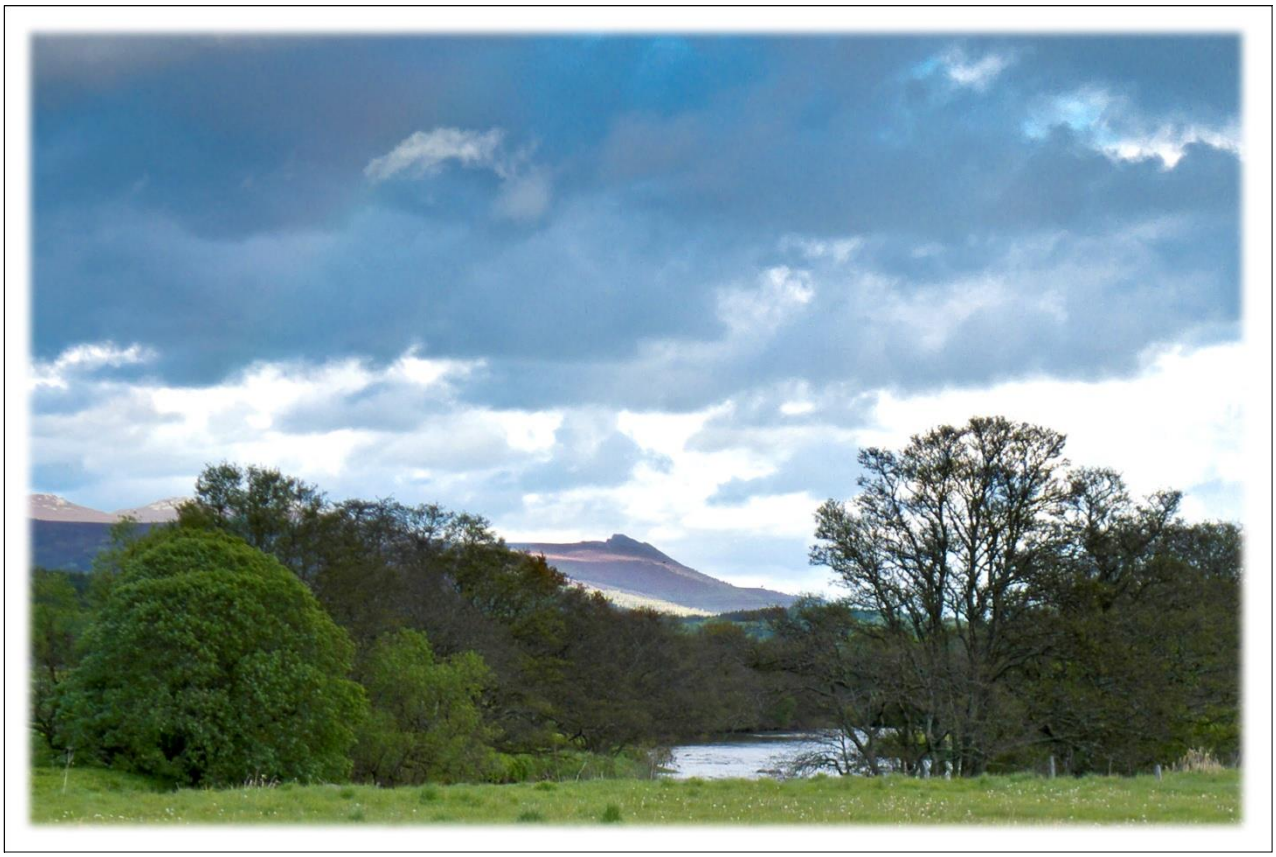
Alford Academy

An Ambitious School Community
Enterprising, Engaging, Evolving...



SENIOR PHASE
(S4-S6)
Course Choice Booklet
for session 2023-2024

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SECTION 1

1. INTRODUCTION

Dear Parents/Carers and Students

This Course Choice Booklet is designed to help you make decisions about course choices for next session and beyond. It gives details of the range of courses being offered to students. You will find this booklet useful as you prepare to make final course choices in February/March 2023, for next session.

Entry to S4 marks a key transition, as students move from the junior phase (a broad general education) into the senior phase (S4-S6). Over the next 1-3 years (depending on when you decide to leave school), you will study for formal qualifications. At the same time, you will acquire more of the skills required to make a smooth transition from school to further or higher education, into employment, an apprenticeship or voluntary work.

Those of you currently in S4 and S5 will continue your journey through the senior phase, adding to your portfolio of qualifications and preparing for further / higher education and the workplace.

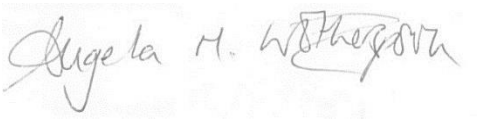
One of our school aims focuses on preparing students for life beyond school. As well as good academic qualifications, employers, colleges and universities often look for students to be self-motivated, reliable and committed to the broader opportunities available in the senior school. The wider opportunities offered support the development of a wide range of skills designed to enhance formal qualifications.

I hope this Course Choice Booklet will help you to choose the most appropriate courses for you. There is a wide range of subjects on offer, but you must understand that some courses will only run if there is sufficient demand.

Remember, working hard and achieving as much as you can from your studies, will be one of the best ways of preparing for your future.

At Alford Academy we are committed to working to help you prepare for your future. The qualifications you gain this year will help determine course choices in subsequent years and will also shape career pathways. I urge you to consider your choices carefully and wish you every success next session.

Yours sincerely



Angela Wotherspoon
Head Teacher

2. AIMS OF THE SENIOR PHASE (S4/5/6) COURSE CHOICE BOOKLET

This booklet aims to provide students, parents and carers with the following information:

- An overall picture of the curriculum available to students in the senior phase
- Specific details about individual courses
- Information about the procedures which will lead to an agreed curriculum for each student
- An outline of the main sources of guidance, information and support which are available to students in making their course choice

3. THE SENIOR PHASE CURRICULUM

The curriculum aims to:

- build on learning pathways which were established in the junior phase and continue to be shaped as students move through the senior phase of their secondary education
- provide students with the opportunity to gain nationally accredited qualifications which will assist them in fulfilling their vocational and personal goals
- continue the personal, social, intellectual and vocational development of all students

To achieve these aims Alford Academy strives to provide:

1. A range of well-resourced courses, suitable for a wide range of ability, most of which are certificated by the Scottish Qualifications Authority (SQA).
2. A Core provision which will cover issues in Personal, Social and Vocational Education.
3. Opportunities to take on roles and responsibilities within the life of the school and the community which will nurture the growing maturity of senior students. These will encourage such things as positive values and attitudes regarding teamwork, a sense of personal responsibility and an awareness of each individual's relationship and responsibility to friends, colleagues and the community.

5. MAKING COURSE CHOICES

In order to come to the best decisions, students are advised to discuss possible course options at home and at school. Within the school the following sources of guidance, support and information are always available:

- **The Teaching Staff**

  Teachers can advise as to how a particular student is likely to cope with a prospective course choice.

- **The Guidance Staff**

  Key players in assisting each student to come to an agreed set of course choices are the Guidance Teachers. They have at their disposal a wide range of information on all courses and how they can link to Further and Higher education courses and possible career pathways. They also have a great deal of experience in assisting young people in coming to the decision that is best for them. They can often point out potential problems in a given set of course choices which the student may see as being appropriate, but which could, for instance, inadvertently close off career options in the future. The Guidance Teacher can also put the student in direct contact with the Careers Adviser or direct the student towards particular textual or software based sources of information.

- **DHT Curriculum**

  The DHT Curriculum constructs the school timetable and has the best overview of what is possible in terms of any individual requests. If you have a specific query, contact Mr Cookson.

- **The Careers Adviser**

  The Careers Adviser can provide detailed and accurate advice about employment opportunities and about Further and Higher Education options and how these are related to course choices in school.

- **University and College Entrance/Admissions Officers**

  University/College Entrance Officers can provide specific advice about the precise entrance requirements in terms of the number of passes, the levels of passes and the range of subjects for particular courses.

- **Employers**

  Direct contact with employers can also provide detailed advice particularly as regards specific jobs and career pathways.

- **Alford Academy's Network Librarian**

  The Librarian can direct the student to the range of careers and Further/Higher Education course information available in the school. In addition there is access to a range of software packages that can provide information about courses and possible careers pathways.

6. QUALIFICATIONS

With Curriculum for Excellence, we now move to a unified qualifications framework.

SCQF Level	Provision in Previous Years	New 'CfE' Qualifications
Level 1	Access 1	National 1
Level 2	Access 2	National 2
Level 3	Access 3 & SG Foundation	National 3
Level 4	Intermediate 1 & SG General	National 4
Level 5	Intermediate 2 & SG Credit	National 5
Level 6	Higher	Higher
Level 7	Advanced Higher	Advanced Higher

As you can see, this new framework of qualifications is straightforward and will make levels clearer to all – students, parents, staff and employers.

Pupils will be presented for the most appropriate level of qualification in their chosen subjects.

As a general rule:

- most students in S4 study at National 5/4 level
- most students in S5 study at Higher / National 5 level
- most students in S6 study at Advanced Higher / Higher level

7. HOW MANY COURSES?

Students moving into S4 will study 6 courses, unless a reduced curriculum is agreed.

Students moving into S5 who are choosing mainly Higher Grade Subjects are advised to choose a maximum of 5 subjects plus Wider Achievement Awards. Students going into S5 who are choosing fewer than 3 Higher Grade Subjects will choose 6 subjects.

Students moving into S6 will choose 5 subjects plus Wider Achievement (unless they are intending to study for 3 Advanced Highers). This can equate to:

- 3 Advanced Highers and 1 course at Higher level
- 2 Advanced Highers and 2 courses at Higher level
- 1 Advanced Higher and 3 courses at Higher level
- 5 courses at Higher or National 5 level

Guidance Teachers work closely with students, parents/carers to check Course Choice returns, ensuring that a suitable balance of courses has been achieved.

The DHT Curriculum also looks closely at Course Choice returns, as part of the timetabling process. Whilst every effort is made to meet course choice requests, there may be instances where this is not possible. Should this be the case, the relevant pupils and parents/carers will be contacted to discuss other options. Any queries you may have should be directed to the relevant Principal Teacher of Guidance in the first instance.

8. VIABILITY OF COURSES

Choices made on the Course Choice Request forms are provisional at this stage. Where the number of students choosing a course is too low to make the class viable in terms of effective use of resources, then the course may not run. In such circumstances students will be required to renegotiate their course choice.

When students return to school in August (post SQA results) it is sometimes necessary to review their course choices. Alford Academy is committed to do all that is possible within existing resources to meet each student's individual needs.

SECTION 2

1. COURSE INFORMATION

These are the courses on offer as part of the Senior Phase curriculum in Alford Academy for Session 2023-24 (subject to viability). In order to keep this booklet to a reasonable size only basic information has been provided about each course. For further information students are encouraged to discuss course content with Faculty staff. In addition, students (and parents/carers) can access details of courses and units on the SQA website at www.sqa.org.uk.

Administration & IT	National 4 National 5 Higher	10 11 12
Art & Design	National 4 National 5 Higher Advanced Higher (Design or Expressive)	13 14 15 16
Biology	National 4 National 5 Higher Advanced Higher	17 18 19 20
Business Business Management	National 4 National 5 Higher Advanced Higher	21 22 23 24
Chemistry	National 4 National 5 Higher Advanced Higher	25 26 27 28
Computing Science NPA Cyber Security NPA Digital Media	National 4 National 5 Higher Advanced Higher Level 4/5 National 4/5	29 30 31 32 33 34
Drama	National 4/5 Higher	35 36
Engineering Science	National 4/5 and Higher	37
English	National 4 National 5 Higher Advanced Higher	38 39 40 41
General Science – Laboratory Skills in Science	National 4	42
Geography	National 4 National 5 Higher Advanced Higher	43 44 45 46
Graphic Communication	National 4 National 5 Higher Advanced Higher	47 48 49 50

History	National 4	51
	National 5	52
	Higher	53&54
	Advanced Higher	55&56
Hospitality: Practical Cookery	National 4	57
	National 5	58
Journalism NPA	L6	59&60
Applications of Mathematics	National 3	61
Applications of Mathematics	National 4	62
Applications of Mathematics	National 5	63
Applications of Mathematics	Higher	64
Mathematics	National 5	65
Mathematics	Higher	66
Mathematics	Advanced Higher	67
Mathematics of Mechanics	Advanced Higher	68
French, Spanish	National 4	69
French, Spanish	National 5	70
French, Spanish	Higher	71
French, Spanish	Advanced Higher	72
Modern Studies	National 4	73
	National 5	74
	Higher	75
	Advanced Higher	76
Music	National 4/5	77
	Higher	78
Music Technology	National 5	79
	Higher	
Physical Education	National 4	80
	National 5	81
	Higher	82
	Advanced Higher	83
NPA Sports Development	L6	84
PDA in Scottish Football Association: Refereeing	L7	85
Physics	National 4	86
	National 5	87
	Higher	88
	Advanced Higher	89
Practical Woodworking Skills	National 4/5	90
Prince's Trust Achieve	National 3/4/5	91
RMPS	Core	92
	National 4/5	93
	Higher	94
	Advanced Higher	95
Travel and Tourism	National 5	96
NESCOL College Courses If interested, see Guidance teacher	National 4/5/6	97
YASS (Open University) If interested, see Mr Cookson	S6 students only	98
2. CORE SUBJECTS	PE, PSE, RMPS	99
LEADERSHIP/WIDER ACHIEVEMENT		100

Administration

Name of course/level: **Administration & IT (National 4)**
Faculty: **Business and Digital Education**

Aims of the course
The course looks at both the practical and theory elements of Administration. The practical element of the course is skills based, pupils will learn a range of IT skills, relevant to business contexts, these skills will allow them to organise, manage and communicate information. The theory element looks at applying theory to real-life administration-related contexts.

Pupils do not have to have done S3 Admin to do National 4 Admin.

Content
The Course consists of three units and an added value unit.

Unit 1 - Administrative Theory and Practice
In this unit learners are given a basic introduction to administration in the workplace. Learners will begin to appreciate key legislation affecting employees, key features of good customer care and the skills, qualities and attributes required of administrators. The Unit will also enable them to apply this basic understanding in carrying out a range of straightforward administrative tasks required for organising and supporting small-scale events.

Unit 2 - IT Solutions for Administrators
In this unit learners will use basic skills in IT and organisation to process simple information in familiar administration-related contexts. Learners will use the following IT applications: word processing, spreadsheets and databases, to create and edit simple business documents. The Unit will allow emerging technologies to be incorporated so as to ensure that its content remains current and relevant.

Unit 3 - Communication in Administration
In this unit learners will use IT for gathering and sharing simple information with others in familiar administration-related contexts. Learners will develop a basic understanding of what constitutes a reliable source of information and an ability to use appropriate methods for gathering information. They will also become able to communicate simple information in ways which show a basic awareness of its context, audience and purpose. The Unit will allow emerging technologies to be incorporated so as to ensure that its content remains current and relevant.

Assessment
Each unit has an assessment plus learners will complete an added value unit, in this unit learners will draw on the knowledge, understanding and skills developed in the other three Units. Learners will undertake practical administration and IT-based tasks to organise and support a small-scale event or events.

Homework
Regular homework will be issued throughout the year.

Name of course/level: **Administration & IT (National 5)**
Faculty: **Business and Digital Education**

Aims of the course
The course looks at both the practical and theory elements of Administration. The practical element of the course is skills based, pupils will learn a range of IT skills, relevant to business contexts, these skills will allow them to organise, manage and communicate information. The theory element looks at applying theory to real-life administration-related contexts.

Pupils do not have to have done S3 Admin to do National 5 Admin.

Content:
The Course consists of two units.

Unit 1 - Administrative Theory and Practice
In this unit learners will develop knowledge and understanding of administration related theory including customer service, health and safety. Corporate image, file management, security of people, property and information and sources of information.

Unit 2 - IT Solutions for Administrators
In this unit learners will develop skills in word processing, desk top publishing, spreadsheets, databases, presentation software, e-mail and e-diary. Learners will use these skills to complete tasks around real-life administration-related contexts.

Course assessment
The Course assessment will consist of two Components: an assignment and a question paper. The question paper (42% of the course award) which assesses spreadsheets, databases and theory. The Assignment (58% of course award) assesses everything else in the course.

Unit assessment
Topics are assessed throughout the year, in some cases more than 1 topic at a time.

Homework
Regular homework will be issued throughout the year.

Administration

Name of course/level **Administration and IT (Higher)**

Faculty **Business and Digital Education**

Aims of the course

The course looks at both the practical and theory elements of Administration. The practical element of the course is skills based, pupils will learn a range of IT skills, relevant to business contexts, these skills will allow them to organise, manage and communicate information. The theory element looks at applying theory to real-life administration-related contexts.

The Higher Admin course can be undertaken without having done National 5 (there would be additional catch up work to do) and this must be discussed with Mrs Taylor in the first instance.

Content

The Course consists of two units.

Unit 1 - Administrative Theory and Practice

In this unit learners will develop knowledge and understanding of administration related theory including time and task management, customer care, meetings, complying with workplace legislation, communication, impact of digital technology and teams.

Unit 2 - IT Solutions for Administrators

In this unit learners will develop skills in word processing, spreadsheets, databases, presentation software, e-mail and e-diary. Learners will use these skills to complete tasks around real-life administration-related contexts.

Course assessment

The Course assessment will consist of two Components: an assignment and a question paper. The assignment will have 70 marks (70% of the total mark). The question paper will have 30 marks (30% of the total mark).

