
Private Study	0
Private Study	0
<b>TOTAL = 12 points</b>	

2x Advanced Higher courses with 18 periods of Private study is not enough. Pupil would need to take an additional subject to ensure they are in school enough.

**Pupil C**

Course Choices	Coursing Points
N5 Art	4
N5 Admin	4
N5 Business Mgmt.	4
N5 Maths	4
Private Study	0
<b>TOTAL = 16 points</b>	

This pupil is only studying N5 courses in S6 but they have ensured they have taken enough of the courses at this level with some private study taking them over the cut off.

**Pupil D**

Course Choices	Coursing Points
H Art	5
H Music	5
College	5
Art Portfolio	0
Private Study	0
<b>TOTAL = 15 points</b>	

Pupil would need to take an additional subject as 2 Higher courses plus college does not make the coursing points cut off of 16.

# English & Literacy

## English

**Course: Advanced Higher (S6)** Entry requirements: A/B Pass at Higher English

### Course outline

The Advanced Higher English Course offers progression from the Higher English Course. The course acknowledges the increasing maturity of candidates and enables a high degree of specialisation.

The Course aims to provide opportunities for learners to develop the ability to:

- critically analyse and evaluate a wide range of complex and sophisticated literary texts, as appropriate to purpose and audience
- apply critical, investigative and analytical skills to a literary topic of personal interest
- create a range of complex and sophisticated texts, as appropriate to different purposes and audiences
- apply knowledge and understanding of complex language in a wide range of contexts and use creative and critical thinking to synthesise ideas and arguments
- develop high levels of analytical thinking and understanding of the impact of language

**Assessment:** Internal Assessments. Evidence for Creation & Production and Analysis & Evaluation internal unit assessments will be covered through the candidate's portfolio writing and dissertation.

### Internally Assessed Mandatory Units

#### 1. Analysis and Evaluation

The purpose of this unit is to provide learners with opportunities to develop and extend their skills of analysis and evaluation by responding to complex and sophisticated texts from the genres of drama, poetry and prose (fiction and non-fiction).

Learners will also develop independent learning skills by selecting materials for research into an aspect or aspects of literature, formulating relevant tasks and researching primary and secondary sources. Learners also develop organisational and presentational skills required in the production of a dissertation.

#### 2 Creation and Production

The purpose of this Unit is to provide learners with the opportunity to extend and refine their writing skills through the production of different types of writing.

Learners will provide evidence of their ability to produce complex and sophisticated writing, and to critically reflect on its development. Learners will use language creatively for a variety of purposes and in a variety of forms.

### External Course Assessment:

Two question papers. In the Literary Study Paper (1.5 hours and worth 20 marks) learners will write a critical essay on drama, poetry, prose fiction or prose non-fiction texts studied in class.

In the Textual Analysis Paper (1.5 hours and worth 20 marks) learners undertake an extended critical analysis of a previously unseen drama, poetry, prose fiction or prose non-fiction text demonstrating in-depth knowledge and understanding of complex and sophisticated literary text(s).

Portfolio, which will contain two pieces of writing for 2 different purposes (each marked out of 15 and with a min of 1000 words each) and a project- a dissertation (worth 30 marks and with a word length of 2,500-3,000 words).

**Careers:** Developed thinking and communication skills are important in a number of professions and degree programmes. This course can lead to Degree programmes in Business, Drama, Education, English, Humanities,



Journalism, Law, Media, and Social Science. Careers can be in commerce and industry, education, journalism, law, marketing, media and politics.

Higher (S5-S6)

**Entry requirements:** Pass at National 5 English

Course outline

The course is intended to help learners develop the skills of reading, writing, talking and listening in order to produce, understand, analyse and evaluate complex texts. In addition, the course enables learners to work with others; to be confident; self-motivated; thoughtful and creative.

Assessment:

To gain the award, the learner must demonstrate competence in the four language skills of listening, talking, reading and writing as well as the Course assessment (Examination and Portfolio).

Course assessment:

Mandatory Spoken Language unit, which will assess learners' listening and talking skills. This is yet to be confirmed by SQA.

Writing Portfolio and examination:

Writing Portfolio: sent to the SQA in April. Two writing pieces – from two different genres- worth 15 marks each.

Examination

Section 1 – Reading for Analysis and Evaluation 30 marks

Learners will be required to apply reading skills, understanding, analysis and evaluation to two - previously unseen- non-fiction texts. Assessment tasks will involve learners answering questions to show their understanding, analysis and evaluation of non-fiction texts, and summarising information for a purpose.

**Careers:** The ability to communicate is valued in almost any job. Studying English teaches you how to write and speak clearly and effectively. Most further education courses require presentations and seminar discussions to develop your spoken communication skills. The ability to listen, to read, to reflect, to critique - and then synthesise your conclusions clearly – is essential to many kinds of work – as is the ability to construct and defend an argument.

Nationals (3,4 and 5)

The national courses are intended to help learners consolidate the skills of reading, writing, talking and listening. Through the exploration of a range of texts - and by participating in a range of activities- learners will continue to develop their literacy skills and awareness of Scottish culture. Learners will develop confidence in working with others, build the skills of analysis and develop creative and functional writing skills.

Mandatory units and assessment:

National 3 Units Understanding Language Producing Language Literacy	National 4 Units Analysis and Evaluation Creation and Production Literacy Added Value Unit	National 5 Units 1 mandatory unit: Spoken Language Plus: SQA External Examination & Portfolio of writing
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### National 5 (S4-S6)

At National 5 level there is a stronger expectation regarding literacy levels and the complexity of work expected. Learners will cover the following in the course:

#### Understanding, Analysis and Evaluation skills

Learners will identify and analyse main ideas, supporting details and literary techniques including critical terminology. This is demonstrated by success in close reading assessments.

#### Creation and Production

Learners will produce detailed written texts in a variety of genres (broadly creative and discursive).

#### Spoken Language:

The performance-spoken language is assessed on an achieved/not achieved basis. It is a compulsory requirement for a course award in National 5 English.

It assesses the following skills, knowledge and understanding:

skills in talking, showing the ability to include detailed content and language, to structure spoken language in a clear way, and to use some appropriate non-verbal communication  
skills in listening, showing, through contributions to discussion, or by answering questions, that effective listening has taken place

#### Course assessment: Writing Portfolio and examination:

Writing Portfolio: sent to the SQA in March. Two writing pieces – from two different genres- worth 15 marks each.

#### Examination:

Section 1 – Reading for Analysis and Evaluation. 30 marks.

Learners will read a previously unseen passage of prose.

Learners will attempt to answer a series of questions related to the passage and will demonstrate skill of understanding and evaluation.

Learners must answer using their own words as far as possible.

**Outcome 1:** Analyse and evaluate detailed written texts demonstrating an understanding of purpose, audience

#### Section 2 – Critical Reading

Learners will apply skills of critical reading and demonstrate knowledge and understanding in addressing two tasks which are based on literary texts.

One task will involve a series of textual analysis questions on a set Scottish text. The other will be a critical essay on any text in a genre different to that of the Scottish text.

National 4 (S4):

Three mandatory units plus the Added Value unit. No examination.

Unit1: Analysis and Evaluation

Learners will be expected to develop an understanding of the way in which writers create their work. Learners will study a variety of texts from a range of genres: journalism, advertising, film, TV, short stories, novels, poetry, and drama. Close Reading is also an important part of this Unit.

Listening: Learners will develop critical listening skills by taking notes and responding to questions on a variety of video and audio short texts.

Unit 2: Creation and Production

This Unit aims to provide learners with the opportunity to develop talking and writing skills.

Literacy

The purpose of this Unit is to provide learners with the opportunity to develop listening and talking, reading and writing skills in a variety of forms relevant for learning, life and work.

ADDED VALUE UNIT (National 4 ONLY)

The purpose of this Unit is to provide learners with the opportunity to apply and integrate their language skills in English. This assignment enables learners to plan and research a chosen topic in a practical and relevant context.

Unit 2: Creation and Production

This Unit aims to provide learners with the opportunity to develop talking and writing skills.

Literacy

The purpose of this Unit is to provide learners with the opportunity to develop listening and talking, reading and writing skills in a variety of forms relevant for learning, life and work.

ADDED VALUE UNIT (National 4 ONLY)

The purpose of this Unit is to provide learners with the opportunity to apply and integrate their language skills in English. This assignment enables learners to plan and research a chosen topic in a practical and relevant context.

Assessment:

There are no grades awarded at level 4 and there is no external exam. Pupils must complete all units to the specifications of Level 4 and will be continuously assessed throughout the year.

Course: National 3(S4)

Three mandatory units.

**Unit 1: Understanding Language** - This Unit provides learners with the opportunity to develop listening and reading skills in the contexts of literature, language and media. Learners develop the skills needed to understand, analyse and evaluate simple texts.

**Unit 2: Producing Language** -This Unit provides learners with the opportunity to develop talking and writing skills in familiar contexts. Learners develop the skills needed to produce simple texts in both written and oral forms.

**Unit 3: Literacy** - This Unit develops learners' reading, writing, listening and talking skills in a variety of forms relevant for learning, life and work. Learners develop the ability to understand simple ideas and information presented orally and in writing. Learners develop the ability to communicate ideas and information orally and in writing with technical accuracy.

Assessment

To achieve the National 3 English Course, learners must pass all of the required units. National 3 Courses are internally assessed and are not graded.

Careers:

The ability to communicate is valued in almost any job. Studying English teaches you how to write and speak clearly and effectively. Most further education courses require presentations and seminar discussions to develop your spoken communication skills. The ability to listen, to read, to reflect, to critique - and then synthesise your conclusions clearly – is essential to many kinds of work – as is the ability to construct and defend an argument.

This Literacy (National 5) Unit provides progression into other Units and Courses including:

National 5 English

National Certificate Group Awards

Further study, employment or training

## Media Studies

**Please note - To access this course, pupils must have attained a minimum of National 4 English.**

### National 5

The National 5 Media Course enables learners to analyse and create media content, as appropriate to purpose, audience and context. Learners develop knowledge of the key aspects of media literacy and of the role of media in society.

The National 5 Media course is assessed through the following components

<u>Component</u>	<u>Marks</u>
Question paper	60 marks
Assignment	60 marks

#### Assignment

The purpose of the assignment is to assess the candidate's ability to apply skills, knowledge and understanding acquired throughout the course in a production of media content.

Section 1 entitled 'Planning' has 25 marks.

Section 2 entitled 'Development' has 35 marks

The assignment is completed in centres and is externally marked. The candidates create media content from a negotiated brief. The content does not need to be finished, i.e. storyboards are acceptable.

The product and the written submission are considered together

EXAM: Single, two-hour question paper, worth 60 marks (50% of final grade).

Candidates answer questions on both familiar and unfamiliar media content.

Section 1 (50 marks): analysis of media content in context. Students refer to a text or texts, which they have studied and answer questions on the following:

content-based key aspects (category, language, narrative and representation),

context-based key aspects (audience, institution, society)

the roles of media (meeting needs, influencing attitudes and behaviours, meeting particular purposes)

Section 2 (10 marks): analysis of a media text

Candidates are presented with a choice of **previously unseen** print adverts, magazine covers and/or film posters, from which they choose one. The question asks candidates to demonstrate their knowledge of the form-specific techniques.

### Higher

#### Entry requirements:

The course is designed for candidates who are ready to develop their skills of analysis and production at Higher level. They are likely to have gained an award in National 5 Media and/or National 5 English.

#### Course outline & assessment arrangements

The course consists of two areas of study: analysing media content and creating media content. The key aspects of media literacy underpin learning in both areas of study.

The course is assessed by a final exam (**50% of the marks**) and an externally assessed assignment (**50% of the marks**).

The exam takes the form of two papers.

Question paper one: Analysis of Media Content lasts 1 hour 45 mins, is worth **30 marks** and has two sections:

- section 1: Analysis of Media Content in Context. Referring to texts studied in class, candidates will answer **one** question from a choice of two questions, which require candidates to focus on either a key aspect of content or context and integrate with one or two other key aspects of either context or content respectively. (20 marks)
- section 2: Analysis of Media Texts. Candidates choose one pair of previously unseen print texts from the three pairs provided in the question paper. They choose from film posters, advertisements or magazine front covers. (10 marks)

Question paper two: The Role of The Media lasts 1 hour and is worth **20 marks**.

This question paper assesses candidates' ability to apply knowledge and understanding by analysing the role of media in society.

### **Assignment**

The assignment has a total mark allocation of **50 marks**. This is 50% of the overall marks for the course assessment. The assignment assesses candidates' ability to apply the skills, knowledge and understanding acquired throughout the course in the production of media content. In the assignment candidates plan, develop and create finished media content, for example, a section of a film or a few pages of a magazine, in response to a negotiated brief.

The assignment has two sections:

- section 1: planning (20 marks)
- section 2: development (30 marks)

### **Careers:**

The course is for candidates who are interested in film, television, advertising, the press and/or other media, and in creating their own media content. It combines theory with practice, which enables candidates to be analytical and creative. The course provides a pathway for candidates who aim to go on to study media and/or film in a higher or further education context.

# Mathematics & Numeracy

## Mathematics

Course outline & Assessment arrangements.

### Advanced Higher (S6)

Suitable as progression from a successful Higher exam. We would encourage any student who intends doing a University course which contains mathematics, physics, computing, or business studies to undertake this course. Advanced Higher covers a number of aspects of mathematics and is a necessary bridge between Higher and University.

For the AH course the student will develop and extend knowledge and skills under the headings of; Algebra and Number Systems, Geometry, Trigonometry, and Calculus

The Course consists of 3 Units, all of which must be passed, along with an external SQA exam to achieve a Course Award

### Higher (S5 S6)

Suitable for students gaining a good (A or B) pass in National 5 mathematics. Students will develop and extend operational and reasoning skills across the 'organisers' of; Algebra, Geometry, Trigonometry and Calculus.

The course will be assessed by an external SQA exam to achieve the Course Award.

### National 5 (S4 S5 S6)

Suitable for students who have successfully completed the National 4 mathematics course, and who intend to study subjects with a "mathematical" content, For example, sciences, Business Education, computing. Students will develop and extend operational and reasoning skills. The Course consists of 3 Units; Expressions and Formulae, Relationships, and Applications. The course will be assessed by an external SQA exam to achieve the Course Award.

### National 4 (S4)

Suitable for pupils who have completed 3<sup>rd</sup> Level CfE course. The Course consists of 3 Units; Expressions and Formulae, Relationships, and Numeracy and Data. These must be successfully completed (End of Unit tests) along with an "Added Value" Unit Assessment to achieve a Course Award. The Added Value Unit Assessment, in mathematics, is a test.