Unit assessment

Topics are assessed throughout the year, in some cases more than 1 topic at a time.

Homework

Regular homework will be issued throughout the year.

Art & Design

Name of course/level: **Art and Design (National 4)**
Faculty: **Enterprise and Creativity**

Aims of the course:
The purpose of the Course is to provide a broad practical experience of art and design and related critical activity. The Course provides opportunities for learners to be inspired by experimenting with how they can visually represent their personal thoughts and ideas and create imaginative expressive and design work.

Content:
The Course consists of three mandatory Units, including the Added Value Unit.

Unit 1 Art and Design: Expressive Activity
This Unit helps learners to develop an understanding of the factors that influence and inspire artists' work. They will also consider how artists use art materials, techniques and/or technology in their work. Learners will research and develop their personal thoughts and ideas in 2D and/or 3D formats in response to given stimuli. They will produce observational drawings and studies and develop their expressive ideas and compositions by experimenting with and using art materials, techniques and/or technology in creative and expressive ways.

Unit 2 Art and Design: Design Activity
This Unit helps learners to plan, research and develop creative design ideas in response to a given brief. Learners will develop their creativity and problem-solving skills as they consider the design opportunities, issues and constraints of the brief. They will develop their understanding of designers' working practices and the factors that inspire and influence their work. They will also experiment with and develop media handling skills when producing their design ideas in 2D and/or 3D formats.

Added Value Unit Art and Design Practical Activity
In the Art and Design Practical Activity, learners will draw on and extend their knowledge, and apply practical skills when producing art and design work. The practical activity will be sufficiently open and flexible to allow for personalisation and choice and will focus on both the process and products of learning. They will develop problem-solving and reflective practice skills in the context of their expressive and design work.

Unit Assessment:
Units are internally assessed on a pass/fail basis.

Course assessment:
To achieve the National 4 Art and Design Course, learners must pass all of the required Units including the Added Value Unit. National 4 Courses are not graded.

Home Learning:
Pupils are expected to work on set tasks at home throughout the course. These tasks will help pupils build confidence as well as key knowledge and skills relevant to the course.

Art & Design

Name of course/level: **Art and Design (National 5)**
Faculty: **Enterprise and Creativity**

Aims of the course:
The purpose of the Course is to provide a broad practical experience of art and design and related critical activity. The Course provides opportunities for learners to be inspired and creatively challenged as they explore how to visually represent and communicate their personal thoughts, ideas and feelings through their work. Learners will investigate the factors influencing artists and designers work and practice and will use this understanding when developing and producing their creative expressive art and design work.

Content:
The Course consists of two mandatory Units and the Course assessment.

Unit 1 Art and Design: Expressive Activity
This Unit helps learners to develop their personal thoughts and ideas in visual form. In the Unit, learners will develop critical understanding of artists' working practices and the social and cultural influences affecting their work. They will select stimuli and produce analytical drawings and studies. They will develop and refine their expressive ideas and artwork, experimenting with and using a range of materials, techniques and/or technology in 2D and/or 3D formats when responding to stimuli.

Unit 2 Art and Design: Design Activity
In this Unit learners will plan, research and develop creative design work in response to a design brief. They will develop their creativity, problem solving and critical thinking skills as they consider design opportunities, and work to resolve design issues and constraints. In the Unit, learners will develop critical understanding of designers' working practices and the main social and cultural influences affecting their work. They will experiment with, develop and refine their design ideas, using a range of materials, techniques and/or technology in 2D and/or 3D formats.

Course assessment Portfolio
In the portfolio, learners will produce one piece of expressive artwork and one design solution. The portfolio will be sufficiently open and flexible to allow for personalisation and choice and will focus on both the process and products of learning.

Course assessment: this is externally assessed through an expressive portfolio, a design portfolio and a question paper. The design portfolio will contribute to 40% of the course assessment and the expressive portfolio will contribute to 40% of the course assessment. Both portfolios are worth 100 marks. The question paper will contribute 20% of the course assessment and is worth 50 marks.

Home Learning:
Pupils are expected to work on set tasks at home throughout the course. These tasks will help pupils build confidence as well as key knowledge and skills relevant to the course.

Art & Design

Name of course/level: **Art and Design (Higher)**
Faculty: **Enterprise and Creativity**

Aims of the course:
The purpose of the Course is to provide a broad practical experience of art and design and related critical activity. Learners will analyse the factors influencing artists' and designers' work and practice. They will use this understanding when developing and producing their own creative and personal expressive art and design work.

Content:
The Course consists of two mandatory Units, and the Course assessment.

Unit 1 Art and Design: Expressive Activity
This Unit helps learners to develop their personal thoughts and ideas in visual form. In the Unit, learners will develop critical understanding of artists' working practices and the social and cultural influences impacting their work. They will select stimuli and produce investigative drawings and studies. They will develop and refine their expressive ideas and art work, experimenting with and using a range of materials, techniques and/or technology in 2D and/or 3D formats in response to the stimuli.

Unit 2 Art and Design: Design Activity
In this Unit learners will plan, research and develop creative design work in response to a design brief. They will develop their creativity, problem solving and critical thinking skills as they consider complex design opportunities, and work to resolve design issues and constraints. In the Unit, learners will develop critical understanding of designers' working practices and the social and cultural influences impacting their work. They will develop and refine their design ideas by experimenting with and using a range of materials techniques and/or technology in 2D and/or 3D formats.

Art & Design Studies are taught alongside both the design and expressive units.

Unit Assessment:
Units are internally assessed on a pass/fail basis.

Course assessment:
This is externally assessed and consists of two Components: a portfolio and a question paper. The portfolio will have two Sections. The question paper will have two Sections. Section A, titled 'Expressive folio', will have 80 marks. Section B, titled 'Design', will have 80 marks. This question paper is worth 60 marks and has two Sections. Section 1, titled 'Expressive art studies', will have 30 marks. Section 2, titled 'Design studies', will have 30 marks.

Home Learning:
Pupils are encouraged to work on their projects at home throughout the year and are regularly set both practical and written work which is directly related to class work.

Other features:
Pupils are encouraged to experiment with a wide range of materials and techniques and as all work is returned from the SQA it can make a good start to a folio for those wishing to attend Art College.

Art & Design

Name of course/level: **Art and Design (Advanced Higher)**
Faculty: **Enterprise and Creativity**

Content:

Students specialise in one area of study:-

Either **Expressive** Including drawing, painting, sculpture and printmaking

or **Design** Graphics, product, jewellery etc. with Art & Design Studies (study of relevant designers and their work).

During the course students will compile a folio of either the expressive or design discipline, which is based on a personal interest theme or subject of their choice. The theme should be one that the individual student can research directly.
The specialism is **supplemented by a minor project** in the other discipline **or** an extended **written research piece**.

The skills developed on this course are:

Media Handling
Expression of Ideas
Use of Visual Elements
Communication of Design Solution

Assessment:

Folio sent to SQA

Home Learning:

Pupils will be expected to work at home throughout the course on various agreed targets.

Other features:

A successful submission at Advanced Higher will be a significant achievement but does not necessarily articulate with entry requirements to Art College.

Biology

Name of course/level: **Biology (National 4)**
Faculty: **Science**

Aims of the course:
The purpose of the course is to develop learners' interest and enthusiasm for Biology in a range of contexts. The skills of scientific inquiry and investigation are developed by investigating the applications of Biology. This enables learners to become scientifically literate citizens, able to review the science-based claims they will meet. An experimental and investigative approach is used to develop knowledge and understanding of Biology key areas.

Content:
There are three mandatory units and an internally assessed course assessment – the 'Added Value Unit'.
In each of the three Units studied, learners will develop skills of scientific inquiry, investigation and analytical thinking, along with knowledge and understanding.

Unit 1 Cell Biology
The Unit covers the key areas of cell division and its role in growth and repair, DNA, genes and chromosomes, therapeutic use of cells, properties of enzymes and use in industries, properties of microorganisms and use in industries, photosynthesis — limiting factors, factors affecting respiration and controversial biological procedures.

Unit 2 Multicellular Organisms
The key areas covered in this Unit are sexual and asexual reproduction and their importance for survival of species, propagating and growing plants, commercial use of plants, genetic information, growth and development of different organisms, biological actions in response to internal and external changes to maintain stable body conditions.

Unit 3 Life on Earth
The key areas covered in this Unit are how animal and plants species depend on each other impact of population growth and natural hazards on biodiversity, nitrogen cycle, fertiliser design and environmental impact of fertilisers, adaptations for survival, and learned behaviour in response to stimuli linked to species survival.

Unit assessment:
Units are internally assessed on a pass/fail basis.

Course assessment:
To achieve the National 4 Biology Course, learners must pass all of the required Units including the Added Value Unit. National 4 Courses are not graded.

Home Learning:
Learners will be set regular homework to reinforce and extend learning. Homework activities will include data handling and problem solving exercises as well as extended questions on various aspects of the course. Learners are also expected to look over class work and make revision notes/diagrams to help them prepare for unit and course assessments.

Biology

Name of course/level: **Biology (National 5)**
Faculty: **Science**

Aims of the course:
The purpose of the course is to develop learners' interest and enthusiasm for biology in a range of contexts. The skills of scientific inquiry and investigation are developed, throughout the course, by investigating the applications of biology. This enables learners to become scientifically literate citizens, able to review the science-based claims they will meet. An experimental and investigative approach is used to develop knowledge and understanding of biology key areas.

Content:
There are three mandatory units and an external course assessment:

Unit 1 Cell Biology
In this Unit, learners will develop skills of scientific inquiry, investigation and analytical thinking, along with knowledge and understanding in the context of cell biology. Learners will research issues and communicate information related to their findings, which will develop skills of scientific literacy. The key areas covered are: cell structure; transport across cell membranes; producing new cells; DNA and the production of proteins; proteins and enzymes; genetic engineering; photosynthesis and respiration.

Unit 2 Biology: Multicellular Organisms
In this Unit, learners will develop skills of scientific inquiry, investigation and analytical thinking, along with knowledge and understanding in the context of multicellular organisms. Learners will research issues and communicate information related to their findings, which will develop skills of scientific literacy. The key areas covered are: cells, tissues and organs; stem cells and meristems; control and communication; reproduction, variation and inheritance; the need for transport and effects of life-style choices on animal transport and exchange systems.

Unit 3 Biology: Life on Earth
In this Unit, learners will develop skills of scientific inquiry, investigation and analytical thinking, along with knowledge and understanding in the context of life on Earth. Learners will research issues and communicate information related to their findings, which will develop skills of scientific literacy. The key areas covered are: biodiversity and the distribution of life; energy in ecosystems; sampling techniques and measurement of abiotic and biotic factors; adaptation, natural selection and the evolution of species and human impact on the environment.

Course assessment:
This will be assessed within a question paper (80%) and an assignment (20%). There will be a prelim exam modelled on the final external examination.

Home Learning:
Learners will be set regular homework to re-inforce and extend learning. Homework activities will include data handling and problem solving exercises as well as extended questions on various aspects of the course. Learners are also expected to look over classwork and make revision.

Name of course/level: **Biology (Higher)**
Faculty: **Science**

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

Content:
The Course has three mandatory Units, as listed below.

Unit 1 Cell Biology – including cell structure in relation to function, photosynthesis, energy release, DNA and RNA structure and function, synthesis and release of proteins, nature of viruses and their invasion of cells, cellular response in defence.

Unit 2 Genetics and Adaptation – including meiosis, dihybrid crosses, sex-linkage, mutations, natural and artificial selection, speciation, genetic engineering, and animal and plant adaptations to life and their environment.

Unit 3 Control and Regulation – including growth differences between plants and animals, genetic control, hormonal and environmental influences on plants and animals, physiological homeostasis, population dynamics

Unit assessment:
Units are internally assessed on a pass/fail basis.

To gain the course award, students must pass each unit assessment before sitting the final examination. Pupils will also have the opportunity to sit 'A' type unit assessments which contain more challenging questions and are a clearer indication of the understanding the pupil has of the unit. There will be one practical assessment to be completed. This takes the form of a report of an experimental activity within one of the units. This again must be passed before the unit can be completed.

After each Section (a group of related topics) an assessment will be sat based on SQA exam paper questions. These assessments will contain both Multiple Choice and Short Answer questions. A Progress Sheet will be issued to parents after each of these assessments so that they are informed of their child's progress.

Course assessment:
This will consist of two Components: a question paper and an assignment. The question paper will have two Sections. The assignment will have one Section. The question paper will have 80 marks out of a total of 100 marks. This is 80% of the overall marks for the Course assessment. The question paper will have two Sections. Section 1 (Objective Test) will have 20 marks. Section 2 will contain restricted and extended response questions and will have 60 marks.
There will be a prelim examination modelled on the final external examination.

Home Learning:
Homework will be set on a regular basis and include data handling / problem solving exercises as well as extended questions on various aspects of the course.

Biology

Name of course/level: **Biology (Advanced Higher)**
Faculty: **Science**

Aims of the course:

The purpose of the Course is to build on prior knowledge, understanding and skills in Higher Biology and to provide a useful bridge towards further study of biology. The Course covers key aspects of life science at the molecular scale and extends to aspects of the biology of whole organisms that are among the major driving forces of evolution. In addition, the Course aims to develop a sound theoretical understanding and practical experience of experimental investigative work in biological science.

Content:

The Course has three mandatory Units, as listed below.

Unit 1 Biology: Cells and Proteins: This Unit builds on understanding of the genome from Higher Biology and Higher Human Biology. Learners will develop knowledge and understanding of proteomics, protein structure, binding and conformational change; membrane proteins; detecting and amplifying a stimulus; communication within multicellular organism and protein control of cell division. The study of protein is primarily a laboratory-based activity, so the Unit includes important laboratory techniques for biologists.

Unit 2 Biology: Organisms and Evolution: This Unit builds on understanding of selection in the context of evolution and immune response from Higher Biology and Higher Human Biology. Learners will develop knowledge and understanding of evolution; variation and sexual reproduction; sex and behaviour and parasitism. It covers the role of sexual reproduction and parasitism in the evolution of organisms. Biological variation is a central concept in this Unit and is best observed in the natural environment.

Unit 3 Investigative Biology: This Unit builds on understanding of the scientific method from Higher Biology and Higher Human Biology. Learners will develop knowledge and understanding of the principles and practice of investigative biology and its communication. The Unit covers scientific principles and processes, experimentation and critical evaluation of biological research.

Unit assessment:

Units are internally assessed on a pass/fail basis.

Course assessment:

This consists of two Components: a question paper and a project. The question paper contributes 80% of the course award and the project contributes 20%. The project allows the learner to carry out an in-depth investigation of a biology topic and produce a project–report. To gain the course award, students must pass each unit assessment as well as the final examination. The final examination will provide the basis for the final overall grade in the subject combined with a mark obtained for the project.

Home Learning: Homework will be set on a regular basis and include data handling / problem solving exercises, essays and questions from SCHOLAR web based materials. It is important that students keep up to date with their project. They will be given dates when drafts are to be handed in early on in the session. These dates must be adhered to if a successful project is to be completed.

A prelim examination is offered modelled on the final exam. Pupils wishing to study Advanced Higher Biology must be highly motivated as a large quantity of time is spent working on their own, planning, carrying-out and writing-up the investigation unit.

Business

Name of course/level: **Business (National 4)**
Faculty: **Business and Digital Education**

Aims of the course
Business plays an important role in society, every learner will have a business they are interested in, this may be a family business, their place of work or a business they enjoy purchasing from. As a result, all learners will already have a business environment they have experienced that we can use to put theory into a real-life context, this enables them to have a greater understanding of the course content. The Higher Business Management course highlights how large organisations operate and the steps they take to meet their objectives, looking at the functional areas, internal and external business environment.

Pupils do not have to have done S3 Business to do National 4 Business Management.

Content:
The Course consists of two units.

Unit 1 - Business in Action
In this unit learners will carry out activities that will give them an appreciation of how and why businesses develop and operate in today's society. Learners will develop skills, knowledge and understanding relating to the role of business and entrepreneurship within society, and of the actions taken by business to meet customers' needs. Learners will discover how businesses are organised by exploring the functional activities, such as marketing, finance, operations and human resources, and applying their understanding of these areas to support business planning and decision making.

Unit 2 - Influences on Business
In this unit learners will carry out activities that will give them an appreciation of the impact that a range of internal and external influences have on business decision making. Learners will investigate stakeholders' influence on businesses and will acquire skills, knowledge and understanding relating to the financial, economic, competitive and social environment in which businesses have to operate.

Course assessment
Each unit has an assessment plus learners will complete an added value unit, where they apply the skills, knowledge and understanding they have gained from across the other units of the course. They will select a business and a topic and use research tools to investigate the company and offer conclusions and recommendations for improvement.

Home Learning - regular homework will be issued throughout the year.

Name of course/level: **Business Management (National 5)**
Faculty: **Business and Digital Education**

Aims of the course
Business plays an important role in society, every learner will have a business they are interested in, this may be a family business, their place of work or a business they enjoy purchasing from. As a result, all learners will already have a business environment they have experienced that we can use to put theory into a real-life context, this enables them to have a greater understanding of the course content. The Higher Business Management course highlights how large organisations operate and the steps they take to meet their objectives, looking at the functional areas, internal and external business environment.

Pupils do not have to have done S3 Business to do National 5 Business Management.

Content:
The Course consists of three units.

Unit 1 - Understanding Business
Learners will look at types of businesses across different sectors of economy and their objectives. Looking at the types of organisations, their objectives, the internal and external factors that can influence them, customer satisfaction and stakeholders.

Unit 2 - Management of People and Finance (2 topics)
In the People unit learners will look at recruitment and selection and the training of employees. Looking at ways to motivate employees and the impact of current legislation.

In the Finance unit learners look at how an organisation manages its finances, the sources of finance available to them, cash budgets, income statements and break even analysis.

Unit 3 - Management of Marketing and Operations (2 topics)
In the Marketing unit learners look at market research, the stages in the product life cycle, how an organisation prices, sells and promotes their products.

In the Operations unit learners look at production methods, inventory control, quality measures, ethical and environmental issues in production and the use of technology in production.

Unit assessment
There is one assessment per topic, 5 in total. Learners will also do regular consolidation quizzes (very informal) to ensure that the course content is not forgotten as we move through the course. Each assessment is graded, and feedback given to learners.

Course assessment
The Course assessment will consist of two Components: a question paper and an assignment. The question paper includes a case study and extended response questions, learners have 2 hours to complete this and it accounts for 75% of the course award. The assignment involves learners selecting an organisation and topic, researching it, then preparing a report to offer findings, conclusions and recommendations (25% of course award).

Home Learning - regular homework will be issued throughout the year.

Business Management

Name of course/level: **Business Management (Higher)**
Faculty: **Business and Digital Education**

Aims of the course
Business plays an important role in society, every learner will have a business they are interested in, this may be a family business, their place of work or a business they enjoy purchasing from. As a result, all learners will already have a business environment they have experienced that we can use to put theory into a real-life context, this enables them to have a greater understanding of the course content. The Higher Business Management course highlights how large organisations operate and the steps they take to meet their objectives, looking at the functional areas, internal and external business environment.

The Higher Business Management course can be undertaken without having done National 5, this must be discussed with Mrs Taylor in the first instance.

Content:
The Course consists of three units.

Unit 1 - Understanding Business
Learners will look at types of businesses across different sectors of economy and their objectives. Looking at the structure the organisation can adopt, the internal and external factors that can influence them, decision making, methods of growth and stakeholders.

Unit 2 - Management of People and Finance (2 topics)
In the People unit learners will look at recruitment, selection, workforce planning, training and development of employees. Looking at ways to motivate employees including motivation theory and the leadership styles that can be adopted. We also look at employee relations and how these affect an organisation and current legislation.

In the Finance unit learners look at how an organisation manages its finances, cash budgets, income statements and statement of financial position. We also look at ratios which allow organisations to compare their financial data with previous years and similar organisation. Learners do not need to prepare the financial statements/ratios they just need to understand them.

Unit 3 - Management of Marketing and Operations (2 topics)
In the Marketing unit learners look at the stages in the product life cycle, pricing strategies, promotional strategies, the extended marketing mix, public relations and distribution channels.

In the Operations unit learners look at inventory control, production methods including just-in-time, inventory storage, quality measures, ethical and environmental issues in production and the use of technology in production.

Unit assessment
There is one assessment per topic, 5 in total. Learners will also do regular consolidation quizzes (very informal) to ensure that the course content is not forgotten as we move through the course. Each assessment is graded, and feedback given to learners.

Course assessment
The Course assessment will consist of two components: a question paper and an assignment. The question paper includes a case study and extended response questions, learners have 2 hours 45 minutes to complete this and it accounts for 70% of the overall course award. The assignment involves learners selecting an organisation and topic, researching it, then preparing a report to offer findings, conclusions and recommendations (30% of the course award).

Home Learning - regular homework will be issued throughout the year.
Other features: Pupils who have passed National 5 Business Management or are doing/have the entry requirements for Higher English will be considered.

Name of course/level: **Business Management (Advanced Higher)**
Faculty: **Business and Digital Education**

Aims of the course
Business plays an important role in society, every learner will have a business they are interested in, this may be a family business, their place of work or a business they enjoy purchasing from. As a result, all learners will already have a business environment they have experienced that we can use to put theory into a real-life context, this enables them to have a greater understanding of the course content.

You must have passed Higher Business Management prior to doing Advanced Higher.

Content:
The Course consists of two units.

Unit 1 – External Business Environment
Learners will look at global business which looks at the impact of the European Union, Association of Southeast Asian Nations (ASEAN) and China. We also loos at current business issues for example corporate social responsibility, ethics, government influences and developments in technology.

Unit 2 - Internal Business Environment
Learners will look at teams, managing change, leadership and management theory and equality and diversity.

Unit assessment
Each sub unit has an assessment, in some cases, more that one topic is assessed at a time.

Course assessment
The Course assessment will consist of two Components: a question paper and an project. The question paper includes a case study and extended response questions, learners have 2 hours 45 minutes to complete this and it accounts for 66% of the overall course award. The project involves learners selecting an organisation and topic, researching it, then preparing a report to offer findings, conclusions and recommendations.

Home Learning - regular homework will be issued throughout the year.

Chemistry

Name of course/level: **Chemistry (National 4)**
Faculty: **Science**

Aims of the course:
The purpose of the course is to develop learners' interest and enthusiasm for Chemistry in a range of contexts. The skills of scientific inquiry and investigation are developed, by investigating the applications of Chemistry. This enables learners to become scientifically literate citizens, able to review the science-based claims they will meet. An experimental and investigative approach is used to develop knowledge and understanding of Chemistry key areas.

Content:
The Course has four mandatory Units including the Added Value Unit.

Unit 1 Chemical Changes and Structure
The key areas covered in this Unit are:

- rates of reaction
- atomic structure and bonding related to properties of materials
- energy changes of chemical reactions
- acids and bases

Unit 2 Nature's Chemistry
The key areas covered in this Unit are:

- fuels
- hydrocarbons
- everyday consumer products
- plants to products

Unit 3 Chemistry in Society
The key areas covered in this Unit are:

- metals and alloys
- materials
- fertilisers
- nuclear chemistry
- chemical analysis

Added Value Unit: Chemistry Assignment
In this Unit, learners will draw on and extend the skills they have learned from across the other Units, and demonstrate the breadth of knowledge and skills acquired, in unfamiliar contexts and/or integrated ways.

Unit assessment:
Units are internally assessed on a pass/fail basis.
Course assessment:
To achieve the National 4 Chemistry Course, learners must pass all of the required Units including the Added Value Unit. National 4 Courses are not graded.

Home Learning:
Learners will be set regular homework to reinforce and extend learning. Homework activities will include data handling and problem solving exercises as well as extended questions on various aspects of the course. Learners are also expected to look over class work and make revision notes/diagrams to help them prepare for unit and course assessments.

Name of course/level: **Chemistry (National 5)**
Faculty: **Science**

Aims of the course:

The purpose of the course is to develop learners' interest and enthusiasm for Chemistry in a range of contexts. The skills of scientific inquiry and investigation are developed, throughout the course, by investigating the applications of Chemistry. This enables learners to become scientifically literate citizens, able to review the science-based claims they will meet. An experimental and investigative approach is used to develop knowledge and understanding of Chemistry key areas.

Content:

There are three mandatory units and an external course assessment. In each of the three Units studied, learners will develop skills of scientific inquiry, investigation and analytical thinking, along with knowledge and understanding.

Unit 1 Chemical Changes and Structure

The key areas covered in this Unit are:

- rates of reaction.
- atomic structure and bonding related to properties of materials
- formulae and reaction quantities
- acids and bases

Unit 2 Nature's Chemistry

The key areas covered in this Unit are:

- homologous series
- everyday consumer products
- energy from fuels

Unit 3 Chemistry in Society

The key areas covered in this Unit are:

- metals
- properties of plastics
- fertilisers
- nuclear chemistry
- chemical analysis

Course assessment:

The Course assessment will consist of two Components: a question paper and an assignment. The question paper contributes 80% and the assignment contributes 20%.

There will be a Prelim exam modelled on the final external examination.

Home Learning:

Learners will be set regular homework to reinforce and extend learning. Homework activities will include data handling and problem solving exercises as well as extended questions on various aspects of the course. Learners are also expected to look over class work and make revision notes/diagrams to help them prepare for unit and course assessments.

Name of course/level: **Chemistry (Higher)**
Faculty: **Science**

Aims of the course:
The Higher Chemistry Course develops learners' curiosity, interest and enthusiasm for chemistry in a range of contexts. The skills of scientific inquiry and investigation are developed throughout the Course, and the relevance of chemistry is highlighted by the study of the applications of chemistry in everyday contexts.

Content:
The course has the following 4 mandatory units:

Unit 1 Chemical Changes and Structure
This Unit covers the knowledge and understanding of controlling reaction rates and periodic trends, and strengthens the learner's ability to make reasoned evaluations by recognising underlying patterns and principles. Learners will investigate collision theory and the use of catalysts in reactions. Learners will explore the concept of electro-negativity and intra-molecular and intermolecular forces. The connection between bonding and a material's physical properties is investigated.

Unit 2 Researching Chemistry
Learnerswill research the relevance of chemical theory to everyday life by exploring the chemistry behind a topical issue, develop the key skills associated with collecting and synthesising information from a number of different sources and plan and undertake a practical investigation related to a topical issue.

Unit 3 Nature's Chemistry
This Unit covers the knowledge and understanding of organic chemistry within the context of the chemistry of food and the chemistry of everyday consumer products, soaps, detergents, fragrances and skincare. The relationship between the structure of organic compounds, their physical and chemical properties and their uses are investigated.

Unit 4 Chemistry in Society
This Unit covers the knowledge and understanding of the principles of physical chemistry which allow a chemical process to be taken from the researcher's bench through to industrial production.

Unit assessment:
Units are internally assessed on a pass/fail basis**.**

Course assessment:
The Course assessment will be externally assessed and consist of two Components: a question paper and an assignment. The question paper will have 100 marks. The assignment requires learners to apply skills, knowledge and understanding to investigate a relevant topic in chemistry. The assignment will have 20 marks out of a total of 120 marks.

Home Learning:
Weekly homework will be set and marked by the teacher. This will relate to the topic being studied and give pupils valuable experience of exam-style application. In addition, pupils will be expected to complete any work not finished in class.

Name of course/level: **Chemistry (Advanced Higher)**
Faculty: **Science**

Aims of the course:
The purpose of the Advanced Higher Chemistry Course is to develop learners' knowledge and understanding of the physical and natural environments beyond Higher level. The Course builds on Higher Chemistry, continuing to develop the underlying theories of chemistry and the practical skills used in the chemistry laboratory. The Course also develops the skills of independent study and thought that are essential in a wide range of occupations.

Content:
The course has the following three mandatory Units:

Unit 1 Inorganic and Physical Chemistry:
This Unit develops a knowledge and understanding of the principles and concepts of inorganic and physical chemistry.

Unit 2 Organic Chemistry and Instrumental Analysis
This Unit develops a knowledge and understanding of organic chemistry.

Unit 3 Researching Chemistry
In this Unit, learners will be given the opportunity to gain an understanding of stoichiometric calculations, to develop practical skills and to carry out research in chemistry.

Unit assessment:
Units are internally assessed on a pass/fail basis**.**

Course assessment:
The Course assessment will consist of two Components: a question paper and a project. The question paper will have 100 marks. The project will assess the application of skills of scientific inquiry and related chemistry knowledge and understanding and will have 30 marks.

Home Learning:
Regular homework relating to course content and exam-style questions, will be given throughout the course. In addition, pupils will be expected to keep up to date with written reports of course practicals.

Other Features:
This course will be an excellent preparation for any pupil likely to study a science course involving laboratory work at university. It assists the transition from mainly teacher-led work to independent, individual study, and encourages pupils to develop a sense of responsibility and confidence through use of their own initiative.
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Name of course/level: **Computing Science (National 4)**
Faculty: **Business and Digital Education**

Aims of the course
This course aims to help you understand key computing concepts and processes. You will learn basic computing, logic and problem solving skills. You will learn how to solve a variety of computing problems, through designing, developing and testing in real life situations. You will also gain an awareness of the importance that computing professionals play in meeting the needs of society today and for the future, in fields which include science, education, business and industry.

Pupils do not have to have done S3 Computing Science in S3 to do National 4 Computing Science.

Content
The course consists of 2 Units and a Value Added Unit.

Unit 1: Software Design and Development
Learners will develop knowledge and understanding of concepts and practical problem-solving skills in software design and development through appropriate software development environments. Learners will develop programming and computational thinking skills by designing, implementing, testing and evaluating practical solutions and explaining how programs work.

Unit 2: Information System Design and Development
You will learn about basic computer hardware, software, connectivity and security issues through a range of practical and research tasks. You will use suitable development tools to create databases, web-based information systems (websites) or multimedia information systems.

Added Value Unit
Practical based work that combines learning across all units of the Computer Science course.

Course assessment
Your work will be assessed by your teacher or tutor on an ongoing basis throughout the course. Items of work might include:

- practical work – producing web pages, blogs, games or digital presentations
- class-based tests – online or electronic tests or producing a short written report.

You must pass all units plus the added value unit to gain the course qualification.

Home Learning
Regular homework throughout the year, comprising of research tasks and completion of classwork.

Name of course/level: **Computing Science (National 5)**
Faculty: **Business and Digital Education**

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

Pupils do not have to have done S3 Computing Science in S3 to do National 5 Computing Science.

Content
The course consists of 4 Units and a coursework assignment:

Unit 1: Software Design and Development
Learners will develop knowledge and understanding of concepts and practical problem-solving skills in software design and development through appropriate software development environments. Learners will develop programming and computational thinking skills by designing, implementing, testing and evaluating practical solutions and explaining how programs work.

Unit 2: Computer Systems
Learners will develop an understanding of computer architecture and the concepts that underpin how computers work. Through investigative work, learners will gain an awareness of the impact of contemporary computing technologies.

Unit 3: Database Design and Development
Learners develop knowledge, understanding and practical problem-solving skills in database design and development. They do this through a range of practical tasks, using a minimum of three linked tables and implemented in SQL.

Unit 4: Web Design and Development
Learners will develop knowledge, understanding and advanced practical problem-solving skills in web design and development. Learners will use a range of development tools including HTML, Cascading Style Sheets (CSS) and JavaScript.

Coursework Assignment
Practical based work that combines learning across all but Computer Systems units of the course.

Course assessment
This is assessed through a combination of an assignment and a question paper. The assignment is externally assessed and is worth 50 marks out of the total of 160 marks which is 31% of the course assessment. The question paper is worth 110 marks. This is 69% of the overall marks for the course assessment. The course will be graded A–D.

Home Learning
Regular homework throughout the year, comprising investigations, written exercises and practical activity.

Name of course/level: **Computing Science (Higher)**
Faculty: **Business and Digital Education**

Aims of the course
Learning Computing Science will give you many benefits apart from learning about technology. You will learn valuable transferable work and life skills, such as being able to solve problems in a logical way, think creatively and handle information. You will learn to apply a rigorous approach to the design and development process across a variety of contemporary contexts. Learners will also gain an awareness of the importance that computing professionals play in meeting the needs of society today and for the future, in fields which include science, education, business and industry.

Content
The course consists of 4 Units and a coursework assignment:

Unit 1: Software Design and Development
Learners will develop knowledge and understanding of advanced concepts and practical problem-solving skills in software design and development through appropriate software development environments. Learners will develop programming and computational thinking skills by designing, implementing, testing and evaluating practical solutions and explaining how programs work.

Unit 2: Computer Systems
Learners will develop an understanding of computer architecture and the concepts that underpin how computers work. Through investigative work, learners will gain an awareness of the impact of contemporary computing technologies.

Unit 3: Database Design and Development
Learners develop knowledge, understanding and advanced practical problem-solving skills in database design and development. They do this through a range of practical tasks, using a minimum of three linked tables and implemented in SQL.

Unit 4: Web Design and Development
Learners will develop knowledge, understanding and advanced practical problem-solving skills in web design and development. Learners will use a range of development tools including HTML, Cascading Style Sheets (CSS) and JavaScript.

Coursework Assignment
Practical based work that combines learning across all but Computer Systems units of the course.

Course assessment
This is assessed through a combination of an assignment and a question paper. The assignment is externally assessed and is worth 50 marks out of the total of 160 marks which is 31% of the course assessment. The question paper is worth 110 marks. This is 69% of the overall marks for the course assessment. The course will be graded A–D.

Name of course/level: **Computing Science (Advanced Higher)**
Faculty: **Business and Digital Education**

Aims of the course
The course provides a broad and challenging exploration of these areas, focusing on the development of advanced programming, development and research skills to gain an understanding of the role and impact of contemporary computing technologies. Its relevance and its focus on developing transferable skills means it will be valuable to many learners, particularly those considering a career or further study in computing or related disciplines.

Content
The course consists of four units and a course assessment. Course assessment will consist of a project and a question paper.

Unit 1: Software Development
Learners develop object-oriented programming and computational-thinking skills by analysing, designing, implementing, testing, and evaluating practical solutions and explaining how these modular programs work. They use their knowledge of data types and constructs to create efficient programs to solve advanced problems.

Unit 2: Computer Systems
Learners develop their understanding of how data is stored in hexadecimal form and how flags are used during the fetch-execute cycle. They become aware of the environmental impact of data centres and the security risks of code injections.

Unit 3: Web Design and Development
Learners use a range of development tools including HTML, Cascading Style Sheets (CSS) and PHP. Learners apply interpretation skills to tasks involving some complex features in both familiar and new contexts.

Unit 4: Database Design and Development
Learners develop knowledge, understanding, and advanced practical problem-solving skills in database design and development. They do this through a range of practical tasks, using SQL to create and query relational databases.