**Special requirements:** For all mathematics courses we would expect the student to supply his/her own calculator.

### Careers:

The list of careers based on mathematics is a long one! Careers would cover the finance sector, engineering, education, communication, construction and many more. A qualification in mathematics is often the first item mentioned on a "job description" or for entry to further or higher education. The list of possible careers could run from Actuary through Transport and Logistics to Welfare and Zoologist!

## **Statistics**

Advanced Higher

Entry Requirement: S5 N/A

Entry Requirement: S6 Higher Mathematics A or B

### **Progression Routes**

This course offers a depth of mathematical experience that is relevant to further study or employment in:

- Mathematical & Physical Sciences
- Computer Science
- Medicine & Biological Sciences
- Accounting, Economics, Business & Management
- Social Sciences

### **Course Format**

Unit 1 DATA ANALYSIS AND MODELLING (AH)

Unit 2 STATISTICAL INFERENCE (AH)

Unit 3 HYPOTHESIS TESTING (AH)

### **PREPARATION FOR COURSE ASSESSMENT**

#### Course Details

Unit 1 – Data Analysis and Modelling (AH) Applying skills to

- data collection, presentation and interpretation
- probability theory
- discrete random variables
- particular probability distributions

Unit 2 – Statistical Inference (AH)

- applying skills to sampling and central limit theory, intervals and estimation and bi-variate analysis.
- carry out a statistical investigation by collecting and analysing relevant information and
- communicating the conclusion.

Unit 3 – Hypothesis Testing (AH)

- applying skills to parametric tests, non-parametric tests and bi-variate tests.
- carry out a statistical test by posing the hypothesis, collecting & analysing data and
- communicating the conclusion.

Homework: 3-4 hours per week.



## Applications of Mathematics

### National 5

#### Purpose and aims

The purpose of the National 5 Applications of Mathematics course is to motivate and challenge students by enabling them to think through real-life situations involving mathematics and to form a plan of action based on logic.

The mathematical skills within this course are underpinned by numeracy, and designed to develop candidates' mathematical reasoning skills in areas relevant to learning, life and work. The course aims to:

- ◆ motivate and challenge candidates by enabling them to select and apply mathematical techniques in a variety of real-life situations
- ◆ develop the ability to analyse real-life problems or situations with some complex features involving mathematics
- ◆ develop confidence in the subject and a positive attitude towards the use of mathematics in real-life situations
- ◆ develop the ability to select, apply, combine and adapt mathematical operational skills to new and unfamiliar situations in life and work to an appropriate degree of accuracy
- ◆ develop the ability to use mathematical reasoning skills to generalise, build arguments, draw logical conclusions, assess risk, and make informed decisions
- ◆ develop the ability to use a range of mathematical skills to analyse, interpret and present a range of information
- ◆ develop the ability to communicate mathematical information in a variety of forms
- ◆ develop the ability to think creatively and in abstract ways

#### Who is this course most suitable for?

This is a suitable course for learners who have achieved the fourth level of learning across the mathematics experiences and outcomes in the broad general education, or who have attained the National 4 Applications of Mathematics course, or who have equivalent qualifications or experience. This course is particularly suitable for learners who wish to develop the mathematical reasoning and numerical skills which are useful in other curriculum areas and workplaces.

## Modern Languages

### ESOL

#### ESOL National 4 (English for Speakers of other Languages)



#### **Information about typical learners who might do the course:**

The course provides learners whose first language is not English with the opportunity to use different media effectively for learning and communication, and to develop an understanding of how language works and to use language to communicate ideas and information in English.

#### **Purpose and aims of the course:**

This course provides learners with opportunities to continue to acquire and develop skills for learning, skills for life and skills for work. The course provides learners whose first language is not English the opportunity to develop appropriate skills in reading, writing, listening, and speaking in practical and relevant contexts. 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, write, listen, and speak in English
- ◆ understand and use English language, as appropriate to purpose, audience and context
- ◆ plan and research by applying English language skills
- ◆ apply knowledge of English language The course contributes towards the development of literacy skills by providing learners with opportunities to read, write, listen, and speak in English.

#### **Course outline & Assessment arrangements:**

This course is made up of three mandatory units. The three units include the four language skills of reading, writing, listening, and speaking. The assessment of the units in this course is internal and will be as follows:

◆ **ESOL for Everyday Life (National 4)** The purpose of this unit is to develop the straightforward English language skills needed for everyday life in familiar personal, social and transactional contexts. Learners will be required to provide evidence of their reading, writing, listening and speaking skills in English, using straightforward language, in one or more of the following contexts: routine personal, social or transactional contexts.

◆ **ESOL in Context (National 4)** The purpose of this unit is to develop the language skills needed for familiar work and study-related contexts. Learners will be required to provide evidence of their reading, writing, listening and speaking skills in English, using straightforward language, in one or more of the following contexts: work-related or study-related contexts.

◆ **Added Value unit ESOL Assignment (National 4)** The purpose of this Added Value unit is to provide learners with the opportunity to apply their English language skills to investigate and report on a chosen topic. This assignment will allow the learner to demonstrate challenge and application.

## ESOL National 5 (English for Speakers of other Languages)

**Information about typical learners who might do the course:** This course is for learners whose first language is not English, who have developed their English language skills in reading, writing, listening, and speaking to an appropriate SCQF level

### **Purpose and aims of the course:**

The main purpose of the course is for candidates whose first language is not English to develop the skills of reading, writing, listening, and speaking in order to better understand and use English in everyday life, work-related and study-related contexts. The course offers candidates opportunities to develop and extend a wide range of skills. In particular the course aims to enable candidates to:

- ◆ develop reading, writing, listening, and speaking skills in English
- ◆ understand detailed written and spoken texts in English in the context of everyday life and familiar contexts of work and study
- ◆ produce detailed written English in the context of everyday life and familiar contexts of work and study
- ◆ interact with others showing understanding of and using detailed spoken English in the context of everyday life and familiar contexts of work and study
- ◆ apply knowledge and understanding of language in spoken and written English

**Course outline & Assessment arrangements:** The course provides candidates with the opportunity to develop their English language skills, using detailed English language based on the contexts of Everyday life, work and study

◆ **ESOL for everyday life** The candidates develop the four skills of reading, writing, listening, and speaking needed for everyday life in personal, social and transactional contexts. The broad social context is intended to support candidates who need to use English as the language of everyday communication.

◆ **ESOL in context** The candidates develop the four skills of reading, writing, listening, and speaking in the familiar contexts of work and study.

**External exams National 5** Candidates will sit 3 externally marked final exams. They will take part in a speaking performance., which is assessed internally.

Question paper 1: Listening Candidates complete this question paper in approximately 35 minutes. (25 marks)

Question paper 2: Reading Candidates complete this question paper in 1 hour and 10 minutes. (35 Marks)

Question paper 3: Writing Candidates complete this question paper in 1 hour and 10 minutes (30 Marks)

Speaking and Listening Performance (30 marks). Candidates have a conversation in English on a chosen topic and in response to an assessment brief. They ask and respond to questions. The purpose of this performance is to allow candidates to demonstrate breadth, challenge and application in the skills of speaking and listening. The performance lasts between 5 and 6 minutes and is recorded.

## **French/Spanish National 5**

Ideal for pupils building on previous experience of French N4 or for those who were confident in their language learning at S3 but chose not to continue directly.

The Course provides learners with the opportunity to develop their reading, listening, talking and writing skills in order to both understand and use a modern language. Skills are developed within the contexts of society, learning, employability and culture. Pupils will also engage in developing and applying grammatical knowledge and understanding of the chosen foreign language.

### **Course outline & Assessment arrangements:**

**The skills of reading, writing, listening and talking are developed through the contexts of Society, Learning, Employability, and Culture. Throughout the course Focus is placed on the ability to both use and understand Language.**

### **Pupils will sit 2 exams:**

#### Reading 25% and writing 12.5% (A dictionary can be used)

Learners will read three texts of equal length and will respond to questions in English. Then they will produce a writing piece -a letter of application, in response to a job advert

#### Listening 25%

Learners will listen to one monologue and one short conversation in the modern language and will then respond to questions in English.

#### Assignment Writing Folio 12.5% (conducted in class but sent to be marked externally SQA)

Candidates will produce a piece of writing in class based on one of the contexts After drafting, feedback and adherence to sqa assessment conditions a final version will be sent to SQA for external marking. (Deadline to be completed by March)

#### Talking performance 25% % (recorded by class teacher)

A final talking performance will take place the week after the Feb Break. This is conducted by the class teacher. Pupils will prepare a presentation and answer some follow up questions based around some of the contexts and themes studied over the course. **(use of prompt cards are allowed to help with presentation).**

Special requirements: We request that pupils have their own personal dictionary to facilitate their learning both in the classroom and at home. A range of booklets are provided to support learners throughout the course, a one-off fee for these may be requested to help with production costs.

**Careers:** Language skills are in demand and can be used in almost any career, a knowledge of one or more foreign languages can be useful in a wide range of areas. For some jobs it is the main requirements, for other jobs a combination of languages and other qualifications is extremely beneficial. People with language skills are much sought-after in the world of work. Knowing a language can be seen as a real advantage by employers. Many careers and Higher Education courses now require a qualification in a Modern Language. Make sure you prepare yourself fully for your future path and do not miss out on the opportunity to make yourself marketable to employers, both here and abroad. Before you make a decision on course choice we advise that you investigate how languages can help open doors to you.

## **French/Spanish National 4**

Ideal for pupils building on previous experience of French N3 or for those who were confident in their language learning at S3 but chose not to continue directly.

The Course offers learners the opportunity to develop straightforward language skills in the meaningful real-life contexts of society, learning, employability and culture.

In particular, the course aims to enable learners to develop the ability to read, listen, talk and write in a modern language, they will work towards understand and using the language, to apply their knowledge and skills to plan and research.

### **Course outline & Assessment arrangements:**

The Course is made up of the following components - 3 internal units

1. **Understanding Language** -in which learners develop the skills of reading and listening.
2. **Using Language** - in which learners develop the skills of talking and writing.

Units are internally assessed throughout the course on a pass/fail basis. Learners will be required to provide at least one piece of evidence in each skill (reading, listening, talking and writing) to demonstrate that they meet the national standards.

### **Added Value Unit: Modern Languages: Assignment (National 4)**

The purpose of this Added Value Unit is to provide learners with the opportunity to apply their language skills to investigate a chosen topic in a familiar context in the modern language.

Pupils will use ICT to support their research and select relevant information from at least two written texts. An oral presentation in the modern language will be made based on their findings and research. Learners will then respond to some questions in the modern language based around the topics they have covered in their course.

Special requirements: We request that pupils have their own personal dictionary to facilitate their learning both in the classroom and at home. A range of booklets are provided to support learners throughout the course, a one-off fee for these may be requested to help with production costs.

**Careers:** Language skills are in demand and can be used in almost any career, a knowledge of one or more foreign languages can be useful in a wide range of areas. For some jobs it is the main requirements, for other jobs a combination of languages and other qualifications is extremely beneficial. People with language skills are much sought-after in the world of work. Knowing a language can be seen as a real advantage by employers. Many careers and Higher Education courses now require a qualification in a Modern Language. Make sure you prepare yourself fully for your future path and do not miss out on the opportunity to make yourself marketable to employers, both here and abroad. Before you make a decision on course choice we advise that you investigate how languages can help open doors to you.

## French/Spanish National 3

This Course provides learners with opportunities to continue to acquire and develop the attributes of the four capacities, as well as skills for learning, skills for life and skills for work. Focus is on helping pupils apply basic knowledge in the foreign language to improve confidence in reading, listening, talking and writing. Learners work on both understanding and using the modern language by applying their skills and knowledge. The Course offers learners the opportunity to develop simple language skills within a range of meaningful real-life contexts including society, learning, employability and culture.

### The Course is made up of the following two internal units:

1. Understanding Language -in which learners develop the skills of reading and listening.
2. Using Language - in which learners develop the skills of talking and writing

Units are internally assessed throughout the course on a pass/fail basis. Learners will be required to provide at least one piece of evidence in each skill (reading, listening, talking and writing) to demonstrate that they meet the national standards.

Topics studied at National 3 can include:

- *Society*- Family and Friends Free time Media, cinema, TV, music
- *Learning*- School Education Finding out about school in France/Spain/
- *Employability*- Future plans and jobs
- *Culture*- Planning a trip (travel, accommodation, eating out, shopping)

Special requirements: We request that pupils have their own personal dictionary to facilitate their learning both in the classroom and at home. A range of booklets are provided to support learners throughout the course, a one-off fee for these may be requested to help with production costs.

**Careers:** Language skills are in demand and can be used in almost any career, a knowledge of one or more foreign languages can be useful in a wide range of areas. For some jobs it is the main requirements, for other jobs a combination of languages and other qualifications is extremely beneficial. People with language skills are much sought-after in the world of work. Knowing a language can be seen as a real advantage by employers. Many careers and Higher Education courses now require a qualification in a Modern Language. Make sure you prepare yourself fully for your future path and do not miss out on the opportunity to make yourself marketable to employers, both here and abroad. Before you make a decision on course choice we advise that you investigate how languages can help open doors to you.

## **French/Spanish Higher**

Ideal for senior pupils building on previous experience of French N5 or for successful language learners who wish to return to the subject.

Throughout the course learners have the opportunity to extend a range of skills enabling them to further improve their ability to read, listen, talk and write using more detailed and complex language. They will also develop the skills of translation. This knowledge and understanding is applied in the contexts of society, learning, employability and culture. Pupils continue to extend grammatical understanding also throughout the course.

### **Course outline & Assessment arrangements:**

The skills of reading, writing, listening and talking are developed through the contexts of Society, Learning, Employability, and Culture. Throughout the course Focus is placed on the ability to both use and understand Language.

### **Pupils will sit 2 exam papers:**

Reading 25% and Directed Writing 12.5% - (A dictionary can be used in both)

Learners will read one written text in the modern language. They will respond to questions about the written text in English and translate part of the text into English. Learners will then produce one written text addressing 6 bullet points.

Listening 25% (A dictionary cannot be used)

Learners will listen to a monologue and then one conversation between two people. They will answer questions in English on both parts.

### **Assessment conducted internally:**

Assignment Writing Folio 12.5% (conducted in class but sent to be marked externally SQA)

Candidates will produce a piece of writing in class based on one of the contexts 200-250 words. After drafting, feedback and adherence to sqa assessment conditions a final version will be sent to SQA for external marking. (Deadline to be completed by March)

**Talking performance 25% (recorded by class teacher)**

**A final talking performance will take place around February. This is conducted by the class teacher.**

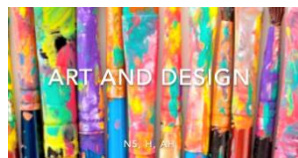
**Pupils will have a conversation and answer questions based around some of the contexts studied over the course. (Prompt card of 40 words are allowed to help).**

Special requirements: We request that pupils will have their own personal dictionary to facilitate their learning both in the classroom and at home. A range of booklets are provided to support learners throughout the course, a one-off fee for these may be requested to help with production costs.