Project
The Computing Science Project adds value by requiring challenge and application. Learners will apply knowledge and skills from across the course to specify, plan, develop, implement, test and evaluate a digital solution to a significant and appropriately challenging computing-based problem.

Course assessment
This is assessed through a combination of a project and a question paper. The project is externally assessed and is worth 80 marks out of the total of 160 marks. The question paper is worth 80 marks out of the total of 160 marks. The course will be graded A–D.

Home Learning
Homework will be issued on a regular basis and will consist of: completion of class work, use of SQA Past Paper questions - revision for end of topic assessments/exam - use of SCHOLAR resources and Achieve to support revision.

Computing Science

Name of course/level: **NPA Cyber Security Level 4/5**
Faculty: **Business and Digital Education**

Aims of the course
Hacking, ransomware, DDoS, phishing, trojans, viruses, adware, keyloggers, malware, dark web, spoofing. This course will introduce you to some of the most frequent types of cyber threat – including all of those listed above. It will show you the methods used – yes, how hackers hack. You will learn practical skills in penetration testing, data acquisition, data security, the laws protecting data and computer systems and the practicalities of protecting computer systems. In short, the basics of what it takes to become a white hat hacker and get a foot on the ladder of a career in cyber security. Starting salary for jobs in cyber security range from £25,000 - £35,000 with around 100,000 currently unfilled jobs. The NPA is an entry-level qualification and is popular with learners who wish to consider careers in the field of Cyber Security.

Content
There are three main themes in the course:

Unit 1 - Data Security
Students will examine how personal data can be stored, used and shared by social media and the risks associated with storing and sharing personal data and basic practical methods of protecting personal data. They will look at the legal and ethical obligations around storing and sharing personal and business data and explain the causes and effects of data security breaches and how to protect data against security breaches.

Unit 2 - Digital Forensics
The digital forensics process teaches students how to examine a computer system using specialised software, apply basic techniques of data acquisition and examine digital evidence to gather evidence indicating a system or data may have been compromised or a crime may have been committed.

Unit 3 - Ethical Hacking
Students will familiarise themselves with current legislation relating to computer crime and hacking, as well as the basic methods that ethical and malicious hackers use to compromise computer systems. Using current software tools and techniques used by ethical and malicious hackers they will learn how to apply basic hacking methods to compromise computer systems and perform a routine penetration test on a computer system, **all in a controlled environment**.

Course assessment
There is no final examination or coursework component. Each unit has two assessment elements: (1) a practical task and (2) a multiple-choice theory test which is taken online. Learners are required to demonstrate that they have achieved all of the performance criteria for that unit by the successful completion of both of these elements.

Home Learning
Homework will be issued on a regular basis and will consist of: - completion of class work - preparation work/research for next lesson.

Name of course/level: **NPA Digital Media (National 4/5)**
Faculty: **Business and Digital Education**

Aims of the course
This is a new and exciting gender neutral course aimed at those with a passion for social media. Learners will capture great media content and transform it into engaging and eye-catching content for platforms gaining awesome skills every employer and business owner needs.

Demand for digital content has never been higher and this course provides a unique opportunity to gain skills hugely sought after by businesses and organisations across the world.

Content
The course consists of three essential units:

Unit 1: Digital Media: Audio
This unit allows learners to turn their creativity up to the max by learning how to capture fantastic audio content and editing it to professional standards. Learners will create a production plan/schedule and also use evaluation skills to consider their final digital product. Podcasts are being used increasingly by pop stars and global celebrities and this unit demonstrates how to make appealing content for a hugely popular area of social media.

Unit 2: Digital Media: Moving Images
Animation is a hugely popular and essential social media tool. Learners will discover how to create fantastic content that grabs people's attention and can be used for multiple purposes across highly stimulating platforms. Skills gained in animation are built up and taken to a level where learners can produce content invaluable to social media platforms.

Unit 3: Digital Media: Still Images
An image can say so much and in this unit learners will be able to gain/broaden their knowledge of still image creation and editing. Learners will find out how to capture images and enhance them into powerful social media content able to influence social media and its content to all users. Project planning skills are incorporated into all units along with many other essential transferable skills.

Unit assessment
Units are internally assessed. Timed closed-book test with multiple choice questions for National 4 plus open-book digital audio product for a specified brief for National 4/5.

Home Learning
Homework will be issued on a regular basis and will consist of: - completion of class work - preparation work/research for next lesson.

Name of course/level: **Drama (National 4/5)**
Faculty: **Performing Arts**

Aims of the course:
The aims of the Course are to enable learners to:

- generate and communicate thoughts and ideas when creating drama
- develop a knowledge and understanding of a range of social and cultural influences on drama
- develop a range of skills in presenting drama
- develop knowledge, understanding and the use of a range of production skills when presenting drama
- explore form, structure, genre and style

As learners develop practical skills creating and presenting drama, they will also develop knowledge and understanding of cultural and social influences on drama. Learners will analyse and evaluate how the use of self-expression, language and movement can develop their ideas for drama. Learners will develop critical thinking skills as they investigate, develop and apply a range of drama skills.

Content:

The Course uses an integrated approach to learning which develops practical skills as well as knowledge and understanding of drama. As learners develop their creating skills, they will also learn how to use a range of drama skills. They will experiment with presenting through portrayal of character and by using a range of production skills.
Through creating and presenting drama, evaluation skills will also be developed as learners evaluate their own skills and progress, and that of other learners. Learners will also consider cultural values, identities and ideas which influence drama.
Units are statements of standards for assessment and not programmes of learning and teaching. They can be delivered in a number of ways.
The Course consists of two mandatory Units and the Course assessment.
Each of the component Units of the Course is designed to provide progression to the corresponding Units at Higher.

Drama Skills
In this Unit, learners will explore and develop a range of drama skills and ways of communicating thoughts and ideas to an audience. They will develop a range of skills as an actor. They will learn how to respond to stimuli, including text. They will also learn how to develop portrayal of character in a range of ways and develop knowledge and understanding of form, structure, genre and style when creating and presenting drama.
Learners will develop knowledge and understanding of social and cultural influences on drama. They will also learn how to evaluate their own progress and that of other learners.

Drama: Production Skills
In this Unit, learners will develop a range of production skills. They will use these skills to enhance drama when presenting. Learners will use problem-solving skills in order to generate ideas for presenting drama.

Unit assessment:
At National 4 level, units are internally assessed on a pass/fail basis.

Home Learning: Regular homework will be given.

Name of course/level: **Drama (Higher)**
Faculty: **Performing Arts**

Aims of the course:

Higher Drama provides opportunities for learners to develop skills creating and presenting drama. This Course focuses on the development and use of complex drama skills and production skills to present drama.
This Course is practical and experiential.
The aims of the Course are to enable learners to:

- generate and communicate thoughts and ideas when creating drama
- develop a knowledge and understanding of the complex social and cultural influences on drama
- develop complex skills in presenting drama
- develop knowledge and understanding of complex production skills when presenting drama
- explore form, structure, genre and style

As learners develop practical skills creating and presenting drama, they will also develop knowledge and understanding of the cultural and social influences on drama. Learners will analyse and evaluate how the use of self-expression, language and movement can develop their ideas for drama. Learners will develop critical thinking skills as they investigate and develop complex drama skills.

Drama: Production Skills

In this Unit, learners will develop complex production skills. They will use these skills to enhance drama when presenting. Learners will use problem-solving skills in order to generate ideas for presenting drama.
The Course uses an integrated approach to learning which develops practical skills as well as knowledge and understanding of drama. As learners develop their creating skills, they will also learn how to use complex drama skills. They will experiment with presenting through portrayal of character and by using complex production skills.
Through creating and presenting drama, evaluation skills will also be developed as learners evaluate their own skills and progress, and that of other learners. Learners will also consider the cultural values, identities and ideas which influence drama.
Units are statements of standards for assessment and not programmes of learning and teaching. They can be delivered in a number of ways.
The Course consists of two mandatory Units and the Course assessment.
Each of the component Units of the Course is designed to provide progression to the corresponding Unit at Advanced Higher.

Drama Skills

In this Unit, learners will explore and develop complex drama skills and ways of communicating thoughts and ideas to an audience. They will learn how to respond to text, including stimuli. They will also learn how to develop character in a range of ways and develop understanding of form, structure, genre and style when creating and presenting drama.
Learners will develop knowledge and understanding of the social and cultural influences on drama. They will also learn how to evaluate their own progress and that of other learners.

Home Learning: Regular homework will be given.

Engineering Science

Level: **Engineering Science N4/5 and Higher**
Faculty: **Enterprise and Creativity**

Engineering is a broad area of human endeavour which brings together elements of technology, science and mathematics, and applies these to real world challenges.

Purpose and aims of the Course

Engineering is vital to everyday life; it shapes the world in which we live and its future. Engineers play key roles in meeting the needs of society in fields which include climate change, medicine, IT and transport. Our society needs more engineers, and more young people with an informed view of engineering. The Course provides a broad introduction to engineering. Because of its focus on developing transferable skills, it will be of value to many learners, and particularly beneficial to learners considering a career in engineering, or one of its many branches.

The aims of the Course are to enable learners to:

♦ apply knowledge and understanding of basic engineering facts and ideas
♦ understand the relationships between engineering, mathematics and science
♦ apply skills in analysis, design, construction and evaluation to a range of straightforward engineering problems
♦ communicate engineering concepts clearly and concisely using appropriate terminology
♦ develop an understanding of the role and impact of engineering in changing and influencing our environment and society

The Course develops a number of pervasive and integrative themes, including the systems approach, energy and sustainability. These are used to explore varied engineering systems through simulation and investigative tasks in a range of contexts. Courses in Engineering Science and in Physics (and other pure sciences) are designed to be complementary; a combination of this Course and a pure science Course will provide a very strong foundation for further study in engineering or the sciences.

The Course is designed for learners who have a general interest in engineering, as well as those considering further study or a career in engineering and related disciplines. It provides sufficient breadth, flexibility and choice to meet the needs of all learners. Learners will develop an understanding of the far-reaching impact of engineering on our society and of the central role of engineers as designers and problem solvers, able to conceive, design, implement and operate complex systems. They will also develop a range of transferable skills for learning, life and work, opening up a wide range of career and study opportunities, and enabling learners to develop as global citizens who can contribute effectively to their communities, society and the world.

Please note this is a theory based course with significant amounts of mathematics and report writing. There is no practical in this course.

Name of course/level: **English (National 4)**
Faculty: **English**

Aims of the course:
The purpose of the course is to provide pupils with the opportunity to develop the skills of listening, talking, reading, and writing in order to understand and use language. In particular, the course aims to enable pupils to develop the ability to:

- listen, talk, read and write, as appropriate to purpose, audience and context
- understand, analyse and evaluate texts in the context of literature, language and media
- create and produce texts as appropriate to purpose, audience and context
- plan and research, integrating and applying language skills as appropriate to purpose, audience, context
- apply knowledge of language

Content/Assessment:

There are **FOUR** mandatory units.

English: Analysis and Evaluation
Pupils will develop listening and reading skills in the contexts of literature, language and media. Pupils will develop the skills needed to understand, analyse and evaluate straightforward texts.

English: Creation and Production
Pupils will develop talking and writing skills in familiar contexts. Pupils will develop skills needed to create and produce straightforward texts in both written and oral forms.

Literacy:
The purpose of this Unit is to develop the pupil's reading, writing, listening and talking skills in a variety of forms relevant for learning, life and work. Pupils will develop the ability to understand straightforward ideas and information presented orally and in writing. The pupils will also develop the ability to communicate ideas and information orally and in writing with technical accuracy.

Added Value Unit: English Integrated Assignment
This Unit provides pupils with the opportunity to apply their language skills to investigate and report on a chosen topic. This Assignment will allow the pupil to demonstrate challenge and application across all skills already covered in the course**.**

Unit assessment:
To achieve the National 4 English Course, learners must pass all of the required Units including the Added Value Unit. National 4 Courses are not graded.

Home Learning:
Learners will be set regular homework to reinforce and extend learning. Homework activities will include research, note-taking, summarising, reading and extended writing, talking and listening preparation and preparation for the Integrated Assignment Assessments.

English

Name of course/level: **English (National 5)**
Faculty: **English**

Aims of the course:
The purpose of the course is to provide learners with the opportunity to develop the skills of listening, talking, reading and writing in order to understand and use language. The course develops high levels of analytical thinking and understanding of the impact of language. In particular, the course aims to enable pupils to develop the ability to:

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

Content:

The course is made up of two course components and an **External Course** Assessment (Examination).

Course Component: Portfolio
The purpose of the portfolio is to provide evidence of the pupil's writing for two different purposes. Each piece is worth 15 marks and this component contributes 30% to their overall grade.

Course Component: Spoken Language
This aspect of the course will combine speaking and listening and will be internally assessed as 'achieved' or 'not achieved'. It will not contribute to the overall weighting of their grade but is mandatory.

External Course Assessment:

Paper 1: Reading for Understanding, Analysis and Evaluation (30%)
Learners will answer questions to show their understanding, analysis and evaluation of non-fiction texts.

Paper 2: Critical Reading (40%)
These 40 marks will be award for applying critical reading, knowledge and understanding in addressing two tasks which are based on literary texts.

Part 1 – Scottish Texts (20%)
Learners will answer questions on one Scottish text they have previously studied. These texts will be both contemporary and pre-20th Century and the specified list will be refreshed as required.

Part 2 – Critical Essay (20%)
Learners will apply their understanding, analysis and evaluation skills to previously studied texts from the following contexts: drama, prose, poetry, film and TV drama, by writing one critical essay. In each part, learners must cover a different genre and cannot use the same text twice.

Course Assessment:
To gain the award of the Course, pupils must pass the Spoken Language component and submit their portfolio. The Course assessment will provide the basis for grading attainment in the Course Award and will be graded A-D.

Home Learning:
Pupils will be set regular homework to reinforce and extend learning. Activities will include research, note-taking, summarising, reading and extended writing, folio work, talk and listening preparation, and preparation for external course assessment.

English

Name of course/level: **English (Higher)**
Faculty: **English**

Aims of the Course:

The course provides learners with the opportunity to develop their listening, talking, reading and writing skills in order to understand and use language. The course also aims to improve and extend the learner's experience of English literature in prose, poetry and drama.

Content:

The course is made up of **TWO** mandatory Units and an **External Course** Assessment (Examination and Portfolio).

Unit 1: Analysis and Evaluation

The purpose of this unit is to provide learners with the opportunity to develop their reading and listening skills. Learners develop the skills needed to understand, analyse and evaluate detailed and complex texts.

Unit 2: Creation and Production

The purpose of this unit is to provide learners with the opportunity to develop their writing and talking skills in a wide range of contexts. Learners develop the skills needed to create and produce detailed and complex texts in both written and oral forms.

Unit Assessment: All Units will be assessed on a Pass/Fail basis within the School and subject to external verification by SQA.

Course Assessment:

Component 1: Question Paper

Paper 1: Reading for Understanding, Analysis and Evaluation (30%)

Learners will answer questions to show their understanding, analysis and evaluation of non-fiction texts.

Paper 2: Critical Reading (40%)

These 40 marks will be award for applying critical reading, knowledge and understanding in addressing two tasks which are based on literary texts.

Part 1 – Scottish Texts (20%)

Learners will answer questions on one Scottish text they have previously studied. These texts will be both contemporary and pre-20th Century and the specified list will be refreshed as required.

Part 2 – Critical Essay (20%)

Learners will apply their understanding, analysis and evaluation skills to previously studied texts from the following contexts: drama, prose, poetry, film and TV drama, by writing one critical essay. In each part, learners must cover a different genre and cannot use the same text twice.

Component 2: Portfolio

The purpose of the portfolio is to provide evidence of the pupil's writing for two different purposes. Each piece is worth 15 marks and this component contributes 30% to their overall grade.

Home Learning:

Regular homework tasks and independent study/assignments throughout the course.

Name of course/level: **English (Advanced Higher)**
Faculty: **English**

Aims of the course:
This 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
- apply critical, investigative and analytical skills to a literary topic of personal interest
- create a range of complex and sophisticated texts
- apply knowledge and understanding of complex language in a wide range of contexts and use creative and critical thinking to synthesise ideas and arguments. The course also develops high levels of analytical thinking and understanding of the impact of language.

Content:
The Course is made up of TWO mandatory Units. The main purpose of the Course is to provide learners with the opportunity to apply analytical and evaluative skills to a wide range of literary texts. Learners interpret complex literary forms, produce sophisticated language and develop the skills outlined in the Units. Units are statements of standards for assessment and not programmes of learning and teaching. They can be delivered in a number of ways.
English: Analysis and Evaluation of Literary Texts (Advanced Higher):
The purpose of this Unit is to provide learners with opportunities to develop skills in the analysis and evaluation of a wide range of complex and sophisticated literary texts, as appropriate to purpose and audience.
English: Creation and Production (Advanced Higher):
The purpose of this Unit is to provide learners with opportunities to create a range of complex and sophisticated texts, as appropriate to different purposes and audiences

Assessment:
The Course assessment will take the form of:

- Two question papers (Literary Study and Textual Analysis) (40%)
- A portfolio containing two pieces of writing (30%)
- A project-dissertation comparing at least two literary texts (30%: 2,500-3,000 words)

Home Learning:
The course and assessment will be at a consistently advanced level and pupils who pursue study at this level will encounter considerable academic and personal challenges. It is therefore vital that pupils involve themselves in frequent, extensive and challenging assignments and homework tasks.
The ability to work independantly, to self-motivate and be self- evaluative is crucial to the successful completion of this course. In addition,the course encourages pupils to extend their skills whilst allowing them to develop their own interests and enthusiasms appropraite to their personal and vocational needs.

Other features:
Substantial and extensive Summer Reading Programme is an essential entry requirement.

General Science - Laboratory skills in Science

NATIONAL COURSE

Name of course/level: **Laboratory skills in Science (National 4)**
Faculty: **Science**

Aims of the course:
The purpose of the course is to develop learners' interest and enthusiasm for Science in a range of contexts. The skills of scientific inquiry and investigation are developed by investigating the applications of Biology, Chemistry and Physics. This enables learners to become scientifically literate citizens, able to review the science-based claims they will meet. An experimental and investigative approach is used to develop knowledge and understanding of Science and develop a range of transferable laboratory skills and different scientific key areas.

Content:
There are three mandatory units and an internally assessed course assessment – the 'Added Value Unit'. In each of the three units studied, learners will develop skills of scientific inquiry, investigation and analytical thinking, along with knowledge and understanding.

Unit 1 Applications of Science
The Unit covers key areas across all Science disciplines looking into the Physics of telecommunications, the Chemistry of materials and what "things" are made from and the Health and safety considerations during practical and investigative work.

Unit 2 Fragile Earth
The key areas covered in this Unit are energy, metals, water and food. It focuses on the resources available on earth and how we extract these resources and use them to our advantage to sustain life. Pupils will experience a range of laboratory techniques to develop lab skills including extraction of metals from ores, investigating the different types of energy and finding the energy content in different foods.

Unit 3 Human Health
The key areas covered in this Unit include what is health and how to maintain a healthy lifestyle. The course looks at threats to our health and the impact this can have on the human body. Investigations and practical experiments include monitoring health using high tech gadgets and equipment, looking at Sciences place in the world relating to the health of humans with a focus on how technology in Science is advancing in the 21st century to protect, prevent or cure disease.

Assessment:
Units are internally assessed on a pass/fail basis within centres and each is awarded 6 SCQF credit points. The course assessment (the Added Value Unit**)** is also awarded 6 SCQF credit points and will focus on challenge and application. Learners will draw on and apply the skills and knowledge they have learned during the Course. They will carry out an in-depth investigation on an unfamiliar and/or integrated context. This will be assessed through an assignment which will also be internally assessed.

Home Learning:
Learners will be set regular homework to reinforce and extend learning. Homework activities will include data handling and problem solving exercises as well as extended questions on various aspects of the course. Learners are also expected to look over class work and make revision notes/diagrams to help them prepare for unit and course assessments.

Geography

Name of course/level: **Geography (National 4)**
Faculty: **Humanities**

Aims of the course:
The general aim of this Unit is to develop the learner's geographical skills and techniques in the context of physical environments. However, the specific skills focus for assessment purposes is the development of a range of mapping skills. Learners will develop detailed knowledge and understanding of various aspects of the physical environment through the study of a variety of landscape types and weather in the United Kingdom. They shall also study the human environment through the comparative study of developed and developing countries. Finally the course aims to develop a detailed knowledge and understanding of significant global, geographical issues.

Learners will be expected to show evidence of a range of geographic skills and techniques. These will include fieldwork and mapping skills and the use of numerical and graphical information.

Content

The Course consists of four mandatory Units including the Added Value Unit. These cover the following key areas and skills:

Unit 1 Physical Environments:
River and limestone landscapes (location and formation of key landscape features, land management and sustainability) and weather.

Unit 2 Human Environments:
Population, Rural, and Urban.

Unit 3 Global Issues:
Environmental Hazards and Climate Change.

Added Value Unit: Geography Assignment.
This will focus on breadth, challenge and application. The learner will draw on, extend and apply the practical skills, knowledge and understanding they have acquired during the Course.

Unit assessment:
Units are internally assessed on a pass/fail basis.

Course assessment:
To achieve the National 4 Geography Course, learners must pass all of the required Units including the Added Value Unit. National 4 Courses are not graded.

Home Learning:
Learners will be expected to finish class work, complete homework tasks on a regular basis and submit these on time and undertake their own reading and research to both prepare for and reinforce their classroom learning.

Other features:
A wide variety of teaching approaches are used including fieldwork, individual research, group work, video clips and ICT.

Name of course/level: **Geography (National 5)**
Faculty: **Humanities**

Aims of the course:
Geography opens up for learners the physical environment around them and the ways in which people interact with this environment. The purpose of Geography is to develop the learner's understanding of our changing world and its human and physical processes. Opportunities for fieldwork will be encouraged. The study of Geography fosters positive life-long attitudes of environmental stewardship, sustainability and global citizenship. This qualification will furnish learners with the knowledge and skills to enable them to contribute effectively to their local communities and wider society. The contexts for study are local, national, international, and global. Geography draws upon the social and natural sciences: interdisciplinary learning is therefore fundamental to geographical study and encourages links with other disciplines.

Content:
The Course consists of three mandatory Units and a course assignment. The three units and key areas of study are:

Unit 1 Physical Environments:
River and limestone landscapes (location and formation of key landscape features, land management and sustainability) and weather

Unit 2 Human Environments:
Population, Rural, and Urban

Unit 3 Global Issues:
Environmental Hazards and Climate Change

Course assignment:
The National 5 Geography course will include an assessment of 'added value'. This will focus on breadth, challenge and application. The learner will draw on, extend and apply the skills, knowledge and understanding they have acquired during the Course.

Course assessment:
The Course assessment will consist of two Components: a question paper and an assignment. This will be assessed by:

1. A question paper (80 marks / 80% of the total)
2. An assignment (20 marks / 20% of the total)

Learners will be expected to show evidence of a wide range of geographic skills and techniques. These will include mapping skills and the use of numerical and graphical information.

Home Learning:
Learners will be expected to finish class work, complete homework tasks on a regular basis and submit these on time and undertake their own reading and research to both prepare for and reinforce their classroom learning.

Other Features:
A wide variety of teaching approaches are used including fieldwork, individual research, group work, video clips and ICT.

Geography

Name of course/level: **Geography (Higher)**
Faculty: **Humanities**

Aims of the course:
Geography opens up for learners the physical and human environment around them and the ways in which people interact with the environment. The purpose of this Course is to develop the learner's understanding of our changing world and its human and physical processes. Opportunities for practical activities, including fieldwork, will be encouraged, so that learners can interact with their environment. In the 21st century, with growing awareness of the impact of human activity upon the environment and scarce resources, the study of Geography fosters positive life-long attitudes of environmental stewardship, sustainability and global citizenship. This qualification will furnish learners with the skills, knowledge and understanding to enable them to contribute effectively to their local communities and wider society.

Content:
This Course comprises three mandatory Units and a Course Assessment. The units and key areas of study are:

Unit 1:Physical Environments
Lithosphere/Biosphere/Hydrosphere/Atmosphere

Unit 2: Human Environments
Population/Rural/Urban

Unit 3: Environmental Interactions
Development and Health/River Basin Management

Course assignment:
The purpose of this assignment is to demonstrate challenge and application by demonstrating skills, knowledge and understanding within the context of a geographical topic or issue.

Unit Assessment:
Units are internally assessed on a pass/fail basis.

Course assessment:
The Course assessment will consist of two Components: a question paper and an assignment. This will be assessed by:

1. A question paper (60 marks / 66% of the total)
2. An assignment (30 marks / 33% of the total)

Learners will be expected to show evidence of a wide range of geographic skills and techniques. These will include mapping skills and the use of numerical and graphical information.

Home Learning:
Learners will be expected to finish class work, complete homework tasks on a regular basis and submit these on time and undertake their own reading and research.

Other features: A wide variety of teaching approaches are used including fieldwork, individual research, group work, video clips and ICT.

Name of course/level: **Geography (Advanced Higher)**
Faculty: **Humanities**

Aims of the course:
The course develops a range of cognitive and geographical skills. It encourages active learning, which includes fieldwork. Learners will acquire and apply knowledge and evaluating, investigating and analysing skills. Each unit has an element of personalisation and choice. Learners will develop a range of transferable skills, including the ability to carry out fieldwork and research. The ability to use a range of maps, statistical and fieldwork/research techniques will also be developed.

Content:
This Course comprises two mandatory Units and a Course Assessment. The units and their key areas of study are:

Unit 1 Geographical Skills
Learners will develop a range of skills and techniques including mapping skills, graphical and statistical techniques for analysing and interpreting geographical data. Learners will develop investigating skills while undertaking geographical research. These include planning /managing research, techniques to source, collecting/recording appropriate primary/secondary data, independent research methods, techniques to present findings and how to evaluate research methodology.
Unit 2 Geographical Issues – a critical essay
Learners will develop critical thinking and the ability to evaluate sources and viewpoints on current geographical issues.

Project-Folio of Coursework:
The purpose of this project-folio is to demonstrate challenge and application by demonstrating skills, knowledge and understanding through undertaking independent research into a geographical study and a current complex geographical issue. The project-folio of Coursework in two Sections comprises:

- Project-folio Section A: Geographical Study - a detailed study based on geographical research
- Project-folio Section B: Geographical Issue - a critical evaluation of an issue from a geographical perspective

Unit assessment:
Units are internally assessed on a pass/fail basis. Learners will generate evidence as decribed below:

1. Geographical Skills – Folio of evidence
2. Geographical Study – Interim Report
3. Geographical Issues – Critical evaluation of sources and viewpoints

Course assessment:
The Course assessment will consist of two Components: a question paper and a project-folio. The question paper will be marked out of 50. The Project-Folio will have 70 marks allocated to Geographical Study and 30 marks allocated to Geographical Issue.

Home Learning: Students will be expected to finish class work, undertake their own reading and research and plan and undertake, in their own time, fieldwork for their Geographical Study.
Other features: Geographical Skills is a taught unit whilst the Geographical Study and the Geographical Issues unit both revolve around individual investigation and supported self-study.

Graphic Communication

Name of course/level: **Graphic Communication (National 4)**
Faculty: **Enterprise & Creativity**

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

The Course is practical, exploratory and experiential in nature. It combines elements of recognised professional standards for graphic communication partnered with graphic design creativity and visual impact. The Course allows learners to engage with technologies. It allows learners to consider the impact that graphic communication technologies have on our environment and society.

Content:
The Course consists of three mandatory Units including the Added Value Unit.

Unit 1 2D Graphic Communication
This Unit helps learners develop their creativity and skills within a 2D graphic communication context. It will allow learners to initiate, develop and communicate ideas using graphic techniques in straightforward and familiar contexts. Learners develop 2D graphic spatial awareness.

Unit 2 3D and Pictorial Graphic Communication
This Unit helps learners develop their creativity and skills within a 3D and pictorial graphic communication context. Again, it will allow learners to initiate, develop and communicate ideas using graphic techniques in straightforward and familiar contexts. They will develop 3D graphic spatial awareness.

Added Value Unit: Graphic Communication Assignment
This Unit adds value by introducing challenge and application. Learners will be able to extend and apply their knowledge and skills through the assignment They will draw on their range of graphic communication experiences from the Units in order to produce an effective overall response to the assignment. The assignment brief will be sufficiently open and flexible to allow for personalisation and choice.

In both of the 9-credit Units, learners will develop an understanding of how graphic communication technologies impact on our environment and society.

Unit assessment:
Units are internally assessed on a pass/fail basis.

Course assessment:
To achieve the National 4 Graphic Communication Course, learners must pass all of the required Units including the Added Value Unit. National 4 Courses are not graded.

Home Learning:
Homework, relevant to the coursework will be set and pupils are encouraged to practice their drawing skills.

Graphic Communication

Name of course/level: **Graphic Communication (National 5)**
Faculty: **Enterprise & Creativity**

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

The Course is practical, exploratory and experiential in nature. It combines elements of recognised professional standards for graphic communication partnered with graphic design creativity and visual impact. The Course allows learners to engage with technologies. It allows learners to consider the impact that graphic communication technologies have on our environment and society.

Content:
The Course consists of two mandatory Units and a Course Assessment.

Unit 1 2D Graphic Communication
This Unit helps learners develop their creativity and skills within a 2D graphic communication context. It will allow learners to initiate, develop and communicate ideas using graphic techniques in straightforward and familiar contexts. In addition, the Unit allows learners to develop their skills in some less familiar or new contexts. Learners will develop 2D graphic spatial awareness.

Unit 2 3D and Pictorial Graphic Communication
This Unit helps learners develop their creativity and skills within a 3D and pictorial graphic communication context. Again, it will allow learners to initiate, develop and communicate ideas using graphic techniques in straightforward and familiar contexts. In addition, the Unit allows learners to develop their skills in some less familiar or new contexts. Learners will develop 3D graphic spatial awareness.

Course assessment: Graphic Communication Assignment
The purpose of the Graphic Communication assignment is to draw on, extend and apply the skills and knowledge developed and acquired during the Course. Evidence will be produced through the learner's response to an appropriately challenging brief.

Course assessment:
The Course assessment will consist of two Components: a question paper and an assignment. The question paper will have 80 marks. This represents 67% of the overall marks for the Course assessment. The assignment will have 40 marks. This represents 33% of the overall marks for the Course assessment.

Home Learning:
Homework, relevant to the coursework will be set and pupils are encouraged to practice their drawing skills.

Graphic Communication

Name of course/level: **Graphic Communication (Higher)**
Faculty: **Enterprise & Creativity**

Aims of the course:
The Course provides opportunities for learners to initiate and develop their own ideas graphically. It allows them to develop skills in reading and interpreting graphics produced by others. The Course is practical, exploratory and experiential in nature. It combines elements of creativity and communicating for visual impact with elements of protocol and an appreciation of the importance of graphic communication standards, where these are appropriate. The Course allows learners to engage with technologies. It allows learners to consider the impact that graphic communication technologies have on our environment and society.

Content:
The Course consists of two mandatory Units and a Course Assessment.

Unit 1 2D Graphic Communication
This Unit helps learners to develop their creativity and presentation skills within a 2D graphic communication context. It will allow learners to initiate, plan, develop and communicate ideas graphically, using two-dimensional graphic techniques. Learners will develop a number of skills and attributes, including spatial awareness, visual literacy, and the ability to interpret given drawings, diagrams and other graphics. Learners will evaluate the effectiveness of their own and given graphic communications to meet their purpose.

Unit 2 3D and Pictorial Graphic Communication
This Unit helps learners to develop their creativity and presentation skills within a 3D and pictorial graphic communication context. It will allow learners to initiate, plan, develop and communicate ideas graphically, using three-dimensional graphic techniques. Learners will develop a number of skills and attributes, including spatial awareness, visual literacy, and the ability to interpret given drawings, diagrams and other graphics. Learners will evaluate the effectiveness of their own and given graphic communications to meet their purpose.

Across both Units, learners will develop an understanding of how graphic communication as an activity, and graphic technologies by their use, impact on our environment and society.

Unit assessment:
Units are internally assessed on a pass/fail basis.

Course assessment: Graphic Communication Assignment
The purpose of the Graphic Communication assignment is to draw on, extend and apply the skills and knowledge developed and acquired during the Course. Evidence will be produced through the learner's response to an appropriately challenging brief.

Course assessment:
The Course assessment will consist of two Components: a question paper and an assignment. The question paper will have 70 marks out of a total of 140 marks. This represents 50% of the overall marks for the Course assessment. The assignment will have 70 marks out of a total of 140 marks. This represents 50% of the overall marks for the Course assessment.

Home Learning:
Regular assignments and tasks – digital and paper based

Graphic Communication

Name of course/level: **Graphic Communication (Advanced Higher)**
Faculty: **Enterprise & Creativity**

Aims of the course:
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. 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. Given the pervasiveness of communication through modern technology, it is logical that individuals are increasingly confident, fluent, flexible, creative, ethical and effective in its use. Studies and activities in graphic communication will serve individuals well in their understanding of the ways in which such activities impact on our environment and society.

Content:
The Course consists of two Units, in which there are options, and a Course assessment.

Unit 1 Technical Graphics (Advanced Higher)
This Unit will provide opportunities for learners to develop and creatively apply the graphic communication knowledge, skills and understanding which directly support graphic designing and communication activities in the various contexts of technical activities. It will enable learners to experience graphic communication in technical detail through exploring the purposes, applications and audience requirements. Within this
Unit it is expected that learners will be using a range of knowledge and skills through manual and/or electronic-based communication activities. Learners will have significant opportunities to explore the use of detailed 2D and 3D graphics in modelling, graphic visualisation and technical/mechanical animation in relation to technical activities.

Unit 2 Commercial and Visual Media Graphics (Advanced Higher)
This Unit will provide opportunities for learners to develop skills and explore techniques in creating a range of effective commercial and visual media graphic communication activities and their application in the fields of publishing and promotion. This Unit will attract learners with an interest in the broad commercial and visual media use of graphics which might include presentation work, magazines, newspapers, informational manuals, static promotional work, website page layout, graphic design, advertising and point of sale, digital media, games, animation, expressive arts, electronic based learning and advertising.

Unit assessment:
Units are internally assessed on a pass/fail basis.

Course assessment:
The Course assessment will consist of two Components: a project and a question paper. The project will have 120 marks (60% of the total mark). The question paper will have 80 marks (40% of the total mark).

Home Learning:
Regular fortnightly assignments

Other features: There will be a prelim examination modelled on the final external assessment. Retention of best work across the units for appeal and overall grade prediction.

Name of course/level: **History (National 4)**
Faculty: **Humanities**

Aims of the course:
The General purpose of the history courses at National 4 is to enjoy learning about three dynamic periods of our shared past. While pupils are immersed in the story of each topic they will be introduced to a range of analytical and evaluating skills.