**Careers:** Language skills are in demand and can be used in almost any career, a knowledge of one or more foreign languages can be useful in a wide range of areas. For some jobs it is the main requirements, for other jobs a combination of languages and other qualifications is extremely beneficial. People with language skills are much sought-after in the world of work. Knowing a language can be seen as a real advantage by employers. Many careers and Higher Education courses now require a qualification in a Modern Language. Make sure you prepare yourself fully for your future path and do not miss out on the opportunity to make yourself marketable to employers, both here and abroad. Before you make a decision on course choice we advise that you investigate how languages can help open doors to you.

## Expressive Arts

### Art and Design



[Watch the SP Art and Design information video](#)

**National 3 (S4-6)**

**National 4 (S4-6)**

**National 5 (S4-6)**

**Higher (S5/6)**

**Advanced Higher (S6)**

#### Course outlines and Assessment arrangements:

### National 3

This is offered to pupils as an entry level to the subject to help them access National 4 as a progression route to National 5 or NPA courses. There is an emphasis on skills development and the application of those skills to expressive and design outcomes.

### National 4

Entrance Requirements: National 4 is on offer to candidates who can satisfy the Art Department of their ability to meet the course requirements.

**Course Elements:** Expressive Activity, Design Activity and Art and Design Studies

#### Assessment Arrangements:

No external exam. Assessment based on evidence submitted in units of work internally assessed.

Expressive Folio, 1 x A2 sheet of practical work with related expressive art studies

Design Folio, 1 x A2 sheet of practical work with related design studies

N4 Added Value Unit, the Development of previous practical work, resulting in a final solution/outcome.

Critical studies – this is a part of the Unit work looking at artist and designers work. Presented as a written analysis.

#### Special requirements:

All Art and Design courses require enthusiasm and consistent effort in order to achieve the best possible results in practical and written work. All students are asked to make a financial contribution to the department, £10.00 at National 3/4/5/Higher level and £20.00 at Advanced Higher Level. Contributions are used to buy specialist art and design materials for each student. *Funding for this curricular activity is available.* Should you wish to discuss the possibility of your child receiving this funding please do not hesitate to contact **Jane Liggat, Pupil Support Officer (Equity & Inclusion)**.

#### Careers:

Qualifications and experience in Art and Design are helpful, and indeed essential in a wide variety of careers such as: Fine Art (e.g. painting and sculpture), Graphic Design, Fashion Design, Textiles, Architecture, Theatre



and Set Design, Interior Design, Jewellery Design and Silversmithing, Industrial/Product Design, Ceramics, Computer Aided Design, Animation; Art Therapy, Occupational Therapy, Beauty Therapy, Sign Writing, Printmaking, Teaching, Engraving, Photography, Gallery and Museum Work, Public Arts, Television, Film Industry, Advertising, Cartography, Printing, Landscaping, Town Planning and Garden Design

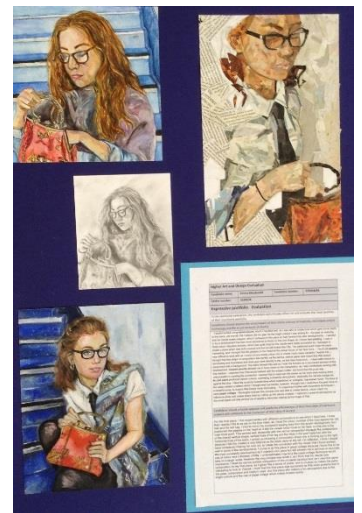
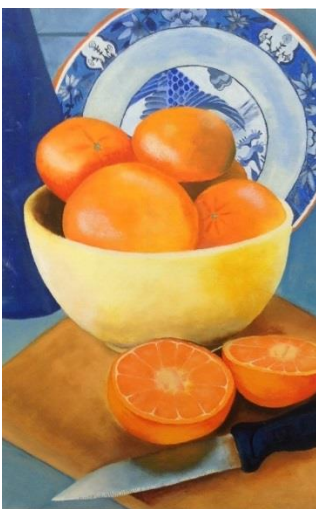
## National 5

### Entrance Requirements:

National 5 is on offer to candidates who can satisfy the Art Department of their ability to meet the course requirements. NB: It is possible to take National 5 in S5 or S6.

### Course Elements:

Expressive Activity



### Design Activity



### Art and Design Studies of Artists/ Designers work

**Assessment Arrangements:**

80% of the marks are for course work are submitted as a portfolio of work  
20% of the marks for the course are assessed by one externally invigilated exam.

The externally graded elements are  
Expressive Folio 3 x A2 sheets of practical work  
Design Folio 3 x A2 sheets of practical work

The externally invigilated exam is  
Art and Design Studies: a 1 hour 30-minute written exam (worth 20% of the overall marks)

**Higher**

**Entrance Requirements:**

Higher is on offer to candidates who have achieved grade C or better at National 5 or exceptionally to candidates who can satisfy the Art Department of their ability to meet the course requirements. NB. It is possible to take Higher in S6.



**Course Elements:**

Expressive Activity, Design Activity and Art and Design Studies



**Assessment Arrangements**

77% of the marks are for course work passed internally and externally graded.  
23% of the marks for the course are assessed by one externally invigilated exam.

The externally graded elements are:  
Expressive Folio 3 x A2 sheets of practical work  
Design Folio 3 x A2 sheets of practical work

The externally invigilated exam is:  
Art and Design Studies: a 2 hour written exam (worth 23% of the overall marks)



## Advanced Higher

Entrance Requirements - on offer to students who have passed the Higher course. It offers two distinct areas for major study – Design or Expressive. In addition to the selected area for the main focus, candidates will require to undertake a critical analysis of Artists / Designers work in their chosen field. The course promotes creativity, independent thought and problem solving. It also encourages candidates to use a range of media and technology to respond to their environment.

To achieve the Course award, candidates must produce a portfolio of work based on their chosen area together with a written critical analysis.



## Drama



[Watch the SP Drama information video](#)

### National 4 (S4-6)

### National 5 (S4-6)

Drama offers students a broad range of skills to study, with personalisation and choice in the texts, programmes of theatre visits and some of the practical activities in class. The department can offer all of the production skills areas as specialisms with support materials and guidance and available for each. Study is supported by visits from professional theatre productions, partnership with Fringe in Schools, visits from drama graduates and professionals, and for senior pupils a day-visit to the Edinburgh Fringe Festival (including a team-building activity such as an escape room). Drama is a thoroughly inclusive subject and develops vital skills for life and work such as teamwork, leadership, communication, presentation and research.

### Course Outline and Assessment arrangements

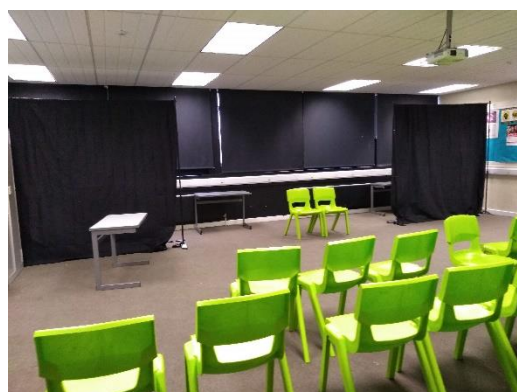
National 4 Drama has been created in order to assist and support those who have an interest in Drama and Productions skills and to further develop their knowledge and skills in these areas. Through a mixture of units pupils will get more familiar with the Drama Process, Voice, Movement and Characterisation Skills and be able to create their own Drama from Stimulus. They will also experience what it is like to be involved in the production/design side of Drama e.g. Sound, Light, Set, Make-Up, Costume and Props Design. There are opportunities to both devise their own material as well as work from script. National 3 will have to complete two units – Drama Skills and Production Skills. National 4 must also complete these two units but to a more detailed specification as well as have an added value unit. Meanwhile, National 5 candidates will follow a similar programme again to a greater quality and also experience a practical and written exam. The course is around 60% practical and 40% written throughout the year.

### Recommended Entry Level

There are no set entry requirements for the National 4 or 5 Drama course. However, it is vital that pupils wishing to take either of the courses realise that they must use their own initiative and be willing to put in effort in order to get quality work. The course allows for a lot of independent and group work and candidates must be autonomous to a degree. At these stages of Drama, the teacher is more a facilitator to the pupil's creativity and the product of each unit is very much in control of the candidate and their peers. Very few subjects allow for pupils to have as much freedom and say in class.

### Drama Skills

In this unit candidates will explore and respond to a variety of stimuli. They will then choose one stimulus to focus on and develop a drama in response to the chosen stimulus. Throughout this unit pupils will go through the drama process to create, present and evaluate a Drama which they have created in groups. This Drama can vary to the individual's preference and take a variety of different shapes in terms of form, genre, structure and style. Through this candidate's will explore and expand on voice and movement knowledge and skills as well as delve deeper into characterisation techniques



and use a variety of Drama conventions. The level of work produced and detail expected is specific to each Nat 4 and 5 criteria which are all similar but quality and expectations rise with each level of study.

### **Production Skills**



Candidates will explore a variety of Production Skill areas such as Lighting, Sound, Set, Make-up & Hair, Costume and Props Design. The pupils will gain knowledge skills and experience of these areas. Pupils will then get the opportunity to pick two production skill areas to focus on – this may be sound and costume or lighting and make up. Pupils will work with script in this unit and will be working in groups on short scenes/extracts from plays. Each candidate will be in control of their two chosen production areas for another groups scene/performance. This allows pupils to work from script which differs to the devising nature of Drama Skills unit but also allows pupils to play to their strengths and interests. Again this unit requires pupils to be independent workers and thinkers but equally they must be able to work with peers in a variety of ways. Again this unit will be completed by a performance and evaluation.

### **Added Value Unit**

National 4 Drama candidates have an added value unit in addition to Drama and Production Skills. This consists of a performance for each candidate given to an audience and class teachers, under exam conditions. Candidates have the option of choosing Acting or one Production skill as the area they will be assessed on. If Acting is chosen then they must perform for approx. 5 minutes (per candidate so 15 minutes for a group of 3), this can be either scripted or devised. If pupils chose a production role to be assess on then they must complete a portfolio of designs and also been seen setting up or applying their skill. The exam is recorded and marked internally. This unit must be passed in order to gain the National 4 qualification.

### **Examination**

The examination is for National 5 candidates only. There are two parts to the final examination. The first is a practical exam where similar to the added value unit pupils chose one area to focus be that acting or a production area e.g. light, sound, costume etc. Each candidate will either perform an extract from a scripted play (again 5 minutes' worth per candidate) or present (portfolio and application) to a visiting SQA examiner. The candidates will also have to complete a 'preparation for performance' which is a short 450 approx. word essay and this is an outline of research and preparation which the candidates have done and this supports their performance/presentation. The practical part of the exam in work 60 marks (50 performances and 10 preparations for performance). The second part of the National 5 Drama Examination is a written paper which is made up of two sections. Section one is made up of questions which are a mix of self-evaluation and evaluation others based on a performance you have been in or seen. Section two is a respond to stimulus and candidates must answer questions in response to one of three stimuli' provided in the paper. This part of the exam is a written version of what candidates practically explore through the Drama Skills units. Written Exam is also worth 60 marks. The whole examination process is split so 60% practical and 40% written weighting in terms of the final grade.

### **Progression**

Pupils can progress to a Higher and then an Advanced Higher in Drama course to continue to further develop the skills gained during the National 3, 4 or 5 Course. Pupils may wish to leave School and continue their drama education in a college setting. There are a number of HNC and HND courses offered in local Colleges where pupils can further their Drama knowledge and skills. There are also a growing number of university degrees' pupils can go on to study further or there are a variety of Drama and Performing Arts specialist schools and colleges to progress onto after school.

## Higher Drama

### Course Outline and Assessment arrangements

Higher Drama is offered to those who have already attained National 5 in Drama and are interested in continuing to develop their knowledge and skills. Through a mixture of units pupils will get more familiar with the Drama Process, Voice, Movement and Characterisation Skills and be able to create their own Drama from Stimulus. They will also experience what it is like to be involved in the production/design side of Drama e.g. Sound, Lights, Set, Make-Up, Costume and Props Design. There are opportunities to both devise their own material as well as work from script. Higher candidates will follow a similar programme to National 5 to a greater quality and also experience a practical and written exam. The course is around 60% practical and 40% written throughout the year.



The Set Text we will look at throughout the course will be *The Crucible* by Arthur Miller but we will have opportunities for students to select other, more personalized choices for the final practical exam.

As well as this, it is a requirement of the course assessment that students attend at least 2 live theatre productions – visits to the theatre will be arranged with the Expressive Arts Faculty and be necessary for the purposes of completion of homework and exam practice.



### Recommended Entry Level

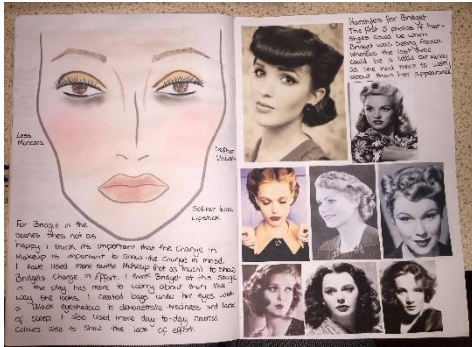
Successful completion of the National 5 course. However, it is vital that pupils wishing to take either of the courses realise that they must use their own initiative and be willing to put in effort in order to produce quality work. The course allows for a lot of independent and group work and candidates must be autonomous to a degree. At these stages of Drama, the teacher is more a facilitator to the pupil's creativity and the product of each unit is very much in control of the candidate and their peers.

### Drama Skills

In this unit candidates will explore and respond to a variety of stimuli. They will then choose one stimulus to focus on and develop a drama in response to the chosen stimulus. Throughout this unit pupils will go through the drama process to create, present and evaluate a Drama which they have created in groups. This Drama can vary to the individual's preference and take a variety of different shapes in terms of form, genre, structure and style. Through this candidates will explore and expand on voice and movement knowledge and skills as well as delving deeper into characterisation techniques. They will also use a variety of Drama conventions. The level of work produced and detail expected is similar to National 5 but the quality, depth and expectations should increase with each level of study.



## Production Skills



Candidates will explore a variety of Production Skill areas such as Direction, Lighting, Sound, Set, Make-up & Hair, Costume and Props Design. The pupils will gain knowledge, skills and experience of these areas. Pupils will then get the opportunity to pick two production skill areas to focus on – this may be direction, set, props, sound and costume or lighting and make up. Pupils will work with script in this unit and will be working in groups on short scenes/extracts from plays. Each candidate will be in control of their two chosen production areas for another group's scene/performance. This allows pupils to work from script; which differs to the devising nature of Drama Skills unit

but also allows pupils to play to their strengths and interests. Again this unit requires pupils to be independent workers and thinkers but equally they must be able to work with peers in a variety of ways. Again this unit will be completed by a performance and evaluation.