Pupils will develop their abilities to evaluate the usefulness of historical sources, understanding the impact of historical developments whilst developing a detailed knowledge and understanding of Scottish, British and World issues.

Content/Assessment:
The Course consists of three mandatory Units, including the Added Value Unit.

Unit 1 The Era of the Great War, 1900–1928
- Scots on the Western Front
- Domestic impact of war: society and culture
- Domestic impact of war: industry and economy
- Domestic impact of war: politics

Unit 2 The Atlantic Slave Trade, 1770–1807
- The Triangular Trade
- Britain and the Caribbean
- The captive's experience and slave resistance
- The abolitionist campaigns

Unit 3 Red Flag. Lenin and the Russian Revolution, 1894–1921
- Imperial Russia — Government and people
- 1905 Revolution — causes and events
- February Revolution — causes, events and effects
- October Revolution — causes, events, effects

Added Value Unit – History assignment
A research project that is completed independently and addresses a relevant historical issue.

Unit assessment:
Units are internally assessed on a pass/fail basis.

Course assessment:
To achieve the National 4 History Course, learners must pass all of the required Units including the Added Value Unit. National 4 Courses are not graded.

Home Learning:
Pupils will receive regular homework designed to reinforce the skills and knowledge developed in class. The course will also feature at least one major research project that will need to be partly worked on at home.

Name of course/level: **History (National 5)**
Faculty: **Humanities**

Aims of the Course:
The General purpose of the history courses at National 5 is to enjoy learning about three dynamic periods of our shared past. While pupils are immersed in the story of each topic they will be introduced to a range of analytical and evaluating skills. Pupils will develop their abilities to evaluate the usefulness of historical sources, understanding the impact of historical developments whilst developing a detailed knowledge and understanding of Scottish, British and World issues.

Pupils will develop their abilities to evaluate the usefulness of historical sources, understanding the impact of historical developments whilst developing a detailed knowledge and understanding of Scottish, British and World issues.

Content:
The Course consists of three mandatory units and a Course assessment.

Unit 1 The Era of the Great War, 1900–1928
- Scots on the Western Front
- Domestic impact of war: society and culture
- Domestic impact of war: industry and economy
- Domestic impact of war: politics

Unit 2 The Atlantic Slave Trade, 1770–1807
- The Triangular Trade
- Britain and the Caribbean
- The captive's experience and slave resistance
- The abolitionist campaigns

Unit 3 Red Flag. Lenin and the Russian Revolution, 1894–1921
- Imperial Russia — Government and people
- 1905 Revolution — causes and events
- February Revolution — causes, events and effects
- October Revolution — causes, events, effects

Course assessment
The Course assessment will consist of two Components: a question paper and an assignment. The question paper will have 80 marks. The question paper is therefore worth 80% of the overall marks for the Course assessment. For the assignment, learners will research and write an essay on a relevant historical issue. The assignment will have 20 marks. The assignment is therefore worth 20% of the overall marks for the Course assessment.

Home Learning:
Pupils will receive regular homework designed to reinforce the skills and knowledge developed in class. The course will also feature at least one major research project that will need to be partly worked on at home.

Name of course/level: **History (Higher)**
Faculty: **Humanities**

Aims of Course

The study of history teaches us more about ourselves and the lives of those who have come before us. It teaches us how to examine the complex problems of past societies by analysing its effects on people, places and politics. The stories of our ancestors can help us to uncover why the world works in the way it does today and recognises the essential humanity of those who came before. These are not the lives of imagined characters, but of people who lived and breathed the same air we do.

You will develop your **key skills and employability skills** by investigating and analysing complex problems, researching history through primary and secondary sources, and learning to construct effective arguments through evidence-based reasoning. You will also develop **thinking skills** by analysing, evaluating and synthesising evidence and knowledge to develop an understanding of the past. Finally, you will develop **personal skills** by empathising with the lived experiences from the past, improving your emotional intelligence and understanding the world from the perspectives of people who lived very different lives.

This course will support you in **a range of careers**, including: legal profession, politics, journalism, civil service, teaching, policing and security services, archives, museum curation, archaeology, information management, project management, public sector and third sector roles.

Content: The Course has three mandatory Units and a Course assessment. Pupils will have the opportunity to learn about British, Scottish and World historical issues from the mediaeval to the modern period across three distinctive units. Topics offered in recent years have included:

Unit 1 Historical Study: European and World

The Cold War 1945-89 – On the banks of the Elbe in 1945 the US army and the Soviet Red army met. They were astonished how alike they were, brothers-in-arms. Yet their leaders were deeply divided by ideology and beginning a deadly race for nuclear arms. This unit looks at the emergence of greatest war that never happened thanks to the mutual assurance of complete destruction. Pupils learn the major events which shaped 20th Century international relations: the end of the Second World War, Korean War, Cuban Missile Crisis, Vietnam War, and the fall of the Berlin Wall.

Unit 2 Historical Study: British

EITHER

Ireland, 1900-85 – In Edwardian Britain, the home rule problem in Ireland entered a new phase. The Easter Rising of 1916 saw dramatic scenes in Dublin as the General Post Office became the centre of a street battle between republicans and the British military. Their fight for self-government continued after the end of the Great War, leading to the end British rule and the formation of the first independent Irish government. Yet, as factions emerged, civil war ensued and partition tore the island in two. This is the story of the making of a modern nation.

OR

The Century of Revolutions, 1603-1702 – The Union of the Crowns in 1603 tied the fates of the Scots and English under King James VI & I. After the tyranny of direct rule from an absolutist monarch, Charles I, his execution tore apart the country in a civil war. As Britain sought to find an acceptable form of republican government, Scotland fought over the nature of its religious character. The restoration of the monarchy brought further religious conflict deep divisions over the ascendency of the protestant William III and Mary II. Yet this Glorious Revolution set up the constitutional basis for modern Britain, the supremacy of parliament, and paved the way for union.

Unit 3 Historical Study: Scottish (Source Paper)

Scottish Wars of Independence, 1249-1328 – The death of Alexander III in 1286 set in motion a deeply divisive process of finding a new king for Scotland. At the Scots' own invitation, Edward I of England designated a successor whom he could control as a puppet king. This is the story of the political and military conflict that ensued. Learn the truth of William Wallace's victory at Stirling Bridge, the political backstabbing of Robert Bruce, and the collusion of the Bishops to remake the nation.

Assessment
External assessment is by examination and coursework. The examination is split into two papers of 1h30 each. Paper one covers units one and two, examining essay writing and critical thinking skills and is worth 44 marks (40%). Paper two covers unit three and examines source handling skills and is worth 36 marks (33%).

The assignment is worth 30 marks (27%). Pupils will research and write a report on an historical issue, analysing information and reaching detailed conclusions. This will be started in class and may be researched at home before being written up in exam conditions in 1h30.

Home Learning
Homework focuses on development of skills and practicing those skills by answering exam style questions or undertaking research tasks on topics studied in class.

Name of course/level: **History (Advanced Higher)**
Faculty: **Humanities**

The study of history at advanced level requires the ability to solve complex problems and see issues a range of viewpoints. This course will look at one period of history in great depth, providing pupils with the opportunity to examine primary sources and read secondary literature in an academic style. Pupils will engage in mature and analytical discussions about the causes, consequences and alternatives in history. Advanced Higher introduces the professional study of history and is characterised by the examination of academic debates and historiography as a means of better understanding the past. Pupils will write essays in an increasingly academic style and research a 4,000 dissertation on an issue of their choice to prepare them for further study of history, politics, classics, archaeology or the humanities at university.

You will develop your **key skills and employability skills** by investigating and analysing complex problems, researching history through primary and secondary sources, and learning to construct effective arguments through evidence-based reasoning. You will also develop **thinking skills** by analysing, evaluating and synthesising evidence and knowledge to develop an understanding of the past. Finally, you will develop **personal skills** by empathising with the lived experiences from the past, improving your emotional intelligence and understanding the world from the perspectives of people who lived very different lives.

This course will support you in **a range of careers**, including: legal profession, politics, journalism, civil service, teaching, policing and security services, archives, museum curation, archaeology, information management, project management, public sector and third sector roles.

Content: The course has 3 elements:

• Essay Writing,
• Source Handling and
• a Dissertation.

EITHER

<u>Spanish Civil War, 1920-45</u>

At the beginning of the twentieth century, Spain lagged behind the growing economies of Europe. It was a highly agricultural society dominated by landowners, clergy and aristocracy. Rural peasants and urban workers were inspired by left-wing ideologues to fight for a new kind of social system. After the fall of the monarchy in 1931, the new socialist-republican government brought in radical reforms that reshaped society. However, politics became polarised and the rule of law faltered. The rise of the Catholic right and proto-fascist groups was matched by the radicalisation of the anarchist and revolutionary socialist left. Then, in July 1936, the conservative army generals who hoped to return Spain to a past golden age of patriotic authoritarian rule staged a dramatic coup. Three years of bloody civil war tore Spain apart. The idealism of the left inspired people to travel from across Europe to fight for the republican government in the international brigades. Meanwhile, Hitler and Mussolini supported the fascist generals, especially Francisco Franco, in what became a testing ground for the military strategies of the Second World War.
“No modern war has inspired the idealism and horror of civilians, soldiers and scholars alike as much as the Spanish Civil War conflict of 1936-39. It nor only prefigures the Second World War that followed it, but introduced a brutally intense warfare that would come to define the twentieth

century. Underlying the terrors of civil war, however, was a social idealism shared by many in Europe and America following the years of the Depression. For these ideals international volunteers would join the bastion of democracy, and Spanish republicans would fight - and fall - against Franco." - Paul Preston, *The Spanish Civil War: Reaction, Revolution and Revenge*, (London, 2016).

Assessment
External Assessment is three hours. Each assessment will test essay writing and source handling skills. The external assessment has two essays and three source handling questions.

The Dissertation is a major element of the assessment. This makes up 50 marks out of the 140 available. The length will be between approximately 4000 words. This will be handed in at the end of March. Pupils select their own topic from an approved SQA list and complete an in-depth study of a specific area of the course using both primary and secondary sources.

Home Learning
This course is taught in a similar style to university tutorials and lectures. Pupils will be provided with readings to complete before class so they can be discussed each week. In addition, there is an expectation that pupils will undertake their own further reading to support development of their specific historical knowledge and writing their dissertations. Regular essays will be completed alongside the dissertation project. Pupils should anticipate spending at least as much time studying at home as they do in class each week.

Hospitality (Practical Cookery)

Name of course/level: **Hospitality (National 4)**
Faculty: **Enterprise & Creativity**

Aims of the Course:
The course aims to enable learners to:

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

Content:
This Course comprises four mandatory Units, including the Added Value Unit.

Unit 1 Cookery Skills, Techniques and Processes
This Unit aims to develop learners' cookery skills, food preparation techniques, and their ability to follow cookery processes, in the context of producing dishes with minimal guidance. Learners will also develop an understanding of the importance of safety and hygiene and the ability to follow safe and hygienic practices at all times.

Unit 2 Understanding and Using Ingredients
This Unit aims to develop learners' knowledge and understanding of ingredients from a variety of different sources and their uses. It also addresses the importance of responsible sourcing of ingredients and of current dietary advice.

Unit 3 Organisational Skills for Cooking
This Unit aims to develop learners' organisational and time management skills.
Learners will acquire the ability to follow recipes and time plans to produce dishes, with minimal guidance, and to work safely and hygienically. They will also further develop the ability to carry out an evaluation of the product.

Added Value Unit: Producing a Meal
This Unit aims to enable learners to carry out a practical activity which will require them to prepare, cook and present a two-course meal to a given specification within a given timescale, following safe and hygienic practices throughout.

Unit assessment:
Units are internally assessed on a pass/fail basis.

Course assessment:
To achieve the National 4 Hospitality Course, learners must pass all of the required Units including the Added Value Unit. National 4 Courses are not graded.

Home Learning:
Pupils will be expected to practice skills at home, especially prior to unit and course assessment. At key stages, pupils will also be expected to complete written tasks.

Other features:
Practical cookery lessons will take place on average once per week.
In the interests of personal hygiene and food safety, protective clothing, food containers and all ingredients are provided by the school.

Hospitality (Practical Cookery)

Name of course/level: **Hospitality (National 5)**
Faculty: **Enterprise & Creativity**

Aims of the Course:

The course aims to enable learners to:

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

Content:

This Course comprises three mandatory Units and a Course assessment.

Unit 1 Cookery Skills, Techniques and Processes

This Unit aims to enhance learners' cookery skills, food preparation techniques and their ability to follow cookery processes in the context of producing dishes. Learners will also develop an understanding of the importance of safety and hygiene and the ability to follow safe and hygienic practices at all times**.**

Unit 2 Understanding and Using Ingredients

This Unit aims to enhance learners' knowledge and understanding of ingredients from a variety of different sources and of their characteristics. It also addresses the importance of sustainability, the responsible sourcing of ingredients and of current dietary advice. Learners will further develop the ability to select and use a range of appropriate ingredients in the preparation of dishes and to do so safely and hygienically.

Unit 3 Organisational Skills for Cooking

This Unit aims to extend learners' planning, organisational and time management skills. Learners will develop the ability to follow recipes; to plan, produce and cost dishes and meals and to work safely and hygienically. They will also extend their ability to carry out an evaluation the product.

Course assessment:

The Course assessment will consist of two Components, a practical activity worth 100 marks and a question paper worth 30 marks. The practical activity will be conducted in two stages:

- stage one — planning
- stage two — implementing

Home Learning:

Pupils will be expected to practice skills at home, especially prior to unit and course assessment. At key stages, pupils will also be expected to complete written tasks.

Other features:

Practical cookery lessons will take place on average once per week. In the interests of personal hygiene and food safety, protective clothing, food containers and all ingredients are provided by the school.

Journalism NPA

Name of course/level: **Journalism NPA L6**
Faculty: **English**

Overview:
The Journalism (SCQF level 6) NPA has at its heart the journalistic activity of research and writing but, in line with the many outlets for modern journalism, has options to develop content in page layout, web development and photography.
Creative media production is an ideal base for the development of a wide range of Core Skills especially in:
• Communication
• Information technology
• Problem solving
• Working with others

The NPA allows pupils to work together in teams and develop new transferrable skills. New technical skills are framed within a creative approach to learning and media production where the importance of problem solving and improving self-confidence is recognised.
This course reflects the Curriculum for Excellence commitment to the development of skills for learning, skills for life and skills for work. Media production activity, with its requirement for team working, adherence to deadlines, working within available resources and a creative approach to problem solving, is well suited to the development of a successful and determined workforce. The freelance nature of employment opportunities within the media highlights self-reliance and entrepreneurial opportunity.

Assessment
The course is all internally assessed. Pupils will study the following units:
• Feature Writing
• Photography
• Research and Interview Skills
• Website Design

For each unit, students will follow a similar step by step progression.
First, we will look at a range of examples of existing good practice in each area of journalism and candidates will be able to comment on the factors and ingredients of this good practice thereby explaining how the nuts and bolts work in each area covered in the units. For example, we will look at different types of interviews and interview skills; primary and secondary research and how they are used; different types of feature writing; the various tools and features of a range of websites; and common aspects of photography such as lighting and composition.
Secondly, students will use this understanding achieved in Outcome 1 to start to plan and develop their own ideas for each unit. For example, they will choose an interviewee and create questions based on primary and secondary research; they will create a detailed plan to produce a feature article; they will design a website for a particular brief; and they will discuss the various requirements necessary to produce a range of photographs.
And finally, the Journalism candidates will produce their own examples for each unit, based on what they learned from others in Outcome 1 and their planning and development in Outcome 2. So, they will conduct primary and secondary research, and interview someone for a specific purpose; they will write a feature article; they will create a website; and they will produce a range of photographs. For each unit, as with all the other outcomes, the students will write an accompanying commentary explaining their process and decisions made along the way.
All work is collated into a course folder that is internally assessed and moderated by the SQA.

How can parents help?
Pupils are expected to submit a number of course assessments. These will need to be word processed. Pupils will be expected to work on these in lessons and at home. Pupils will also be expected to work in groups on practical tasks and commit time out of school hours.

Success at NPA Journalism:
A high level of commitment is required of all pupils and they will be expected to:
• Complete all home learning and meet regular deadlines for submission of work.
• Generate work of a suitable standard and quality.
• Re-draft work as needed.
• Attend all classes.
• Work independently

Name of course/level: **Applications of Mathematics (National 3)**
Faculty: **Mathematics**

Aims of the Course:
This course will help learners to become numerate, to make sense of the world around them and to function responsibly and independently in everyday life. It will motivate and challenge learners by enabling them to select and apply mathematical and numerical skills in a variety of mathematical and real-life situations.

The course includes the study of number, money, shape, space and measurement in everyday life, allowing individuals to interpret data and tackle real-life situations. It is designed to develop the learners' skills relevant to learning, life and work in an engaging and enjoyable way. It develops confidence in the subject and a positive attitude towards further study in mathematics and other subject areas which use mathematics.

Content:
The course consists of three mandatory units:

Unit 1: Manage Money and Data
The general aim of this Unit is to enable learners to apply their skills, knowledge and understanding of mathematics and numeracy to manage money and data in real-life contexts. Learners will build on their mathematical and numerical skills to determine factors affecting income and expenditure, budgeting and saving. Learners will also organise, present and interpret data based on real-life contexts.

Unit 2: Shape, Space and Measures
The general aims of this Unit is to enable learners to apply their skills, knowledge and understanding of shape, space and measures in real-life contexts. Learners will build on their mathematical and numerical skills by using measures and elementary geometry to tackle real-life situations.

Unit 3: Numeracy
The general aim of this Unit is to develop learners' numerical and information handling skills to solve simple, real-life problems involving number, money, time and measurement. As learners tackle real-life problems, they will use their knowledge of number processes, information handling and probability to make informed decisions.

Unit assessment:
Units are internally assessed on a pass/fail basis so are not graded and a calculator can be used for them all.

Course assessment:
To achieve the National 3 Applications of Mathematics course, learners must pass all the above Units.

Home Learning:
Learners will be expected to keep up with all set work and to complete at home any work not finished in class. In addition, regular homework exercises will be issued at the end of each topic to aid with revision. Learners will be expected to review course notes on a regular basis and to prepare thoroughly for assessments.

Mathematics

Name of course/level: **Applications of Mathematics (National 4)**
Faculty: **Mathematics**

NATIONAL COURSE

Aims of the Course:
This course is suitable for learners who have attained the National 3 Applications of Mathematics course, or who have been working on 4th Level Mathematics, and who would like to continue to study Mathematics in a real-life context.

This course aims to develop skills for learning, life and work, through real-life contexts, learners will acquire the ability to apply mathematical operational skills relevant to life and work.

In addition, the course aims to develop confidence in the subject and a positive attitude towards the use of mathematics in straightforward real-life situations.

Content:
The course consists of four mandatory units, including an Added Value Unit.

Numeracy
It will cover the following skills: Whole numbers, Decimal numbers, Fractions/decimals/percentages, Fractions, Speed/distance/time, Area & perimeter, Integers, Ratio & proportion, Conversions, Volume, Graphs & tables, Probability.

Managing Finance and Statistics
It will cover the following skills: Income, Foreign exchange, Banking, Comparing prices, Budgeting, Comparing data, Further graphs & tables, Scattergraphs, Further Probability.

Geometry and Measures
It will cover the following skills: Gradient, Further perimeter, area & volume, Scale drawing, Pythagoras, Timetables, Rules & formulae, Problem solving, Tolerance.

Added Value Unit: Lifeskills Mathematics Test
This assessment will allow the learner to demonstrate breadth and application of financial, measurement, geometric and statistical skills in real-life contexts involving reasoning. Numerical skills underpin all aspects of the Unit and the ability to use these without the aid of a calculator will also be assessed

Unit and course assessment:
Units are internally assessed on a pass/fail basis and are not graded. To achieve the National 4 Applications of Mathematics course, learners must pass all the above units including the AVU which has two parts (non-calculator 20 minutes and calculator 40 minutes). A calculator can be used for all other unit tests.

Home Learning:
Learners will be expected to keep up with all set work and to complete at home any work not finished in class. In addition, regular homework exercises will be issued at the end of each topic to support revision and learners should prepare thoroughly for assessments.

Other Features:
Progression would be National 5 Application of Mathematics.

Mathematics

Name of course/level: **Applications of Mathematics (National 5)**
Faculty: **Mathematics**

Aims of the Course:
This course is suitable for learners who have attained National 4 Applications of Mathematics, or who have achieved 4th Level Mathematics, and who would like to continue to study Mathematics in a real-life context.

This course aims to develop skills for learning, life and work, through context and application-led learning. Through real-life contexts, learners will acquire the ability to apply mathematical operational skills relevant to life and work. In addition, learners will develop mathematical reasoning skills and will gain experience in problem solving and in using mathematics to draw conclusions and make informed decisions.

In addition, the course aims to develop confidence in the subject and a positive attitude towards the use of mathematics in straightforward real-life situations.

Content:
The Course consists of a course assessment at the end of the year and a series of Block tests to gauge understanding and target revision.

Numeracy skills
It will cover the following skills: Rounding, Numberwork, Percentages, Speed, distance & time calculations, Fractions, Reading scales, Proportion & ratio, Perimeter, area & volume, Probability & graphs.

Finance & Statistical skills
It will cover the following skills: Money matters, Income, Budgeting, Boxplots, Further scattergraphs, Further pie charts, Statistical calculations, Further probability.

Geometry & Measurement skills
It will cover the following skills: Rules & formulae, Pythagoras, Gradient, Further perimeter, area & volume, Tolerance, Further speed, distance & time calculations, Scale drawing, Efficiency.

Course assessment:
The Course assessment is an external examination that consists of two question papers, a 50 minute Non-Calculator paper (titled Paper 1), and a 1 hour 40 minute Calculator paper (titled Paper 2). The grade awarded is based on the total marks achieved across both papers. Achievement of this course gives automatic certification of level 5 Numeracy.

Home Learning:
Learners will be expected to keep up with all set work and to complete at home any work not finished in class. In addition, regular homework exercises will be issued at the end of each topic. Learners will be expected to review course notes on a regular basis and to prepare thoroughly for assessments.

Other Features:
Progression would be National 5 Mathematics or Higher Applications of Mathematics.

Name of course/level: **Applications of Mathematics (Higher)**
Faculty: **Mathematics**

Aims of the Course:
This course is suitable for learners who have attained National 5 Applications of Mathematics, and who would like to continue to study Mathematics in a real-life context.

This course develops candidates' quantitative and mathematical literacy, problem-solving skills and reasoning skills as they apply mathematics in real-life contexts.

The skills, knowledge and understanding in the course supports learning and further study and builds confidence in a wide range of curricular areas, such as humanities, social sciences, healthcare, and business.

Content:
The Course consists of a course assessment at the end of the year and a series of Block tests to gauge understanding and target revision.

Mathematical modelling skills
Understanding and applying the process of mathematical modelling to evaluate, analyse and interpret mathematical models using RStudio software, which is used by Universities, and Excel effectively in calculations.

Statistics & probability skills
Applying statistical skills to basic probability. Applying statistical skills to data literacy, data analysis, interpretation and communication to the same degree that is done at University.

Finance skills
Learn how to use Excel to calculate complex present and future values of monetary payments. Applying mathematical skills to solving problems related to personal financial products and transactions and analysing the results to promote personal planning.

Planning & decision-making skills
Understanding and applying project planning and decision making which is used by complex projects or large businesses.

Project
Applying statistical skills to data by analysing, interpreting and communicating findings through learning how to write a University level report based on statistical data.

Course assessment:
The Course assessment will consist of two Components: a 2 hour 30 minute calculator question paper done on a computer worth 80 marks, and an 8 hour project completed in class worth 30 marks. Achievement of this course gives automatic certification of level 6 Numeracy.

Home Learning:
Students are expected to complete regular homework working on Pre-requisite skills, will frequently be expected to complete exercises at home and a few topics will be done as home learning.

Mathematics

Name of course/level: **Mathematics (National 5)**
Faculty: **Mathematics**

Aims of the Course:
This course is suitable for learners who have attained National 5 Applications of Mathematics, or who have achieved 4th Level Mathematics, and who would like to continue to study Mathematics.

The Course aims to:

- Motivate and challenge learners by enabling them to select and apply mathematical techniques in a variety of mathematical and real-life situations.
- Develop confidence in the subject and a positive attitude towards further study in mathematics.
- Develop skills in manipulation of abstract terms in order to solve problems and to generalise.
- Allow learners to interpret, communicate and manage information in mathematical form; skills which are vital to scientific and technological research and development.

Content:
The Course consists of a course assessment at the end of the year and a series of Block tests to gauge understanding and target revision.

Expressions and Formulae
It will cover the following skills: Rounding, Surds, Indices, Algebra, Algebraic fractions, Volumes, Gradient, Circles.

Relationships
It will cover the following skills: Straight lines, Solving equations & inequations, Simultaneous equations, Changing the subject, Quadratic functions, Properties of shapes, Similar shapes, Trigonometry graphs & equations.

Applications
It will cover the following skills: Triangle trigonometry, Vectors, Percentages, Fractions, Statistics.

Course assessment:
The Course assessment is an external examination that consists of two question papers, a 1 hour Non-Calculator paper (titled Paper 1), and a 1 hour 30 minute Calculator paper (titled Paper 2). The grade awarded is based on the total marks achieved across both papers. Achievement of this course gives automatic certification of level 5 Numeracy.

Home Learning:
Learners will be expected to keep up with all set work and to complete at home any work not finished in class. In addition, regular homework exercises will be issued at the end of each topic. Learners will be expected to review course notes on a regular basis and to prepare thoroughly for assessments.

Other Features:
Progression would be Higher Mathematics.

Mathematics

Name of course/level: **Mathematics (Higher)**
Faculty: **Mathematics**

Aims of the Course:
This course is suitable for learners who have attained National 5 Mathematics, and who would like to continue to study Mathematics.

The Course aims to:

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

Content:
The Course consists of a course assessment at the end of the year and a series of Block tests to gauge understanding and target revision.

Expressions and Functions
It will cover the following skills: Logarithmic & exponential functions, Addition formulae, Wave function, Graphs of functions, Sets & functions, Vectors.

Relationships and Calculus
It will cover the following skills: Polynomials, Quadratic functions, Trigonometry, Further calculus.

Applications
It will cover the following skills: Straight line, Circle, Recurrence relations, Differentiation, Integration.

Course assessment:
The Course assessment is an external examination that consists of two question papers, a 1 hour 15 minute Non-Calculator paper (titled Paper 1), and a 1 hour 30 minute Calculator paper (titled Paper 2). The grade awarded is based on the total marks achieved across both papers. Achievement of this course gives automatic certification of level 6 Numeracy.

Home Learning:
Learners will be expected to keep up with all set work and to complete at home any work not finished in class. In addition, regular homework exercises will be issued at the end of each topic. Learners will be expected to review course notes on a regular basis and to prepare thoroughly for assessments.

Other features:
Progression would be Advanced Higher Mathematics.

Mathematics

Name of course/level: **Mathematics (Advanced Higher)**
Faculty: **Mathematics**

Aims of the Course:
This course is suitable for learners who have attained Higher Mathematics, and who would like to continue to study Mathematics.

The Course is designed to enthuse, motivate, and challenge learners by enabling them to:

- select and apply complex mathematical techniques in a variety of mathematical
- situations, both practical and abstract
- extend and apply skills in problem solving and logical thinking
- extend skills in interpreting, analysing, communicating and managing
- information in mathematical form, while exploring more advanced techniques
- clarify their thinking through the process of rigorous proof

Content:
The Course consists of a course assessment at the end of the year and a series of Block tests to gauge understanding and target revision.

Calculus
It will cover the following skills: Differentiation, Furth differentiation, Integration, Further integration, Further differential equations.

Applications of Algebra and Calculus
It will cover the following skills: Partial fractions, Binomial Theorem, Functions & graphs, Sequences & series, Further sequences & series, Proof & number theory, Further proof & number theory.

Geometry, Proof and Systems of Equations
It will cover the following skills: Matrices, Further matrices, Vectors, Complex numbers.

Course assessment:
The Course assessment is an external examination that consists of two question papers, a 1 hour Non-Calculator paper (titled Paper 1), and a 2 hour Calculator paper (titled Paper 2). The grade awarded is based on the total marks achieved across both papers. Achievement of this course gives automatic certification of level 7 Numeracy.

Home Learning:
Learners will be expected to keep up with all set work and to complete at home any work not finished in class. In addition, regular homework exercises will be issued at the end of each topic. Learners will be expected to review course notes on a regular basis and to prepare thoroughly for assessments.

Mathematics

Name of course/level: **Mathematics of Mechanics (Advanced Higher)**
Faculty: **Mathematics**

NATIONAL COURSE

Aims of the Course:
This course is suitable for learners who have attained Higher Mathematics and Higher Physics, are planning to study at least one at an Advanced Higher level, and are interested in continuing their study into real-life scenarios involving Mathematics.

Mathematics helps us to make sense of the world we live in and to manage our lives. Mechanics uses mathematics to enable us to model real-life situations and to equip us with the skills we need to interpret and understand how things work, simplify and solve problems, identify limitations, and draw conclusions.

The course aims to:
♦ consider the state of equilibrium or the movement of a body and interpret the underlying factors using known mathematical methods
♦ analyse the physical factors impacting bodies
♦ understand, interpret and apply the effects of both constant & variable forces on a body
♦ create mathematical models to simplify and solve problems
♦ analyse results in context and interpret the solution in terms of the real world
♦ develop skills in effectively communicating conclusions reached on the basis of physical factors and calculation

Content:
The Course consists of a course assessment at the end of the year and a series of Block tests to gauge understanding and target revision.

Forces, energy & momentum
It will cover the following skills: Circular motion, Simple harmonic motion, Momentum & impulse, Work, energy & power, Rectilinear motion using differential equations.

Straight line, periodic and parabolic motion
It will cover the following skills: Kinematics in a straight line, Kinematics in three dimensions, including relative motion, Projectile motion, Force & Newton's laws of motion.

Mathematical techniques for mechanic
It will cover the following skills: Algebraic operations, Matrix algebra, Differentiation, Integration, Differential Equations.

Course assessment:
The Course assessment is an external examination that consists of one calculator question paper lasting 3 hours.

Home Learning:
Learners will be expected to keep up with all set work and to complete at home any work not finished in class. In addition, regular homework exercises will be issued at the end of each topic. Learners will be expected to review course notes on a regular basis and to prepare thoroughly for assessments. The majority of the course may be delivered virtually with support in school depending on numbers.

Name of course/level: **Modern Language: French / Spanish (National 4)**
Faculty: **Modern Languages**

Students may pursue a National 4 course in French or Spanish. It may also be possible to undertake this qualification in both languages (two separate subjects). Either way, the aims & structure of the Modern Language course are the same across both languages.

Aims of the Course:

The purpose of this course is to develop a working knowledge of straightforward language sufficient to cope in everyday situations, as well as developing confidence, interest and enjoyment in the modern language. The study of a modern language also has a unique contribution to make to the development of cultural awareness and global citizenship. Through gaining a working knowledge of another language you develop a broader understanding and appreciation of other cultures as well as your own. You gain insights into other ways of thinking and other views of the world, and therefore develop a much richer understanding of active citizenship.

The skills you will develop in listening, talking, reading and writing are essential for learning, work and life. These skills, developed in the context of a second language, will also develop and enhance your language & literacy skills in your first language. This course enables learners to communicate with increased success and confidence, develop cultural awareness, and be creative.

Content:

The course comprises the following mandatory units:

- **Understanding Language:** Develops reading and listening skills.
- **Using Language:** Develops talking and writing skills.
- **Assignment (Added Value Unit):** You will apply the above language skills to investigate a topic of your own choice, create and deliver a presentation in the modern language on your chosen theme, and then participate in a straightforward conversation about the same theme.

Course Themes:

Learners will develop all four skills required for the above units, along with their knowledge and understanding of the language, across some or all of the following contexts:

- **Society**
- **Learning**
- **Employability**
- **Culture**

Assessment:

All units are internally assessed on a pass/fail basis. The Understanding Language and Using Language units are each awarded 9 SCQF credit points.
The Modern Languages Assignment is awarded 6 SCQF credit points and focuses on breadth, challenge and application. In order to gain the course award, learners must pass all three units.

Home Learning:

Learners will receive regular formal homework, and are also expected to undertake independent home learning to consolidate vocabulary & grammar knowledge and to prepare thoroughly for assessments.

Modern Languages

Name of course/level: **Modern Language: French / Spanish (National 5)**
Faculty: **Modern Languages**

Students may pursue a National 5 course in French or Spanish. It may also be possible to undertake this qualification in both languages. Either way, the aims and structure of the Modern Language N5 course are the same across both languages.

Aims of the Course:

Through the National 5 course you gain a sound working knowledge of another language, and also the transferable language-learning skills needed to facilitate the acquisition of additional languages later in life. Furthermore, you will develop a broader understanding and enjoyment of other cultures as well as your own. You gain insights into other ways of thinking and other views of the world, and therefore develop a much richer understanding of active citizenship. The ability to use language lies at the centre of thinking and learning. You reflect, communicate and develop ideas through language. The skills you will develop through listening, talking, reading and writing are essential for learning, work and life. These skills, developed in the context of a second language, will also develop and enhance your language & literacy skills in your first language. You will encounter, use and create a wide range of different types of texts and different media to communicate ideas and information. This course enables learners to communicate, be critical thinkers, analyse information, develop cultural awareness, and be creative.

Content:

Learners develop the skills for **understanding language** (reading and listening) and **using language** (talking and writing), along with their knowledge & understanding of **how language works** (grammar), across a variety of themes within the following contexts:

- Society
- Learning
- Employability
- Culture

Assessment:

The course assessment comprises:

- A writing assignment (produced in class and submitted to SQA for marking)
- A talk performance (conducted within the Faculty in March and verified by the SQA)
- Two question papers
  - Paper 1: Reading & Writing
  - Paper 2: Listening

In order to gain the course award, learners must address all elements of the above course assessment. Throughout the course, in order to benchmark progress and develop exam technique, learners will also undertake unit-based assessments focussing on at least one or more of the four skills. There will be a prelim exam modelled on the final question papers.

Home Learning:

Learners will receive regular formal homework, and are also expected to undertake independent home learning to consolidate vocabulary & grammar knowledge and to prepare thoroughly for assessments.

Modern Languages

Name of course/level: **Modern Language: French / Spanish (Higher)**
Faculty: **Modern Languages**

Students may pursue the Higher course in French or Spanish. It may also be possible to undertake this qualification in both languages. Either way, the aims and structure of the Modern Language Higher course are the same across both languages.