## Examination

### Practical Exam

Similar to National 5: pupils choose one area to focus on, be that directing, acting or production e.g. lighting designer, sound designer, costumer etc. Each candidate will either perform an extract from a scripted play (2 pieces x 7-15 minutes' worth per candidate) or present (portfolio and application) to a visiting SQA examiner. The candidates will also have to complete a 'preparation for performance' which is a short approx. 500 word essay and this is an outline of research and preparation which the candidates have done and this supports their performance/presentation. The practical part of the exam is worth 60 marks (50 performances and 10 preparations for performance). The second part of the



Higher Drama Examination is a written paper which is made up of three sections. Section 1 is a choice of essay question based on the theoretical production of the Set Text studied throughout the course. Section 2 contains questions continuing to explore application of theatrical skills in the context of the Set Text. Section 3 is a choice of essay questions analysing the application of production skills in a contemporary live theatre production.

## Progression

Pupils can progress to Advanced Higher in Drama to continue to further develop the skills gained already although they may wish to leave School and continue their drama education in a college setting. There are a number of HNC and HND courses offered in local Colleges where pupils can further their Drama knowledge and skills. There are also a growing number of university degrees pupils can go on to study further and a variety of Drama and Performing Arts specialist schools and colleges to progress onto after school. Drama is a subject widely recognised by higher education establishments and employers as beneficial to any public-facing, presenting and/or problem-solving disciplines.

## Advanced Higher Drama

In the Advanced Higher Drama course, students will further develop practical skills creating and presenting drama. By exploring and analysing the work of influential theatre practitioners, the course extends the study of the art of professional theatre, its forms and its practices. The course includes: active involvement in devising, creating, appreciating, and using theatre to communicate with an audience, the analysis of texts and the study of influential theatre practitioners.

### **The course aims to enable candidates to:**

a) develop autonomy and independent thinking skills b) analyse professional theatrical performance c) develop knowledge and understanding of professional theatre practice and influential practitioners d) investigate how theatre practitioners have influenced professional theatre e) develop knowledge and understanding of historical, social, cultural and/or political influences on drama f) apply critical, investigative and analytical skills to a performance issue g) apply creative and critical thinking to synthesise ideas and arguments h) develop analytical skills in the interpretation of texts i) develop and extend skills in performing within their chosen area of acting, directing or design j) develop their skills in devising drama and interpreting complex texts k) explore how to use theatre and performance skills to communicate effectively with an audience l) develop creativity when applying skills in problem solving, analysis and evaluation.

**Who is this course for?** The course is suitable for candidates with an aptitude for theoretical and practical aspects of drama and for those wishing to progress to further levels of study. It allows candidates to further extend their drama skills developed through the Higher Drama course and relies on independent practice, research and analysis to a great degree.

**Project–dissertation** Candidates identify a performance issue, carry out research and communicate their findings in a dissertation of 2,500 to 3,000 words. Candidates must acknowledge sources and include visual evidence as appropriate. The dissertation must reference at least one influential theatre practitioner. The project–dissertation has 30 marks out of a total of 100 marks for the course assessment.

**Assignment** Candidates analyse a professional theatrical production, as well as the work of at least one theatre practitioner (actor, director, and/or designer) involved in the production and produce an assignment based on a choice of two questions given by the SQA. This is an externally marked element of the final assessment and must be written in controlled, exam conditions.

**Performance** Candidates prepare concepts for their chosen text(s) from full-length published play(s).

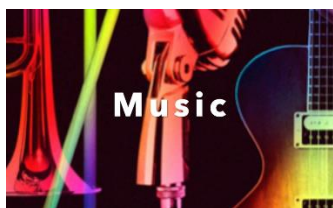
**Actor** Candidates perform to an audience. They perform two acting roles — one interactive and one monologue. Each role must be from a different play.

**Director** Candidates must prepare a substantial extract, for example an act, from their chosen play. On the day of the performance, the visiting assessor selects approximately three consecutive pages for the candidate to direct in a rehearsal lasting approximately 35 minutes. It is not advisable for candidates to direct actors who are performing the same scene for their own assessment.

**Designer** Candidates demonstrate their overall set design concept for their chosen play by creating a scale model set and planning concepts for two additional production roles from the following: lighting, sound, multimedia, props, costume, make-up and hair.



# Music



[Watch the SP Music information video](#)

National 4 & 5 Music

## **National 4 course entry requirements:**

You must be able to play **two instruments** or **one instrument and voice to grade 2 level.**

## **National 5 Course entry requirements:**

You must be able to play **two instruments** or **one instrument and voice to grade 3 level.**

(You don't need to have sat an ABRSM exam, your teacher can advise if you are the correct playing level) You will practice and perform your pieces regularly and therefore cannot be shy.

## **The course is divided into three areas:**

- Performing
- Understanding
- Composing

**Performing:** A level-specific programme of music will be prepared and performed to an external examiner in February/ March this is worth 50% of your overall grade. You must play a minimum of two pieces on each instrument/ voice and the programme must be 8 minutes in length. You will be assessed regularly throughout the year to ensure you are at the appropriate level and making progress.

**Composing:** This element of the course is assessed by the SQA. You will create a piece of original music, incorporating a variety of compositional techniques. The piece of music will be recorded to a high standard and will be accompanied by lyrics, chord chart or score. You will also provide a composition review detailing your approach to the task. You will be given time to class to do this element but you must also work on this at home. This equates to 15% of your overall grade.

**Understanding Music:** You will listen to music and be able to differentiate between different styles/periods of music including Jazz, pop, rock, blues etc. You will also learn music literacy skills throughout the session. A listening exam will take place in May including all topics taught. This is worth 35% of your overall grade.

## **Special requirements:**

You may not always be given set homework, however, the expectation is that you will practice around 20 minutes a day to ensure the best preparation for the exam. Buying an instrument is recommended.

## **Pathways**

Higher/ Advanced Higher music

## Higher/ Advanced Higher Music

**Higher- Course entry requirements:** You must be able to play **two instruments or one instrument and voice to grade 4 level.**



**Advanced Higher- Course entry requirements:** You must be able to play **two instruments or one instrument and voice to grade 5 level.**

(You don't need to have sat an ABRSM exam, your teacher can advise if you are the correct playing level) You will practice and perform your pieces regularly and therefore cannot be shy.

**The course is divided into three areas:**

- Performing
- Understanding
- Composing

### Higher Performing:

A level-specific programme of music will be prepared and performed to an external examiner in February/ March this is **worth 50%** of your overall grade. You must play a minimum of two pieces on each instrument/ voice and the programme must be **12 minutes** in length. You will be assessed regularly throughout the year to ensure you are at the appropriate level and making progress.



**Advanced Higher Performing:** A level-specific programme of music will be prepared and performed to an external examiner in May this is worth 50% of your overall grade. You must play a minimum of two pieces on each instrument/ voice and the programme must be **18 minutes** in length. You will be assessed regularly throughout the year to ensure you are at the appropriate level and making progress.

### Understanding Music- Higher and Advanced Higher:

You will listen to music and be able to differentiate between different styles/periods of music from Renaissance to 20<sup>th</sup> Century classical. You will also learn music literacy skills throughout the session which will aid progress. A listening exam will take place in May including all topics taught. This is worth **35%** of your overall grade.



### Higher Composing:

This element of the course is assessed by the SQA. You will create a piece of original music, incorporating a variety of compositional techniques. The piece of music will be recorded to a high standard and will be accompanied by lyrics, chord chart or score. You will also provide a composition review detailing your approach to the task. You will be given time to class to do this element but you must also work on this at home. This equates to **15%** of your overall grade.

### Advanced Higher composing/ arranging:

You will have the choice whether to complete a composition of original music or complete an arrangement of a piece of music that already exists. Both tasks must be completed to a high standard experimenting with a range of timbre, rhythms etc. This will be accompanied by a composing/ arranging review detailing your approach and evaluation of the writing process. Advanced Higher analysis is also part of this element. You will complete a detailed analysis of a chosen piece of music. This is equates to **15%** of your overall grade.

### Pathways:

Advanced Higher Music, HNC/D Music, HNC Sound production, BA Popular Music, BMus, BEd Music

### Careers:

Music Therapist, Music Teacher, Performer, Sound Engineer, Session Musician, Conductor, composer, musical director

# Music Technology

## MUSIC TECHNOLOGY

[Watch the SP Musical Technology information video](#)

### National 5, Higher & Advanced Higher

The course provides opportunities for pupils to develop their interest in music technology and to develop skills and knowledge relevant to the needs of the music industry. You will be taught about various aspects of the music industry, including implications of intellectual property rights. You will develop skills to record and manipulate audio in a range of creative contexts and reflect on your work.

**Recommended entry level:** Pupils should have an interest in learning about the technology involved in music production. The National 4 Music Technology course or equivalent qualifications and/or experience prior to starting this course would be a benefit. Experience using music software packages such as Garage Band, Logic Pro, Cubase etc would be useful but not essential.

### Course outline

- Introduction to Music Technology. Course overview
- Gaining skills in a DAW (Logic Pro X). Series of small projects on manipulating audio
- Constructing the signal path
- Types of cables
- Types of microphones
- Sound design for a Radio Broadcast
- Sound Design for a Computer game
- Foley and Sound design for a film
- Sound design for an Audiobook
- Technological developments in the 20<sup>th</sup> and 21<sup>st</sup> century
- Genres, styles and music concepts related to 20<sup>th</sup> and 21<sup>st</sup> Century Music
- Microphone placement for recording vocals
- Organising a project in Logic Pro X
- Effects and processes for mixing audio
- Microphone placement/ recording Drum kit, electric guitar, acoustic guitar, bass guitar, etc
- Multitrack recording vs. Live recording
- Intellectual Property rights



### Course assessment:

**Question paper:** This is a listening exam covering all musical concepts taught throughout the session. This equates to 30 marks.

**Assignment 1 & 2:** A project completed in class using various recording techniques covered in class. Followed by an evaluation. 45marks per assignment.

## Units of study

- Technological developments related to 20<sup>th</sup> and 21<sup>st</sup> century music
- Genres/ styles and music concepts related to 20<sup>th</sup> and 21<sup>st</sup> century music
- Types of microphones, Microphone positioning to record vocals, electric guitar, bass guitar, acoustic guitar and drums
- Constructing the signal path for audio recording, Editing and mixing techniques in a Digital Audio Workstation (Logic Pro X)
- Effects and Processes
- Intellectual Property Rights

## Higher only

- The assignment constitutes 70% of the overall mark and consists of a creative production in any appropriate context such as radio broadcast; composing and sound design for film; audiobooks; and computer gaming.
- The complete production must combine multi-tracked recording(s) of sound and/or music and multi- tracked, electronically produced sound and/or music; it must involve a minimum of 10 parts and be between 4 and 7 minutes in length.

**Pathways:** Higher Music Technology, HNC/D Sound Production



## **Advanced Higher**

The Advanced Higher course is suitable for any pupils who have completed the Higher Music Technology course.

The course has two main components:

- Project – research: pupils will apply project management and research skills in a music technology context of their choice. Pupils can choose their research topic as long as it provides sufficient scope for investigation, analysis, experimentation, and synthesis of music technology skills, techniques, and processes. Some examples are:
  - Advanced sound production techniques in modern rock music
  - Advanced sound production techniques in 21<sup>st</sup> century pop music
  - Mastering techniques
  - Advanced mic'ing and recording techniques in contemporary classical production
  - Advanced Foley and sound design techniques in contemporary action sequences
- Project – production: large scale music technology production where pupils plan, implement and evaluate their production. Examples of contexts for their projects include:
  - Composing with Virtual Instruments
  - Advanced Foley and sound design for film, animation or computer game
  - Creating large-scale multi-tracking of acoustic and/or electronic sound sources

Extensive techniques for capturing audio using microphone techniques are required. You will develop your knowledge and understanding of mixing and mastering.

## Physical Education

### Physical Education

#### National 4 PE (S4)

##### Course outline & Assessment arrangements:

There are 3 units in National 4:

- **Performance Skills Unit** - As with National 5 but less demanding of the level of skill required to achieve a pass.
- **Factors Impacting on Performance (FIP) Unit** - As with National 5 but requiring a less complex approach to analysis and evaluation.
- **Added Value Unit** - This is a performance where pupils take part in an activity in a competitive and demanding environment. The pupils can choose the activity and must show evidence of planning and preparation as well as following rules, etiquette and safe practice.

All of the above is on a pass/fail basis

#### National 4 PE (S4-S6)

##### Course outline & Assessment arrangements:

The course comprises two areas of study:

**Performance:** This aims to develop pupil's ability to perform in physical activities by enabling them to acquire a comprehensive range of movement and performance skills. They learn how to select, use, demonstrate and adapt these skills. Pupils develop control and fluency during movement to enable them to meet the physical demands of performance in a safe and effective way.

**Factors impacting on performance:** This aims to develop pupil's knowledge and understanding of the factors that impact on performance in physical activities. Pupils will consider the effects of mental, emotional, social and physical factors on performance, and acquire an understanding of how to plan, monitor, record and evaluate the process of performance development.

**There are 2 assessments in N5 which are graded. These assessments will be combined to give an overall A - D grade.**

- **Performance Assessment Task** – There are **2** one off practical performances which will be carried out in a competitive and challenging context. Individually they are worth 30 marks each (60 in total) and is 50% of the overall grade. The activities cannot be the same or similar and will be discussed with the class teacher prior to performance.
- **Portfolio** - This is a study of personal performance in a chosen activity. This will take the form of a written project which will be externally marked by the SQA. This is worth 60 marks and 50% of the overall grade. Pupils must show an understanding of the Factors Impacting on Performance and will be required to plan, develop, implement and evaluate a training programme. Section 1 of the Portfolio will be completed under exam conditions (closed book) and Section 2 will be open book during designated classroom sessions. Pupils may not complete work at home and teachers must retain work after every session.

##### Special requirements:

All pupils need to have an excellent record of participation in PE since S1 and completion of the Sports Option course in S3 is desirable. **It is also strongly recommended that pupils who take National 5 are participating/competing in sport outside of school.**

## Higher PE (S5/6)

### Course outline & Assessment arrangements:

The course consists of two areas of study:

**Factors impacting on performance:** Pupils will develop knowledge and understanding of mental, emotional, social and physical factors that impact on personal performance in physical activities. Through collecting information, pupils will consider how these factors can influence effectiveness in performance. They develop knowledge and understanding of a range of approaches for enhancing performance. Pupils will then select and apply these approaches to factors that impact on their personal performance before creating and implementing Personal Development Plans (PDPs) and justifying decisions relating to future personal development needs.

**Performance:** Pupils will develop their ability to demonstrate a broad and comprehensive range of complex movement and performance skills through a range of physical activities. They will select, demonstrate, apply and adapt these skills, and use them to make informed decisions. They will also develop their knowledge and understanding of how these skills combine to produce effective outcomes. Pupils will develop consistency, precision, control and fluency of movement. They will also learn how to respond to, and meet, the demands of performance in a safe and effective way.

### The Course Assessment consists of:

#### **Two single one off performances in any activities of your choice – 50%**

The performance has 60 marks out of a total of 110 marks. This is scaled by SQA to represent 50% of the overall marks for the course assessment. Each single performance event is marked out of 30.

#### **An exam based on the four factors (MESP) – 50%**

The question paper has three mandatory sections and has a total mark allocation of 50 marks and last 2hrs 30mins. This is 50% of the overall marks for the course assessment.

### Special requirements:

**All pupils need to have an excellent record of participation in PE and have achieved an A pass in National 5 Physical Education. Pupils should also have achieved or be studying Higher English. It is also strongly recommended that pupils who take Higher are participating/competing in sport outside of school.**

### Careers

Qualifications in PE can lead to a large variety of careers and further/higher education courses. Here is a selection of some that may be of interest:

Employment: Sports Club Employee; Swimming Pool Employee; Sports Coach; Countryside Ranger  
Outdoor Pursuits Instructor; Armed Forces; Police; Local Authorities; Health and Fitness Instructors

Courses: HNC/HND -Sports Coaching; Health and Fitness; Sports Therapy; Leisure Management  
BA/BSc/Bed - Recreation and Leisure; Psychology and Sports Science; Health and Fitness;  
Sports Studies; Teacher Training.

## Skills for Work: Sport and Recreation

National 5 (S5/S6 pupils only)

Course outline & Assessment arrangements:

National 5 Skills for Work: Sport and Recreation is an introductory qualification. It develops the skills, knowledge and attitudes, needed for work in the industry.

The Course content covers the main practical activities involved in carrying out a supportive role in sport and recreation environments: sourcing information about career pathways, identifying and reviewing skills and experiences; assisting with planning, setting up and delivering activity sessions; dealing effectively and courteously with clients; assisting with emergency procedures; assisting with setting up, dismantling and checking equipment and resources; helping to plan and review a training programme; and establishing good practice in identifying and reviewing goals. The Course also covers health and safety legislation and risk assessment.

### The Course Assessment consists of:

4 mandatory units.

- Assist with a Component of Activity Sessions.
- Employment Opportunities in the Sport and Recreation Industry
- Assist with Fitness Programming
- Assist with Daily Centre Duties

### Special requirements:

**All pupils need to have an excellent record of participation in PE and have achieved a pass at National 4 or 5 Physical Education.**

Careers

Qualifications in PE can lead to a large variety of careers and further/higher education courses. Here is a selection of some that may be of interest:

Employment: Sports Club Employee; Swimming Pool Employee; Sports Coach; Countryside Ranger  
Outdoor Pursuits Instructor; Armed Forces; Police; Local Authorities; Health and Fitness Instructors

Courses: HNC/HND -Sports Coaching; Health and Fitness; Sports Therapy; Leisure Management  
BA/BSc/Bed - Recreation and Leisure; Psychology and Sports Science; Health and Fitness;  
Sports Studies; Teacher Training.





## **NPA Exercise and Fitness Leadership**

SCQF Level 6 (S5/6 pupils only)

This award provides a structured opportunity for candidates to experience a number of recognised ways of leading others in fitness activities. The NPA allows pupils to develop their personal leadership qualities and to develop their knowledge and skills in fitness. The award is designed to articulate with current HNC/D Fitness, Health and Exercise provision and to support candidates who may wish to follow that particular pathway. Alongside this, pupils will also gain a **SQA Leadership qualification at Level 6**. This is designed to enhance pupils knowledge of leadership styles, skills and qualities by finding out about different leaders. The knowledge candidates will gain will help them to reflect on their own skills, qualities and experience in relation to leadership.

### **The Course consists of:**

#### **2 mandatory leadership units:**

Leadership: An Introduction

Leadership in Practice

+

#### **3 Exercise and Fitness Units from below:**

Exercise and Fitness – Cardiovascular Training

Exercise and Fitness – Fixed Weights

Exercise and Fitness – Free Weights

Exercise and Fitness – Circuit Training

### **Assessment**

Each unit will be internally assessed by your class teacher through a series of assessment tasks. To gain the full group award and achieve the dual qualification all 5 units must be passed.

### **Careers**

Qualifications in PE can lead to a large variety of careers and further/higher education courses. Here is a selection of some that may be of interest:

**Employment:** Sports Club Employee; Swimming Pool Employee; Sports Coach; Countryside Ranger  
Outdoor Pursuits Instructor; Armed Forces; Police; Local Authorities; Health and Fitness Instructors

**Courses:** HNC/HND -Sports Coaching; Health and Fitness; Sports Therapy; Leisure Management  
BA/BSc/Bed - Recreation and Leisure; Psychology and Sports Science; Health and Fitness;  
Sports Studies; Teacher Training.



## Dance

### National 5

The course has three components:

- Question paper- 20 marks
- Practical activity- 45 marks
- Performance- 35 marks



#### Question paper

The question paper will assess your understanding and knowledge of the elements of the course studied including: Origins and developments of a selected dance style, key characteristics of selected dance styles including style specific steps, evaluation of professional choreography.

#### Choreography

During this unit you will create movement for a chosen theme or stimuli. During which you will choose an appropriate structure, apply choreographic devices learned in previous lesson and incorporate a variety of spatial elements to a piece of music/ sound you have selected to suit the theme. All of which will be supported by a choreography review which will contain responses to a variety of stimuli, findings of research conducted prior to creating choreography. Choreographic devices, spatial elements considered for piece. This will be followed by an evaluation of the choreographic process including strengths and areas for development.

#### Performance

You will be taught various routines throughout the course: You will complete your performance assessment on routines taught. During which you will show that you have applied a variety of techniques learned throughout the year. Demonstrate strength, stamina and flexibility. You will show the movement and performance skills associated to the chosen dance style whilst maintaining excellent musicality and timing. Candidates will be required to wear correct footwear and clothing when being assessed.

#### Dance Progression and pathways

National 5 can progress to study Higher Dance. You may intend to leave school and pursue a place at Dance College or Performing Arts College.

Careers: Professional dancer, swing/ensemble in Musical, dance teacher.

## Higher

The course has 3 components:

- Question paper- 30 marks
- Practical activity- 30 marks
- Performance- 40 marks



Candidates should have achieved the National 5 Dance course or equivalent qualifications and/or experience prior to starting this course.

### Question paper

The question paper assesses:

- Evaluation of technical and performance skills in relation to self, peer and model performers.
- Comparison of technical skills, characteristics, and appreciation of performance styles for two contrasting dance styles. impact of performance skills on two contrasting dance styles. technical demands and/or requirements of two contrasting dance styles
- Principles of safe dance practice
- Development methods to enhance dance technique and performance skills
- Origins and historical development of a dance style. social and cultural factors that influenced a selected dance style
- Evaluation of a professional live or recorded choreography for three or more people
- Understanding the impact, effect or mood and atmosphere created by many different factors.

### Choreography

Candidates explore choreographic principles to enhance their creativity and develop the skills and knowledge they need to plan and create a group choreography. Candidates explore the choreographic process to create a group choreography for a minimum of three dancers, excluding self. The choreography must last between a minimum of 2 minutes and a maximum of 3 minutes. Candidates are assessed on their breadth of knowledge from across the course, depth of understanding, and how they apply this to the creative process. Candidates produce an extended response to review the choreographic principles, the group dance and their skills as a choreographer.

### Performance

Candidates perform two solos in contrasting dance styles, both choreographed by the lead teacher. They are assessed on their ability to apply and combine technical and performance skills as appropriate to each. Each piece must last a minimum of 1 minute and 30 seconds and a maximum of 2 minutes. Candidates will be required to wear correct footwear and clothing when being assessed.

#### Dance Progression and pathways

Higher dance can progress to study HNC and HND Professional Dance Performance, HNC and HND Dance Artists and employment and/or training in Professional Dance.

Careers: Professional dancer, swing/ensemble in Musical, dance teacher.

## Social Subjects

### Geography

Course outline & Assessment arrangements.  
National 4 (S4)

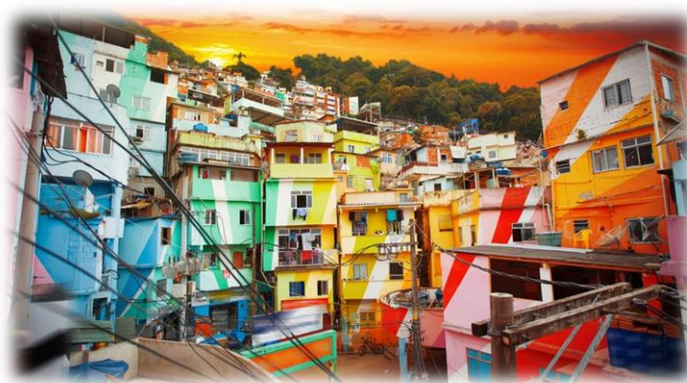
The course comprises of three units:

- **Physical Environments:** develop a detailed knowledge and understanding of the processes and interactions at work within physical environments. Key topics include: location of landscape type; formation of key landscape features; land use management and sustainability; and weather. Study will focus on two landscape types: limestone uplands and rivers.
- **Human Environments:** study and compare developed and developing countries drawn from a global context. Key topics include: contrasts in development; world population distribution and change; and issues in changing urban and rural landscapes. Case study examples will be used throughout including Rio De Janeiro, Edinburgh and rural India and a chance to choose your own.
- **Global Issues:** develop a detailed knowledge and understanding of significant global geographical issues. In particular, study will be focused on earthquakes, volcanoes and tropical storms as well as global health concerns and diseases.

Assessment is comprised of three internal unit assessments which can take the form of a written assessment or a creative assignment. There is no external examination, however in order to achieve a pass, candidates must complete an internally marked assignment.

**National 5 (S4)** - The course comprises of three units: **See National 4**

There is an externally marked examination which accounts for 80% of the final grade. Candidates must also complete a compulsory added value assignment which will constitute 20% of the final mark. There will be an element of choice in the topic chosen for the added value assignment.



### Higher (S5/6)

**Entrance requirements** - Ideally, pass at National 5 level in Geography OR a related subject (History, Modern Studies, English). The course is open to S6 students with a Higher pass in English or S5/S6 students who will be studying Higher English this session. If Geography has not been studied since 2<sup>nd</sup> year, or if in doubt, see Mrs Bannon.

The course is delivered in 3 units of work. Each unit is broken down into topics.

#### Unit 1: Physical Environments

This is the study of the formation and use of selected UK landscapes and key physical geographical systems: atmospheric and oceanic systems, hydrological and biogeographical systems.

## Unit 2: Human Environments

This involves the study of changes in global population; growth, migration and control. Learners will develop and apply knowledge and understanding of the complex processes and interactions at work within urban and rural environments and the management of urban and rural land use change in developed and developing countries.

## Unit 3: Global Issues

This unit involves the study of two separate issues on a global scale.

Development and Health: Improving health and disease control in the developing world with a focus on certain diseases.

Climate change: causes, effects and management strategies- possibly the most important issue for your generation.

## Unit 4: Application of Geographical Skills

The ability to use an OS map for decision making e.g. the location of a new building development or transport network, using geographical knowledge to justify the chosen location.

**Entry:** Ideally an A or B pass at National 5 level in Geography OR a related subject (History, Modern Studies, English). The course is open to S6 students with a Higher pass in English or S5/S6 students who will be studying Higher English this session. If Geography has not been studied since 2<sup>nd</sup> year, or if in doubt, see Mrs Bannon.

Assessment :

There is an end of course examination set and marked by SQA which covers topics and units taught in the course.

In addition the assessment will involve the completion of an externally assessed assignment, similar to that completed at National 5 level.

## Advanced Higher (S6)

**This is a fantastic course to prepare pupils for University. It stretches their geographical understanding and allows them to produce detailed pieces of research and a critical review of literature in the supportive environment provided by school. The skills that they will develop, such as time management and independent study are delivered through tutorial style lessons and fieldwork and will prove invaluable in the study of any discipline at University. They have full choice over the topics of study and so can tailor their experience to their specific interests.**

Entrance Requirement – Higher Geography (A/B pass) or at the discretion of the Department

3 units of work, each of approximately equal length.

1. Geographical Study. Plan and research a geographical topic in the local area. Produce a detailed report.
2. Geographical Issues. Choose and study a geographical issue from any area of the world. Produce a summary report.

3. Geographical Methods and Techniques. Use of advanced geographical techniques to gather, analyse and present information.

Assessment arrangements:

Geographical Study is submitted to SQA for external assessment (40% of mark).

Geographical Issues. The issue is summarised and submitted to SQA for external assessment (30% of mark).

Final exam on problem solving and evaluating based on OS maps and data handling (30% of mark).

Careers :

Analysis of the careers of people with Geography qualifications reveals a huge variety of employment destinations. The main ones are detailed below. Employment in –

- Travel/Tourism – recreation, hotel management, transport, travel, tourist boards.
- Environmental Services – ecology, forestry, nature conservancy, countryside conservation, landscape architecture, town and country planning, environmental planning.
- Scientific Services – soil survey, geological survey, oil companies, hydrology.
- Social Services – civil service, immigration, census office, education, consumer services.



## Travel and Tourism

National 4 and 5 (S5/6 pupils only)

This course is ideally suited to anyone with an interest in employment in any travel or tourist related industry. It is an excellent course for building skills and confidence for the workplace. The course is comprised of the following four units: Employability, Customer Service, Tourism in Scotland, UK and Worldwide Tourism.

Pupils will analyse trends in tourism; including the rise of glamping and staycations, they will learn to plan and organize detailed itineraries and they will participate in work experience style trips and customer service role play tasks. The course is good fun, informative and relevant- the tourism industry is one of the fastest growing sectors of employment.



## People and Society

National 4

People and Society is a flexible and inter-disciplinary course offering learners the opportunity to study themes, issues and topics of interest and relevance to them. It develops a range of skills as well as knowledge and understanding of people and society from across subject disciplines, drawing on the social studies, health and wellbeing, and religious and moral education curriculum areas.

Examples of units previously studied at Trinity are Doping in Sport, Cosmetic Surgery, Capital Punishment and Natural Disasters. These were all topics chosen by the pupils themselves.

**This course is ideally suited to those who perform less well under exam conditions. It involves personal but supported research and the completion of creative projects and tasks. The topics chosen for study are based on the areas of interest to those pupils completing the course. It is a great course for developing confidence, debating issues of interest and gaining a range of skills in independent study with the support of teachers.**





## History

Course outline & Assessment arrangements:

### National 4 (S4)

The course is divided into three sections:

- Scottish History: Scotland and the Era of the Great War
- British History: The Making of Modern Britain
- European and World History: Free at Last? Civil Rights in the USA, 1918 -1968

Assessment comprises of three internal unit assessments which can take the form of a written assessment or a creative assignment. There is no external examination, however in order to achieve a pass, candidates must complete an internally marked Added Value Unit project.

### National 5(S4-6)

The course is divided into three sections: **See National 4**

Assessment is comprises of three internal unit assessments which can take the form of a written assessment or a creative assignment. There is an externally marked examination which accounts for 80% of the final grade. Candidates must also complete a compulsory added value assignment which will constitute 20% of the final mark.

### Higher (S5/6)

In Higher History critical thinking and discussion are encouraged, and through their reading students will acquire knowledge of the personalities and events which have shaped the Modern World. The course covers aspects of nineteenth and twentieth century history, focusing on political, social and economic changes. The European aspect of the course is exploring how the adoption of Appeasement by the British Government helped to contribute to the rise of Nazism and Fascism that ultimately led to the outbreak of World War Two. The British topic studies Social Reform in the twentieth century. A special document based study is made of the events of the Wars of Independence fought between Scotland and England in the thirteenth and fourteenth centuries. An extended essay worth 30 marks is completed in the Spring term. This is planned in class and written in 1 ½ hours under exam conditions. The whole course is assessed by a 2 hour 20 minute external exam.

### Advanced Higher (S6)

A or B pass in Higher History, or at the discretion of the department and Pupil Support staff. The course is an excellent preparation for the type of work found in Higher Education. Though guided, students have a high degree of individual responsibility for their study. The course contains two internal assessments, which must be achieved to fulfil course requirements. A dissertation of 4000 words must be completed by the Spring.

Area of Study:

Russia: From Tsarism to Stalinism, 1914–1945

Careers:

History is a valuable qualification for entry into any University to study a range of courses. A degree in History could lead to employment in the following roles: archivist, civil servant, researcher, barrister, teacher, solicitor and journalist amongst many others.

## Modern Studies

### Course outline & Assessment arrangements:

#### **National 4 (S4)**

The course is divided into three sections:

- **Democracy in Scotland**: develop knowledge and understanding of the main institutions and organisations which make up political life in Scotland. They will develop knowledge and understanding of the ways in which society is informed about the political system, and able to participate in, and influence, the political system. They will develop an understanding of their rights and responsibilities in contemporary democratic political society.
- **Crime and the Law**: develop knowledge and understanding of the causes of crime, the impact of crime on individuals and society and the role of individuals, the police, the legal system and the state in tackling crime.
- **USA**: The study of a significant world power will focus on contemporary socio-economic issues and a study of its political system.

Assessment is comprised of three internal unit assessments which can take the form of a written assessment or a creative assignment. There is no external examination, however in order to achieve a pass, candidates must complete an internally marked **Added Value Unit project**.

#### **National 5 (S4-S6)**

The course is divided into three sections: **See National 4**

Assessment is comprised of three internal unit assessments which can take the form of a written assessment or a creative assignment. There is an externally marked examination which accounts for 80% of the final grade. Candidates must also complete a **compulsory added value assignment** which will constitute 20% of the final mark. There will be an element of choice in the topic chosen for the added value assignment.

#### **Higher (S5/6)**

**Entrance Requirements** - A pass at National 5 Modern Studies would be preferred but good English (A/B at National 5 or pass at Higher) and a grasp of current affairs would meet the entry requirements.

- **Democracy in the UK**: Develop an understanding of the democratic political systems in the UK including the role of the Legislature, Executive and Judiciary. Look at the possible alternatives for the governance of Scotland and the implications of leaving the European Union.
- **Social Issues in the UK**: Develop an understanding of the impact of social inequality on any relevant group. You will look at reasons why income and wealth inequality exists, why health inequalities exist and the effectiveness of measures taken to tackle inequalities, including government measures.
- **Underdevelopment in Africa**: Study of this world issue focuses on the social, economic and political factors that have caused this issue, effectiveness of individual countries in tackling the issue and the effectiveness of international organisations in tackling this issue.

There is an externally marked examination which accounts for 73% of the final grade. Candidates must also complete a **compulsory added value assignment** which will constitute 27% of the final mark. There will be an element of choice in the topic chosen for the added value assignment.

### **Advanced Higher (S6)**

**Entrance requirements** - Higher Modern Studies (A/B pass) or at the discretion of the Department and Pupil Support.

The main aim of this course is to develop skills that will be useful at University and beyond school.

The area of study is Law and Order. At Advanced Higher level one topic is studied in depth.

We cover:

- Human rights and the law in the UK
- The causes of crime
- The response of the Government to crime in UK
- The penal system – How do we punish people in UK?
- Prisons and alternatives to prison.

There is also an opportunity to visit a prison and have a number of guest speakers.

### **Assessment**

You will need to be a good researcher and essay writer to undertake this course. An interest in Sociology, Criminology and Law also helps. A dissertation of 5000 words makes up 36% of the final grade and a 3 hour examination at the end of the course to assess course knowledge and its application accounts for 64%.

## Politics

### Politics (S6 Only)

**Entrance Requirements** - A pass at National 5 Modern Studies would be preferred but good English (A/B at National 5 or pass at Higher) and a grasp of current affairs would meet the entry requirements.

- **Political Theory:** You will study key ideas of two political ideologies (Liberalism, Conservatism, Socialism, Nationalism and Fascism). You will also study the key political concepts of power, authority and legitimacy and finally you will study the nature of democracy and the arguments for and against direct and representative democracy.
- **Political Systems:** You will study the constitutional arrangements of the UK and US political systems. You will compare and contrast the respective powers of individual branches of government.
- **Political Parties and Elections:** You will compare electoral impact of two different dominant ideas. This will mean looking at different political parties. You will then look at political campaign management strategies and theoretical analyses of voting behaviour.

## Religious, Moral and Philosophical Studies

### National 4/5 (S4)

Course outline & assessment arrangements

Religion is a contentious subject. Today the need to learn about religion is greater than ever. We live in a world of polarised religious beliefs and attitudes to religion – literalism and atheism! There exists a clear need for intelligent and thinking debate, a renewed and conscious effort to be informed and to be aware. To this end, world religions and new religious and non-religious movements are explored. Contrasting beliefs and practices are constructively challenged. Arising issues of morality and ethical conduct are naturally encountered in this process of exploration.

The Course has three units:

#### **World Religion: Hinduism**

Learners will develop detailed knowledge and understanding of Hinduism through studying beliefs, practices and sources.

#### **Morality and Belief: Morality, Medicine and the Human Body**

Learners will develop skills to explain and express reasoned views about key contemporary moral issues. These issues include the value of life, the use of embryos, end-of-life care, euthanasia and assisted dying.

#### **Religious and Philosophical Questions: Miracles**

In this Unit, learners will develop skills to analyse challenging philosophical questions such as *Do miracles happen?* Learners look at religious and non-religious responses.

### **National 4:**

Through the successful completion of this course, learners will develop a wide range of important and transferable skills including: investigating and communicating findings on religious, moral or philosophical topics or issues; describing and commenting on sources related to world religions; expressing reasoned views about contemporary moral questions and describing religious, moral and philosophical questions and responses to these.

### **National 5:**

Course assessment structure:

Component 1 — question paper 80 marks

Component 2 — assignment 20 marks

## Higher (S5/6)

Entrance requirements for Higher

RMPS builds upon skills developed through National 5 RMPS. It is also open to students with good English skills and those who have completed the S3/4 core Religious and Moral Education courses.

Course outline & assessment arrangements

The course is delivered in three units of work and an assignment.

World Religion: Buddhism.

Learners will develop in-depth factual knowledge and understanding of Buddhism and the impact and significance of Buddhism in the C21st.

Morality and Belief: Morality and Relationships

Learners will develop skills to express detailed, reasoned views about contemporary issues focusing on areas such as relationships, marriage, gender inequality and exploitation. They will develop understanding of religious and non-religious responses.

Religious and Philosophical Questions

Learners will develop knowledge and skills to fully address challenging philosophical questions such as the *Problem of evil and suffering* or *Are miracles real?*

### Assignment

This accounts for 30 of the total marks 110 marks for the course.

Candidates identify an appropriate religious, moral or philosophical issue, about which there are different points of view, and set an appropriate 'open' question for their assignment.

## Advanced Higher (S6)

AH builds upon skills developed through Higher RMPS.

Course outline & assessment arrangements:

The Course has two mandatory Units and two optional Units. There is considerable flexibility in themes which can be studied to allow personalisation and choice.

Philosophy of Religion — mandatory Unit

In this Unit, learners will develop skills to critically evaluate key theological and philosophical issues from the philosophy of religion. They will develop in-depth knowledge and understanding of how these arguments and responses to them contribute to the development of a stance for living.

Researching Religious, Moral and Philosophical Studies — mandatory Unit

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

## Religious Experience

In this Unit, learners will develop skills to critically evaluate a range of complex issues concerning religious experience and religious and other responses. Learners will develop in-depth knowledge and understanding of different perspectives on religious experience

All Units are internally assessed. Candidates undertake a final course examination.

### Special requirements:

A willingness to explore, to consider and contemplate diverse often conflicting views and ethical stances. An open mind and ability to synthesise information before developing and rationalising personal conclusions.

### Careers:

Jobs requiring an ability to research and synthesize conflicting data in order to form reasoned opinions and conclusions.

Jobs requiring tolerance and empathy, an awareness and understanding of peoples' different beliefs and religious/ethical standpoints.

Police, nursing, broadcasting, journalism, teaching (primary & secondary) social work, museums & galleries.

## Psychology

### Higher/N5 *S5/S6 only*

#### Entrance requirements:

Candidates are normally be expected to have attained one of the following (or equivalent): National 5 RMPS, one National Qualification in a social subject, National 5 English.

#### Course outline and assessment arrangements

The course assessment has two components. Component 1 question paper and component 2 the assignment.

Core units include:

Psychology: Individual Behaviour

Psychology: Research

Psychology: Social Behaviour

This Course develops learners' ability to analyse psychological explanations for individual and social behaviour. Psychology provides learners with opportunities to find out about some of the ways that thoughts and emotions can affect how we feel and behave. Psychological knowledge of individual and social behaviour can support learners in personal and professional relationships and can enable them to understand some of the factors that influence behaviour. Learning in psychology therefore offers a suitable context for finding out about factors that are important to being a confident individual and a successful learner.

#### Assignment

##### For the assignment, candidates are required to:

Interpret and evaluate descriptive statistics in psychological research

Use research skills to generate, select, organise, interpret, analyse and evaluate information in psychology

Use communication skills to present information, including a report on psychological research

##### Good reasons to study this course are:

Interesting course work

Relevant for personal and professional development

Can inspire pupils to progress onto further training or study

You will gain the opportunity to understand and participate in research



## Philosophy

### Higher S6 only

#### Entrance requirements:

Candidates are normally be expected to have attained one of the following (or equivalent): Higher RMPS or Psychology, one Higher in a social subject, Higher English. All pupils must be comfortable and competent in essay based subjects such as History, RMPS or English as the course requires candidates to write in depth.

#### Course outline and assessment arrangements:

Studying philosophy develops candidates' ability to think logically, to evaluate arguments critically, and to challenge their own ideas and those of other people. Candidates study central philosophical principles, concepts, problems, texts and key figures.

The course develops candidates' reasoning skills by focusing on complex abstract concepts and philosophical problems. Candidates learn to challenge assumptions and to apply their knowledge and understanding of different positions and theories in philosophy. They develop critical thinking and analytical and evaluative skills, which are important in education and employment. The broad aims of the course are to develop:

- knowledge and understanding of some key philosophical concepts and questions concerning arguments in action, epistemology and moral philosophy
- critical thinking, analytical and evaluative skills appropriate to philosophy
- the ability to engage with abstract ideas
- the ability to develop and express reasoned arguments and conclusions
- skills of analysis, evaluation and expressing a coherent line of argument

#### Who Is This For?

The course is suitable for senior pupils with the appropriate qualifications who have an interest in exploring philosophy. Next session Philosophy will be offered at Higher Level only.

#### The course has three areas of study:

Arguments in action develops candidates' ability to analyse and evaluate arguments. Candidates develop knowledge and understanding of argument structure, philosophical techniques and errors in reasoning. Knowledge and doubt develops candidates' ability to explain, analyse and evaluate two theories of knowledge. Moral philosophy develops candidates' ability to explain, analyse and evaluate two moral theories.

***For more information, see Ms Strachan in D12.***

## Sciences

### Biology

#### Course outline & Assessment arrangements:

Courses, including levels:

1. National 4 Biology (S4 S5 S6)
2. National 5 Biology (S4 S5 S6)
3. Higher Biology (S5 S6)
4. Advanced Higher Biology (S6)

#### Advanced Higher (S6)

#### Entrance requirements - Higher Biology or grade A in other science subjects at Higher

This course consists of 3 units of work in an integrated approach to modern Biology.

- Cells and Proteins
- Organisms and Evolution
- Investigative Biology

#### Assessment

- Regular end-of-topic tests and data handling exercises help monitor progress throughout the year
- 3 end of unit assessments
- 1 practical assessment
- A prelim in January
- An external exam worth 75% of the final mark
- A practical investigation report externally marked by the SQA and worth 25% of the final mark

#### Higher (S5/6)

#### Entrance requirements: National 5 Biology (C and above). Pupils with a good pass (A or B) at National 5 in another science may be considered.

This course consists of 3 units of work linked by common themes.

- DNA and the Genome
- Metabolism and Survival
- Sustainability and Interdependence

#### Assessment:

- Regular end-of-topic tests and data handling exercises help monitor progress throughout the year
- 3 end of unit tests
- 1 practical assessment
- A prelim in January
- An external exam 3h worth 80% of marks
- An assignment externally marked by the SQA and worth 20% of the final mark

## National 5 (S4-6)

This course consists of 3 units of work providing an excellent pathway to Higher.

- Cell Biology: a comprehensive look at the key principles of cell biology including cell structure, cell division, membrane transport, enzymes, respiration, photosynthesis, DNA and genetic engineering.
- Multicellular organisms: looks at a range of biological systems and concepts in plants and animals including cell specialisation, reproduction, genetics, nervous system, cardiovascular system, digestive system and plant transport system.
- Life on Earth: investigates the biodiversity that exists on earth and the impact of evolution and human activity on the distribution of organisms.

### Assessment:

- Regular end-of-topic tests monitor progress throughout the year and allow practice of exam style questions.
- End-of-unit tests to build the ability to retain knowledge over time and monitor progress.
- Prelim in December.
- Assignment 20% of mark (including an experiment).
- A final 2.5 hour external exam 80 % of mark.

## National 4 (S4-6)

This course consists of 3 units of work providing an excellent pathway to National 5.

- Cell Biology: covers key principles of cell biology including cell division, DNA, enzymes, photosynthesis and micro-organisms.
- Multicellular organisms: looks at a range of biological systems and concepts in plants and animals including reproduction, growth and development, genetics and control of internal environment.
- Life on Earth: investigate the biodiversity that exists on earth and the impact of adaptation and human activity of organisms.

### Assessment:

- 3 end of unit assessments (which the teacher might decide to do in smaller chunks).
- 1 assessed practical.
- Added value unit.
- There are no external exams.

### Careers:

All these courses develop practical and study techniques and skills, which will serve in all future walks of life. There are a large number of careers connected with Biology. The careers cover a wide range of abilities and include careers in medicine, conservation, forensic science, marine biology, nutrition, pharmacology, teaching, nursing and many more.

A wide range of Bioscience subjects is open to university students, including Biochemistry, Biological Science, Ecology, Molecular Biology, Plant Science, Zoology, Sports Science and many more!

## Chemistry

### Course outline & Assessment arrangements:

Courses, including levels:

1. National 3 Chemistry (S4)
2. National 4 Chemistry (S4 S5)
3. National 5 Chemistry (S4 S5 S6)
4. Higher Chemistry (S5 S6)
5. Advanced Higher Chemistry (S6)

### Advanced Higher

#### Entrance requirements – pass at Higher

This course builds on the Higher developing further the underlying theories of Chemistry and the practical skills used in the chemical laboratory.

The course also develops the skills of independent study and thought that are essential in a wide range of occupations.

The units covered are:

- Inorganic and Physical Chemistry
- Organic Chemistry and Instrumental Analysis
- Researching Chemistry

#### Assessment:

- Regular end-of-topic tests and data handling exercises help monitor progress throughout the year.
- 3 end-of-unit assessments.
- Prelim in January.
- 1 practical assessment.
- Project 23% of mark.
- Final 2.5 hour external exam 77% of mark.

### Higher

Entrance requirements: National 5 Chemistry (pass). Pupils with a good pass (A or B) at National 5 in another science may be considered.

The areas covered are:

- Chemical Change and Structure.
- Researching Chemistry.
- Nature's Chemistry.
- Chemistry in Society.

#### Assessment:

- Regular end-of-topic tests monitor progress throughout the year and allow practice of exam style questions.

- end-of-unit tests to build the ability to retain knowledge over time and monitor progress.
- Prelim in January.
- Assignment 20% of mark (including an experiment).
- A final 3-hour external exam 80 % of mark.

### **National 5 (S4-6)**

This course consists of 3 areas of chemistry providing an excellent pathway to Higher:

- Chemical changes and structure: develops pupil knowledge in chemistry from atomic structures to acids.
- Nature's Chemistry: looks at hydrocarbons, alcohols and different types of fuels.
- Chemistry in Society: Metals, plastics and radioactivity.

Assessments:

- Regular end-of-topic tests monitor progress throughout the year and allow practice of exam style questions.
- End-of-unit tests to build the ability to retain knowledge over time and monitor progress.
- Prelim in December.
- Assignment 20% of mark (including an experiment).
- A final 2.5 hour external exam 80 % of mark.

### **National 4 (S4-6)**

This course consists of 3 units of work providing an excellent pathway to National 5:

- Unit 1-Chemical changes and structure: covers basic topics in chemistry from atomic structures to acids.
- Unit 2:-Nature's Chemistry: looks at chemistry found in nature, including fuels, carbohydrates and plant products.
- Unit 3- Chemistry in Society: Metals, plastics and radioactivity.

Assessments:

- Regular end-of-topic tests monitor progress throughout the year.
- 3 end of unit assessments (which the teacher might decide to do in smaller chunks).
- 1 assessed practical.
- Research task.
- Added value unit.
- There are no external exams.

### **National 3 (S4)**

This course consists of 3 units of work providing an excellent pathway to National 5:

- Unit 1-Chemical changes and structure: covers basic topics in chemistry from atomic structures to acids.
- Unit 2-Nature's Chemistry: looks at chemistry found in nature, including fuels, carbohydrates and plant products.
- Unit 3- Chemistry in Society: Metals, plastics and radioactivity.

**Assessments:**

- Regular end-of-topic tests monitor progress throughout the year.
- 3 end of unit assessments (which the teacher might decide to do in smaller chunks).
- 1 assessed practical.
- Research task.
- Added value unit.
- There are no external exams.

**Careers:**

Once you have a Chemistry qualification, you may be surprised at just how many places you could end up working.

Brewing, Cosmetics, Textiles, Photography, Colour and Dyes, Sporting Materials, Food Science, Pathology, Art Restoration, Lab Work, Teaching, Nursing, Engineering, Archaeology and all Chemical Industries.

After Industry, Commerce is one of the largest employers of Chemistry graduates because of the strong problem-solving skills developed by chemistry students. A Chemistry degree can open opportunities in banking, accountancy, law and publishing.

On graduation, Chemistry Students enjoy one of the highest levels of entry into graduate level employment.

## Physics

Courses, including levels:

1. National 3 Physics (S4)
2. National 4 Physics (S4 S5 S6)
3. National 5 (S4 S5 S6)
4. Higher (S5 S6)
5. Advanced Higher (S6)

### Advanced Higher (S6)

**Entrance requirements – pass at Higher Physics; pupils who have done exceptionally well in Higher Biology or Chemistry and have a good pass in Higher Maths**

**The following units are studied:**

- Rotational Motion and Astrophysics
- Quanta and Waves
- Electromagnetism
- Investigating Physics

### Assessment:

- Regular end-of-topic tests and data handling exercises help monitor progress throughout the year.
- 3 end-of-unit assessments.
- Prelim in January.
- 1 practical assessment.
- Project 23% of mark.
- Final 2.5-hour external exam 77% of mark.

### Higher (S5 S6)

**Entrance requirements - a good pass at National 5 Physics; pupils who have not studied Physics but have a good pass in Higher Biology or Chemistry and have National 5 Maths.**

The following units are studied:

- Our Dynamic Universe
- Particles and Waves
- Electricity
- Researching Physics

### Assessment:

- Regular end of topic tests.
- Prelim in January.
- Assignment 20% of mark.
- Final 3-hour exam 80% of mark.

## **National 5 (S4-6)**

This course consists of the following units of work providing an excellent pathway to Higher. The areas studies are:

- Dynamics
- Space
- Electricity
- Properties of Matter
- Waves
- Radiation

### **Assessment:**

- Regular end of topic tests.
- Prelim in January.
- Assignment 20% of mark.
- Final 2.5-hour exam 80% of mark.

## **National 4 (S4-6)**

This course consists of 3 units of work providing an excellent pathway to National 5.

- Unit 1: Waves and Radiation
- Unit 2: Electricity and Energy
- Unit 3: Dynamics and Space

### **Assessment:**

- 3 end of unit assessments.
- 1 assessed practical.
- Added value unit.

## **National 3 (S4)**

This course consists of 3 units of work providing an excellent pathway to National 4.

- Unit 1: Waves and Radiation
- Unit 2: Electricity and Energy
- Unit 3: Dynamics and Space

### **Assessment:**

- 3 end of unit assessments
- 1 assessed practical
- Research task



## Careers:

The career opportunities available are vast due to the transferable skills gained whilst studying physics. Employers see a physics qualification as an indication of someone who will immediately be an asset to the organisation. This is because:

- Physics requires a logical and numerate mind
- Problem solving, gained through studying physics, is of paramount importance to the future of technology
- Communication skills are developed through report-writing and presentations
- Computing and practical skills are second nature to those trained in physics
- Teamwork and flexibility are essential in lab work and projects

Here are some of the jobs where you will find people who have studied Physics: Research and Development; Engineering; Information Technology; Finance; Telecommunications; the Electrical industry; Medicine; Astronomy; Weather Forecasting; Physiotherapy; Teaching; Law.

## **Technologies**

### **Administration and IT**

National 5 (S4/S5/S6)

This course helps candidates to develop administrative and IT skills, and an understanding of related theory, enabling them to effectively contribute to and support organisations.

It enables candidates to:

- Develop an understanding of administration theory in the workplace for example, customer service and Human Resource policy.
- Develop IT skills and use them to perform administrative tasks in a simulated environment.
- Acquire organisational skills in the context of organizing and supporting events.

### **Course elements**

- Administration in the workplace (theory)
- Word processing/Desktop Publishing
- Spreadsheets
- Databases
- Presentations (PowerPoint and Sway)
- Electronic communication (e-diary and email)

### **Assessment Arrangements**

There are 2 components to assessment in Administration and IT – a question paper and an assignment. The question paper is worth 50 marks and the assignment is worth 70 marks.

### **Careers**

This subject will be valuable in multiple careers for students specifically in retail and administrative roles. Pupils will be able to progress on to Higher Administration and IT as well as future options in Further Education.

## **Business Management**

### **National 5 (S5/S6)**

**Course elements:** Management of Marketing & Operations, Understanding Business, Management of People & Finance.

#### **Assessment Arrangements**

Students undertake a coursework essay assignment worth 25% of their final mark (30 marks). The coursework involves choosing and finding a small to medium sized business and performing research and analysis of their operations. An externally assessed paper (SQA) is worth 75%, with two case studies (20 marks each) and five sets of questions based on each of the course elements (each set worth 10 marks).

### **Higher Business Management (S5/S6)**

**Course elements:** The Higher Business Management Course builds on the skills, knowledge and understanding gained in National 5 Business Management and can act as an entry to the study of business. Learners combine 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.

#### **Assessment Arrangements**

The course has three topics and a course assessment. The topics are Management of Marketing & Operations, Understanding Business, Management of People & Finance. As well as an exam paper, pupil undertake an assignment worth 30% of their final mark. The assignment will require learners to undertake the following tasks:

- collect information/evidence relating to the context of the assignment
- analyse and evaluate the business data/information to reach conclusions
- produce a report relating to the context of the assignment

### **Advanced Higher (S6 only)**

#### **Entry requirements:**

An A or B pass at Higher Business Management is required to take this course.

#### **Course outline & assessment arrangements**

The course is delivered in three units of work and an assignment (see below). The question paper is worth 80 marks and covers the following topic areas:

- The external business environment – this topic builds on your knowledge from Higher Business Management and includes more in-depth theory on multinationals and globalisation.
- The internal business environment – this topic explores various management theorists such as Fayol as well as managing change strategies.
- Evaluating business information – this topic introduces you to analytical tools such as Gantt charts and how to evaluate business information appropriately.

**Assignment**

The project gives candidates the opportunity to demonstrate their ability to:

- identify an appropriate organization or industry
- select a topic from the course coverage
- gather research from a range of sources
- apply knowledge and understanding of business concepts to explain, analyse and evaluate the topic
- reach valid conclusions and/or make recommendations based on evidence
- structure a detailed, well-informed report based on the topic and organisation(s) or industry
- organise, present, and reference findings using appropriate conventions

The coursework task is worth 40 marks which contributes towards a third of your mark.

**Careers:**

Business Management provides a good basis for students who wish to enter the employment market or go on to Further and Higher Education courses in Business Education. Qualifications and experience in Business Management are essential in a wide variety of careers including Management, Banking and Finance, Insurance, Commerce, Human Resources, Accounting and Administration. There are many Modern Apprenticeships available at various organisations that students could apply for such as Business and Admin apprenticeships.

## Computing Science

### Course outline & Assessment arrangements

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. Our courses focus in on Programming, Web Design and the construction of Databases. You'll use languages such as Livecode, Python, HTML, CSS, PHP and SQL.

#### Higher (S5/6)

**Course elements:** Information Systems Design and Development and Software Design and Development

Both units are designed to develop knowledge and understanding of contemporary hardware and software and other key concepts in Computing Science. Pupils also complete a coursework task that accounts for 31% of their final mark.

#### National 5 (S4/5/6)

**Course elements:** Information Systems Design and Development and Software Design and Development. Students complete practical coursework tasks worth 31% of their final mark. Course assessment involves completion of a portfolio of practical work.

#### National 4 (S4)

**Course elements:** Information Systems Design and Development and Software Design and Development. As well as completing unit assessment tasks, pupils complete an Added Value Unit assignment that draws upon knowledge and skills acquired in the mandatory units.

#### Careers:

There are many college and university courses in topics such as Creative Computing, Web Design and Development, Ethical Hacking, Game Design and Development and Artificial Intelligence and Computer Science. Job examples include Computer Technical Support, Software Engineer, Sales and Marketing, Database Design/Administrator, Systems Analysts/Designer, Telecommunications, Games Developer, Teacher/Trainer, Multimedia Design and Network Administrator.

## **Design and Manufacture**

### **National 4, National 5 and Higher**

Course outline & Assessment arrangements:

Design and Manufacture provides a broad practical introduction to design, materials and manufacturing processes. They provide opportunities for learners to gain skills in both designing and in communicating design proposals. It allows learners to explore the properties and uses of materials and to make models and prototypes of products. The course is practical, exploratory and experiential in nature. It combines elements of creativity and designing for aesthetic or visual impact with a requirement to consider a product's function and performance. It helps the learner appreciate the tensions that exist between factors such as aesthetics, function, economics and the environment.

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

The course provides opportunities to develop skills that are of general value for learning, life and work: the ability to read drawings and diagrams; the ability to communicate design ideas and practical details; the ability to devise and develop practical solutions to design problems; and the ability to manufacture their design ideas. It also allows learners to engage with technologies and to consider the impact that design and manufacturing technologies have on our environment and society. It allows them to consider how technologies have impacted on the world of the designer and on manufacturing.

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

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

- skills in design and manufacturing models, prototypes and products
- knowledge and understanding of manufacturing processes and materials
- an understanding of the impact of design and manufacturing technologies on our environment and society.

#### **National 4 (S4)**

Comprises 2 units, an internally assessed and externally verified Added Value Unit.

#### **National 5 (S4-6)**

Comprises coursework in designing, manufacturing/modelling and skills, knowledge and understanding of materials and manufacturing.

#### **Assessment:**

Component 1: an externally assessed design assignment: (55 marks)

Component 2: an internally assessed and externally verified practical task (45 marks)

Component 3: externally graded exam (80 marks)

## Higher (S5/6)

This course comprises coursework in;

- 1) Designing/Modelling and Design Knowledge
- 2) Materials and Manufacturing knowledge

Assessment:

Component 1: an externally verified assignment (90 marks)

Component 2: an externally graded exam (80 marks)

Special requirements:

A charge of £10 or N4/N5 and £5 for Higher will be required for this course. This will include materials for drawing and sketching for folio production and all workshop materials to manufacture items in wood metal and plastic.

Included in this is a small charge to cover colour A3 laser printing and the cost of copying for course notes. A request via ParentPay will be made for this.

Careers:

Design and Manufacture forms a basis for continuing studies towards a very wide range of careers including: Product, industrial and interior design in the fields of consumer goods, furniture, automotive, theatre and entertainment, emerging technology, commination and design futures. Additionally engineering careers in civil, mechanical, building design, marine, aviation, renewable energy might also be considered.

## Graphic Communication

### National 4, National 5, Higher and Advanced Higher

Please note: S5/6 Pupils who have been successful in Art and Design or are interested in computer design or graphics have also been successful in Graphic Communication.

Course outline & Assessment arrangements:

Graphic Communication 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. It allows learners to engage with technologies and 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

### National 5 (S4-S6)

Comprises coursework and externally graded exam and assignment on 2D Graphic Communication; 3D and Pictorial Graphic Communication

Course assessment

Component 1 — question paper (80 marks)

Component 2 — assignment (40 marks)

### Higher (S4-S6)

Comprises 2 units, an externally graded exam and an internally assessed and externally verified assignment on 2D Graphic Communication; 3D and Pictorial Graphic Communication

Course assessment structure:

Component 1 — question paper 70 marks (current weighting)

Component 2 — assignment 70 marks (current weighting)



In both courses pupils will prepare a wide range of graphics work both manually and on computer using CAD, graphic design and desktop publishing software.

The focus of the work will be Analysis and Research of Graphics Design briefs, Producing preliminary Graphics, Development of Production graphics and work on Promotional items.

### **Advanced Higher (S5-S6)**

This course will allow learners to continue your knowledge of Graphic Communication to the next level, preparing you for University/College. The application of graphic techniques in communicating ideas, concepts, information and technical detail has been revolutionised with the advances in computer graphics and supporting technologies. In embracing these advances it is appropriate that a Graphic Communication Course at this level operates in a realistic, contemporary context with an approach to learning which is highly personalised and flexible. As graphics are applied in a range of contexts in the real world, it is important that the Course promotes the development of knowledge and skills in a contextualised and realistic way, bringing together aspects of technology and engineering, design, artistic endeavour, creativity, language and communication, and will therefore reflect these everyday activities as they interact in our world. The purpose of the Advanced Higher Course is to develop learners' skills in communicating using graphic media, and in interpreting, understanding and critically evaluating graphic media created by others. These skills are essential for people of all ages living and working in a modern society. The way in which visual information is communicated has a direct influence and effect on our decisions, actions and emotions as we go about our everyday business. We rely heavily on the accuracy of information conveyed by graphic communications, from complex engineering and technical information, simple display and informational graphics, to animations and moving graphic media. We are bombarded by imagery in a visual, technological and virtual world with different, often dynamic graphic information that captures and competes for our attention. Society and the world of work require individuals engaged in graphic activities to support business and industry and to contribute meaningfully in an information-rich world. The Course encourages creative and independent minds and provides skills and enthusiasm for lifelong learning. It draws on the skills, knowledge and understanding from other experiences, as well as those from graphic communication, to prepare learners through a rich and integrated learning experience. Additionally, within the Units there is scope for flexibility and it is therefore likely that learners will experience their studies in different but equally valuable ways. The course enables learners to develop and extend a range of graphic and generic communication skills, skills in enquiry, analysis and problem solving, graphic design skills, skills in the use of graphic equipment, materials and software, and skills in evaluating. As well as developing new knowledge, it is about creatively applying that knowledge in context. The Course also enables learners to develop and extend knowledge and understanding of key graphic communication concepts and processes, the ability to apply these to a variety of problems, and an awareness of the impact of graphic communication on society and the environment. Skills are developed in the contexts of graphic communication as it applies to business, industry, and the built environment and informational and media applications. Units are statements of standards for assessment and not programmes of learning and teaching. They can be delivered in a variety of ways. The Course consists of two Units, in which there are options, and course assessment. The course assessment will consist of a question paper and a project. Units: Comprises 2 units, an externally graded exam and an internally assessed and externally verified assignment – Technical Graphics and Commercial and Visual Media Graphics.

Course assessment structure:

Component 1 — question paper (80 marks)

## Component 2 — assignment (120 marks)

### **Careers:**

The graphic communication industry started as the printing and publishing business. After rapid technological advances with electronic media, the printing business evolved into the graphic communications industry.

The industry includes electronic and traditional printing, publishing, packaging, digital imaging, computer graphics, website development, digital photography, printable electronics and related areas.

The design work applies to mass communications and media for marketing, packaging, advertising, websites, newspapers, books and more. The graphic communication industries are quoted as the fourth largest employer in the USA and are also a significant employer in Edinburgh.

With the addition of specialised computer training and experience on our courses we enable pupils to also access further studies in graphic design, product design, engineering, architecture, interior design, computer aided drafting, computer aided modelling and animation.

## **Practical Woodworking**

Courses, including levels:

National 5 Practical Woodworking (S4 S5 S6)

National 4 Practical Woodworking (S4 S5 S6)

Pupils recommended as National 3 within Practical Woodwork in S3 in the recent coursing recommendations are advised to take Practical Craft Skills Wood (National 3) before progressing to National 4 qualifications.

### **Course outline and Assessment arrangements:**

Practical Woodworking is practical, exploratory and experiential in nature. It combines elements of technique and standard practice with elements of creativity. The course provides opportunities for learners to gain a range of practical woodworking skills and to use a variety of tools, equipment and materials. It allows them to plan activities through to the completion of a finished product in wood.

The coursework is themed around flat frame construction, carcass construction and machining & finishing. The course will also give learners the opportunity to develop thinking, numeracy, and employability, enterprise and citizenship skills.

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

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

National 4

Practical Woodworking comprising three units and an Added Value Unit, all internally assessed and externally verified.

National 5

Practical Woodworking flat frame construction, Carcass construction and machining and finishing External exam (30% of grade) internally assessed and externally verified course assignment (70 % of grade)

Special requirements:

A charge of £25 will be required for this course, this will include provision of all timber products required to complete the mandatory craft work. Some sundry items such as ironmongery fittings, glass mirror, or electrical accessories may require further charges or sourcing from home. A request via Parent Pay will be made for this.

## Practical Craft Skills

**This course is recommended for pupils who have studied Practical woodwork or Design and Manufacture in S3 but who have recommended to progress at National 3 level before studying Practical woodwork at National 4 or above. The course is essential in developing numeracy and hand skills required in order to pass at National 4 and to be able to complete the examination at National 5.**

The aims of the Course are to enable learners to:

- develop skills in reading and interpreting drawings and diagrams
- identify, select and use a range of workshop tools and equipment
- develop basic skills in measuring and marking out of materials
- develop basic skills in cutting, shaping, fixing and joining materials
- apply safe working practices in a workshop or similar environment
- take account of good practice regarding sustainability and recycling

This Course will also give learners the opportunity to develop numeracy and thinking skills.

### **Progression into this Course:**

Entry to this Course is at the discretion of the centre. However, learners would normally be expected to have attained some relevant skills and knowledge through prior experience IN EITHER Practical Woodwork or Design and manufacture in S3

The Course comprises three mandatory Units.

#### **Working with Tools (National 3)**

In this unit, learners will develop knowledge of a range of common tools and equipment used in woodworking and/or metalworking. The learner will also develop skills for measuring and marking out and for preliminary cutting and shaping of materials.

#### **Working with Materials (National 3)**

In this unit, learners will develop skills in working with different woodworking and/or metalworking materials. This unit helps learners to develop skills in cutting, shaping, fixing and joining materials, using a variety of appropriate craft techniques.

#### **Making an Item (National 3)**

In this unit, learners will develop skills in making an item from wood, metal or a combination of these materials. Learners will learn to read and interpret simple working drawings, select and use tools safely, apply appropriate finishing techniques and review their completed item.

In each of the three units, learners will develop an appreciation of safe working practices in a workshop environment. They will also develop knowledge of good practice in sustainability and recycling.

### **Progression from this course**

This Course or its Units may provide progression to:

- National 4 Practical Woodworking or relevant Units
- National 4 Practical Metalworking or relevant Units
- Skills for Work and Sector Specific SQA Courses
- National Certificate Group Awards (NCGA) in related areas
- employment, apprenticeships and/or training in crafts, construction, engineering and related fields
- National 5 Courses in practical technological subjects

## Health and Food Technology

National 4/5

### Course outline and assessment arrangements

The N4 and N5 Health and Food Technology' course continues to build on the Food Technology skills learnt during S3. There are three main aspects of Food Technology that are explored and developed throughout the course:

**Food for Health** - you will continue to develop knowledge of the relationship between food, health and nutrition. Learning about a wider range of nutrients and their impact on health. We continue to explore 'Current Dietary Advice' and learn the effects of diet-related conditions and diseases on health

**Contemporary Food Issues** – we will explore range of issues that influence modern food production. You will investigate and develop an understands how a variety of issues influence food production, processing and food choices including:

- **Technological Development** –Packaging e.g. MAP and Tetra Pack, Hydroponics, Meat Alternatives e.g. Textured Vegetable Protein and Quorn.
- **Explore the range of organisations** that protect consumers interests – EHO, Trading Standards. Advertising Standards Agency, Food Standards Agency.
- Sustainability, Fair trade, Organic Foods, Genetically Modified Foods, Food Miles, Seasonality

**Food Product Development** – You will learn more about the functions of ingredients in the production of food products. You will use your knowledge of ingredient function you to develop a product using the results of investigations to design and make a food product to a brief, linked to a specific dietary need. The process will be completed with a reflection on how well your product met the Dietary Need.



### How Will I learn?

You will learn through a number of different activities:

- Food Preparation and Cooking
- Learn and develop through the use of problem-solving skills
- Individual, paired and group tasks
- Research and Investigate all 3 topic areas.

### Course Assessment

Component1: Question Paper 1Hour and 50mins - N5 Only (represents 50% of the final mark)  
Component 2: Product Development Assignment  
This assignment must be completed to SQA standards, and forms part of the course requirements to achieve your N4/5 Health and Food Technology.  
(For N5 the Assignment represents 50% of the final mark)

## Next Steps and Pathways

In the senior phase all pupils who continue to study 'Health & Food Technology' will have the opportunity to go on and study National 5 and Higher level courses. This subject areas leads to a number of different career pathways – Food Product Development, Dietetics, Quality Control, Food Manufacturing and Nutrition based Careers, Food product production.



## Higher Health and Food Technology

### Course outline and assessment arrangements

The Higher continues to build on and increase knowledge gained at N5. With Knowledge and understanding being extended in the following areas:

- Understanding a wide range of nutrients and their functions, with the ability to analyse their impact on health
- Evaluation and analysis of dietary needs of the following:—babies and toddlers, children, teenagers, adults, elderly—lacto—ovo vegetarians and vegans—females during pregnancy and lactation
- demonstrating accurate knowledge of specific current dietary advice and explaining the effect on health of individuals of following the identified advice
- explaining the effects of the following diet-related diseases or conditions on health
- demonstrating knowledge of food contamination sources and conditions for bacterial growth and applying this knowledge to food production
- Explaining the functional properties of a range of ingredients in food products, and the impact of these on the food product development process
- Explaining how contemporary food issues, and technological developments, affect consumers' choice)
- Explore how Consumer Protection organisations protect consumers in relation to food issues



### How Will I learn?

You will learn through a number of different activities

- Food Preparation and Cooking
- Learn and develop through the use of problem-solving skills
- Individual, paired and group tasks
- Research and Investigate all 3 topic areas.

### Course Assessment

Component1: Question Paper 2 Hours (represents 50% of the final mark)  
Component 2: Product Development Assignment(represents 50% of the final mark)  
This assignment must be completed to SQA standards

**Next Steps and Pathways**

This subject areas leads to a number of different career pathways – Food Product Development, Dietetics, Quality Control, Food Manufacturing and Nutrition based Careers, Food product production.

**Next Steps and Pathways**

This subject areas leads to a number of different career pathways – Food Product Development, Dietetics, Quality Control, Food Manufacturing and Nutrition based Careers, Food product production.

Special requirements: There will be charge for this course of £40 this can be paid up termly on Parent Pay. Some additional specialist items may need to be provided from home to enhance individual products.



## Other Course Choice Options

### College

Edinburgh College offers pupils the chance to enrol in Foundation Apprenticeships, Academies or a range of courses via their School College Partnership (SCP) programme. This allows pupils to attend a college course while remaining at school. These courses often run on a Tue/Thu afternoon, but some courses may run on alternative days. Pupils are required to choose college as an option in their course choice AND they must complete an application to get on a college course via the Edinburgh College website. Our Skills Development Scotland Careers Advisor will be happy to support your child with this process.

More information can be found here: <http://www.edinburghcollege.ac.uk/Schools/Are-You-Still-At-School>

### JET (Job Education & Training)

JET is a work-based learning programme. It is for pupils in the senior phase of high school. It combines school education with vocational training and real-life work experience. Pupils will:

- ☑ work towards a National Qualification in Employability as well as your National 4s and 5s
- ☑ have a full day's work experience placement each Friday from September to April.

If you are a Christmas leaver, you can have a full-time extended work experience placement with an employer in the city. This runs from August until Christmas instead of going to school. Please speak to your Pupil Support Leader or Depute Head Teacher if you would be keen to explore this as an alternative to returning to school. In JET+ you will also take part in employability training sessions before starting your work experience.

### YASS (Young Applicants in Schools Scotland – Open University) **S6 Only**

YASS gives S6 students in Scotland the unique opportunity to study a range of university level modules in school alongside their other studies. YASS is designed to bridge the gap between school and university, college or employment and helps motivated students stand out from the crowd. It encourages independent learning and builds confidence. Key skills like time management and accessing electronic resources are developed. We have added YASS as an option at the request of S5 students after they attended the UCAS Exhibition and found out about these qualifications.

More information can be found here: <http://www.open.ac.uk/scotland/study/young-applicants-schools>

### Work Experience & Volunteering

If pupils wish to setup and attend a weekly work experience or volunteering opportunity in S5/S6 (similar to the JET programme above) then they may attend this parallel to their studies in school. Work experience/volunteering opportunities is highly valued by universities, colleges and employers. It can help pupils to stand out from others if they include details of their work experience in their UCAS application. Work experience or volunteering could be on a certain day of the week or could be a series of afternoons. Your child would be responsible for establishing this with an employer/organisation but your child's Pupil Support Leader will assist in setting up the placement formally in school.

### Private Study **S6 Only**

S6 pupils are entitled to take S6 study as long as their course choices meet the minimum requirements. Information on this is included on the course choice sheet. Private Study allows senior to pupils to work independently, manage their time and course assignments and help to prepare themselves and develop skills, which will help them when they move onto college, university or enter the world of work. Pupils studying Advanced Higher Art are often encouraged to take Private Study time to ensure they can complete the portfolio element of their course.