Aims of the Course:

Through the Higher course, you gain a detailed knowledge of another language, the competence and confidence to communicate flexibly in that language and also the transferable language-learning skills needed to facilitate the acquisition of additional languages later in life. You gain greater insight into other cultures and perspectives of the world, and therefore develop inter-cultural competence and a deeper understanding of our role as citizens of a global community. The ability to use language lies at the centre of thinking and learning. The skills of listening, talking, reading and writing, developed in the context of a second language, will develop and enhance your skills and appreciation of your first language. This course enables learners to communicate flexibly, with confidence and fluency, to be critical thinkers, to analyse and synthesise ideas, to develop cultural awareness, and be creative.

Content:

Learners develop the skills for **understanding language** (reading and listening) and **using language** (talking and writing), along with their knowledge & understanding of **how language works** (grammar), across a variety of themes within the following contexts:

- Society (e.g. family life, leisure, health and media)
- Learning (e.g. school life, learner experiences, future plans & pathways)
- Employability (e.g. holiday jobs, work experience, preparing for the world of work)
- Culture (e.g. travel, life in other countries, intercultural awareness)

Assessment:

There are two mandatory units to be completed:

- Understanding Language (with unit assessments in Reading & Listening)
- Using Language (with unit assessments in Talking & Writing)

The course assessment comprises:

- A talk performance (conducted within the Faculty in March and verified by the SQA)
- Two question papers
  - Paper 1: Reading & Directed Writing
  - Paper 2: Listening & Opinion Writing

In order to gain the external course award, learners must achieve passes in both unit outcomes, as well as addressing all elements of the above course assessment. There will be a prelim exam modelled on the final question papers.

Home Learning:

Learners will receive regular formal homework, and are also expected to undertake significant independent home learning to consolidate their learning and to prepare thoroughly for assessments.

Modern Languages

Name of course/level: **Modern Language: French / Spanish (Advanced Higher)**
Faculty: **Modern Languages**

Students may pursue the Advanced Higher course in French or Spanish. The aims and structure of the Modern Language Advanced Higher course are the same across both languages.

Aims of the Course:
Through the Advanced Higher course, you gain an in-depth knowledge of another language, and the competence and confidence to communicate flexibly and at length in that language on a variety of social and current issues. You gain a real insight into other cultures and perspectives of the world, and therefore develop inter-cultural competence and a deeper understanding of our role as citizens of a global community. The ability to use language lies at the centre of thinking and learning. This course builds on the skills developed at Higher level and provides a solid foundation, from which to continue with the study of language at university. It includes an introduction to literary and media analysis, as well as developing learners' independent research skills.

Content:
Learners develop the skills for **understanding language** (reading and listening) and **using language** (talking and writing), along with their knowledge & understanding of **how language works** (grammar), across a variety of themes within the following contexts:

- Society (e.g. impact of digital age, multicultural society, environmental issues)
- Learning (e.g. learning styles, language learning, comparing education systems)
- Employability (e.g. career planning, gap year, equality in the work place)
- Culture (e.g. social influences of traditions, cultures and beliefs, role of media)

There are three mandatory units to be completed:
- Understanding Language (with unit assessments in Reading & Listening)
- Using Language (with unit assessments in Talking & Writing)
- Specialist Study Unit (literature & media focus)

The course assessment comprises:
- A talk performance (conducted by an external visiting SQA examiner in Feb/March)
- A portfolio: an extended piece of analytical writing based on the Specialist Study Unit (produced in the Spring term and submitted to SQA for marking)
- Two question papers
  - Paper 1: Reading & Translation
  - Paper 2: Listening & Discursive Writing

There will be a prelim exam modelled on the final question papers.

Home Learning:
Students will receive regular formal homework. In addition, significant independent study and research will also be required in order to complete the course and overcome all elements successfully.

Name of Course/level: **Modern Studies (National 4)**
Faculty: **Humanities**

Aims of the Course:

The purpose of Modern Studies is to develop the pupils' knowledge and understanding of contemporary political and social issues in local, Scottish, United Kingdom and international contexts.

Content:

There are three mandatory units and an external course assessment:

Unit 1 Democracy in Scotland and the UK

The pupils will learn about the government of our country. What does it mean to live in a democratic country? Should the Press have more or less freedom to report on things that happen in the country? The pupils will learn of the main features of the voting system in the UK. We will learn about the ways in which young people can influence Parliament. The pupils will also study the impact of pressure groups on democracy in Scotland and the UK.

Unit 2 Social Issues in the UK

We will look at issues to do with Inequalities in the UK. We will learn about poverty and the many problems that surround people who have to live in poverty. What is social exclusion and why do so many people experience it? What are the causes of poverty? The pupils will learn about issues such as unemployment, low pay, the benefits system, family structure, and gender. We will look at the consequences of poverty and the effect on people's lives. We will also look at what is being done to solve some of these issues – Is enough being done?

Unit 3 International Issues

Pupils will study the issue of Development in Africa. We will look at evidence of the progress toward improvements in development and ask questions about how best to further move the continent forward. We will also look at the Social, Political and Economic causes and consequences of a lack of development, which are often intertwined. Throughout this topic, relevant case studies from a variety of African countries will be studied.

Added Value Unit

The course will include an added value research project, which will allow the pupils to choose a Modern Studies related topic and develop their use of a variety of different research methods including; internet, books, creating surveys and questionnaires, carrying out interviews and sending emails. The pupils will then present this research in a format of their own choosing. This work will be internally assessed.

Unit assessment:

Units are internally assessed on a pass/fail basis.

Course assessment:

To achieve the National 4 Modern Studies Course, learners must pass all of the required Units including the Added Value Unit. National 4 Courses are not graded.

Home Learning:

Pupils will receive regular homework designed to reinforce the skills and knowledge developed in class. The course will also feature at least one major research project that will need to be partly worked on at home.

Name of Course/level: **Modern Studies (National 5)**
Faculty: **Humanities**

Aims of the Course:

The purpose of Modern Studies is to develop the pupils' knowledge and understanding of contemporary political and social issues in local, Scottish, United Kingdom and international contexts. The course aims to encourage pupils to realise the important part that can play in a Democratic country such as Britain. Through the Modern Studies Course, learners will undertake a coherent study of contemporary society with concepts and themes being revisited and built upon across Units. Modern Studies makes a distinctive contribution to the curriculum by drawing on the social sciences of politics, sociology and economics and where appropriate, of associated ideas drawn from other social subjects

Content:

There are three mandatory units and an external Course assessment:

Unit 1 Democracy in Scotland and the UK

The pupils will learn about the government of our country. What does it mean to live in a democratic country? Should the Press have more or less freedom to report on things that happen in the country? The pupils will learn of the main features of the voting system in the UK. We will learn about the ways in which young people can influence Parliament. The pupils will also study the impact of pressure groups on democracy in Scotland and the UK.

Unit 2 Social Issues in the UK

We will look at issues to do with Inequalities in the UK. We will learn about poverty and the many problems that surround people who have to live in poverty. What is social exclusion and why do so many people experience it? What are the causes of poverty? The pupils will learn about issues such as unemployment, low pay, the benefits system, family structure, and gender. We will look at the consequences of poverty and the effect on people's lives. We will also look at what is being done to solve some of these issues – Is enough being done?

Unit 3 International Issues

Pupils will study the issue of Development in Africa. We will look at evidence of the progress toward improvements in development and ask questions about how best to further move the continent forward. We will also look at the Social, Political and Economic causes and consequences of a lack of development, which are often intertwined. Throughout this topic, relevant case studies from a variety of African countries will be studied.

Added Value Unit

The course will include an added value research project, which will allow the pupils to choose a Modern Studies related topic, research and present their findings and provide an evaluation of their research methods. The pupils will be encouraged to develop their use of a variety of different research methods including; internet, books, creating surveys and questionnaires, carrying out interviews and sending emails. This will be written up in class and externally assessed by the SQA.

Home Learning:

Pupils will receive regular homework designed to reinforce the skills and knowledge developed in class. Homework will include a range of activities that will help pupils to develop their exam skills and techniques. The course will also feature at least one major research project that will need to be partly worked on at home.

Modern Studies

Name of course/level: **Modern Studies (Higher)**
Faculty: **Humanities**

Aims of the course:
Through this Course, learners will undertake a coherent study of contemporary society with concepts and themes being revisited and built upon across Units.
The Course will develop the skills to help learners interpret and participate in the social and political processes they will encounter now and in the future.
Modern Studies makes a distinctive contribution to the curriculum by drawing on the social sciences of politics, sociology and economics and where appropriate, of associated ideas drawn from other social subjects. It thereby adopts a multi- disciplinary approach.

Content:
This Course has three mandatory Units and a Course assessment.

Unit 1 Political Issues
Democracy in Scotland and the UK

Unit 2 Social Issues
Social Inequality in the UK

Unit 3 International Issues
Development in Africa

Unit assessment:
Units are assessed on a pass/fail basis.

Course assessment:
The course will include an assessment of 'added value'. This will focus on breadth, challenge and application. The learner will draw on, extend and apply the skills, knowledge and understanding they have acquired during the Course. This will be assessed by:

1. A question paper (60 marks / 66% of the total)
2. An assignment (30 marks / 33% of the total)

Learners will be expected to show evidence of a wide range of research which goes beyond accessing the internet. These will include carrying out surveys and interviews, sending emails, listening to visiting speakers e.t.c.

Home Learning:
Learners will be expected to finish class work, complete homework tasks on a regular basis and submit these on time, and undertake their own reading and research. Essay writing will form the basis of all responses, so pupils will be expected to produce extended pieces of work, which are backed up by current examples.

Other features:
A wide variety of teaching approaches are used including class teaching, individual research and presentations, group work, video and ICT. Pupils should expect to participate in debates and justifiy opinions on current affairs.

Name of course/level: **Modern Studies (Advanced Higher)**
Faculty: **Humanities**

Aims of the course:
The main aims of this Course are to enable learners to:

- analyse the complex political and social processes that lead to an understanding of contemporary society
- understand and analyse complex political or social issues in the United Kingdom and adopt an international comparative approach
- develop a range of independent practical research skills leading to carrying out
- research into a contemporary issue
- present complex ideas in a range of ways
- analyse, evaluate, and synthesise a range of sources relating to complex issues
- develop a knowledge and understanding of social science research methods
- apply a multidisciplinary approach drawing on analysis from a range of social sciences.

Content:
The course consists of two mandatory units and a Course assessment,

Unit 1 Modern Studies: Contemporary Issues
- Understanding the criminal justice system
- Understanding criminal behaviour
- Responses by society to crime.

Unit 2 Modern Studies: Researching Contemporary Issues
Researching Social Science Issues.

Unit assessment:
Units are assessed on a pass/fail basis.

Course assessment:
The Course assessment will consist of two Components: a question paper and a project-dissertation. The question paper is worth 90 marks. The project-dissertation is worth 50 marks.

Home Learning:
Learners will be expected to finish class work, complete homework tasks on a regular basis and submit these on time, and undertake their own reading and research. Essay writing will form the basis of all responses, so pupils will be expected to produce extended pieces of work, which are backed up by current examples.

Other features:
Learners will be expected to show evidence of a wide range of research methods which go beyond accessing the internet. These will include carrying out surveys and interviews, sending emails, listening to visiting speakers, going on site visits e.t.c. A wide variety of teaching approaches are used including class teaching, individual research and presentations, group work, video and ICT. Pupils should also expect to participate in debates and justifiy opinions on current affairs.

Music

Name of course/level: **Music (National 4/5)**
Faculty: **Performing Arts**

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

- develop performing skills in solo and/or group settings on their two selected instruments, or on one instrument and voice
- performing challenging music with sufficient accuracy while maintaining the musical flow
- create original music using compositional methods and music concepts creatively when composing, arranging or improvising
- develop knowledge of the influence of social and cultural factors on music
- broaden their knowledge and understanding of music and musical literacy by listening to music and identifying level-specific music signs, symbols and music concepts

Content:
The Course has an integrated approach to learning and includes a mixture of practical learning, and understanding of music. In the Course learners will draw upon their understanding of music styles and concepts as they experiment with using these in creative ways when performing and creating music. To achieve the Course, learners must successfully complete the three mandatory Units, and the Course assessment. Each of the component Units of the Course are designed to provide progression to the corresponding Units at Higher.
Units are statements of standards for assessment and not programmes of learning and teaching. They can be delivered in a number of ways.

Unit 1 Music: Performing Skills
In this Unit, learners will develop performing skills on two selected instruments, or on one selected instrument and voice. They will perform level-specific* music with sufficient accuracy and will maintain the musical flow. Learners will, through regular practice and self-reflection, develop technical, musical and performing skills.

- NAT 4 - Grade 2 equivalent minimum standard.
- NAT 5 - Grade 3 equivalent minimum standard.

Unit 2 Music: Composing Skills
In this Unit, learners will experiment with, and use a range of compositional methods and music concepts in creative ways to realise their intentions when creating original music. Learners will self-reflect on their creative choices and decisions and will develop their understanding of how musicians develop their ideas and create their music and the things that influence their work.

Unit 3 Understanding Music
In this Unit, through listening, learners will develop knowledge and understanding of a variety of level-specific music concepts, and music literacy. They will identify and recognise specific music styles and concepts, and music signs and symbols used in music notation.

Course assessment:
The Course assessment will consist of three Components: a question paper, a Performance and an assignment. The question paper is worth 40 marks, the performance is worth 60 marks and the assignment is worth 30 marks.

Homework/Home Study:
Regular homework will be given.

Music

Name of course/level: **Music (Higher)**
Faculty: **Performing Arts**

Aims of the course:
The aims of the Course are to enable learners to:

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

Content/Assessment:
The Course has an integrated approach to learning and includes a mixture of practical learning, and related understanding of music. In the Course learners will draw upon their understanding of music styles and concepts as they experiment with using these in creative ways when performing and creating music.

Unit 1 Music: Performing Skills (Higher)
In this Unit, learners will develop performing skills two selected instruments, or on one selected instrument and voice. They will perform challenging level-specific music (Grade 4 equivalent minimum standard) with sufficient accuracy and will maintain the musical flow realising the composers' intentions. Learners will, through regular practice and critical reflection and evaluation, develop their technical and musical performing skills

Unit 2 Music: Composing Skills (Higher)
In this Unit, learners will experiment with, and creatively use complex compositional methods and music concepts to realise their intentions when creating original music. Learners will critically reflect on and evaluate the impact and effectiveness of their creative and musical choices and decisions. They will analyse how musicians and composers create music in different ways and how music styles are shaped by social and cultural influences.

Unit 3 Understanding Music (Higher)
In this Unit, through listening, learners will develop detailed knowledge and understanding of a range of complex music concepts, and music literacy. They will identify and distinguish the key features of specific music styles and recognise level-specific music concepts in excerpts of music, and music signs and symbols in notated music.

Homework/Home Study:

Regular homework will be given.

Other features: There will be an emphasis on skills development and the application of those skills. Assessment approaches will be proportionate, fit for purpose and will promote best practice, enabling learners to achieve the highest standards they can.

Music

Name of course/level: **Music Technology (National 5 / Higher)**

Faculty: **Creative arts**

Aims of the course:

This Course enables learners to develop basic practical skills in the use of music technology in a range of straightforward contexts. The Course includes some opportunities for personalisation and choice in selecting varied contexts for learning. It is suitable for a variety of learners with a range of musical interests. In the Course, learners will develop their ability to express themselves through music, encouraging the development of creativity and independence. The Course encourages learners to become successful, independent and creative in their use of technologies and to continue to develop the attributes and capabilities of the four capacities, including creativity, flexibility and adaptability, enthusiasm and a willingness to learn, perseverance, independence and resilience, and responsibility, reliability, confidence and enterprise.

Purpose and aims of the Course

The purpose of the National Music Technology Course is to enable learners to develop their knowledge of music technology, and of basic music concepts, particularly those relevant to 20th and 21st century music, through practical learning.

The aims of the Course are to enable learners to:

♦ develop basic skills in the use of music technology hardware and software to capture and manipulate audio

♦ use music technology in sound production

♦ develop a basic understanding of significant 20th and 21st century musical styles and genres

♦ reflect, in simple terms, on their own work and that of others

The practical and experiential nature of the Course gives learners opportunities to work collaboratively, show imagination and creativity, and apply basic technical skills as they use music technology in a variety of ways.

Information about typical learners who might do the Course

This Course is suitable for learners with a broad interest in music, particularly those with an interest in music technology and 20th and 21st century music. It also provides a pathway for those who want to progress to higher levels of study. The Course is practical and experiential in nature and there is considerable scope for personalisation and choice through the contexts for learning. It can be contextualised to suit a diverse range of learner needs, interests and aspirations. Learners will develop understanding of the basic skills and knowledge required by the music industry. They will also continue to develop a range of transferable skills for learning, skills for life and skills for work. Course activities also provide opportunities to enhance generic and transferable skills in planning and organising, working independently and in teams, critical thinking and decision making, research, communication and self- and peer-evaluation, in a technological and musical context.

Physical Education

Name of course/level: **Physical Education (National 4)**
Faculty: **Physical Education & Health**

Aims of the course:

The Course will enable learners to develop the skills, knowledge and understanding required to perform effectively in a range of physical activities, and will enhance their physical well being. Learners will work both independently and cooperatively to develop thinking and interpersonal skills. This is an ideal platform for learners to develop confidence, resilience, responsibility and the ability to work effectively with others. Learners will be expected to take ownership of their learning and progress within the course and will have the opportunity to use technology throughout. Pupils will have the opportunity to work independently and with others in activities of their choice.

Content/Assessment:

There are 3 Mandatory Units:

Unit 1 Performance Skills:

The general aim of this Unit is to provide learners with the opportunity to develop a range of movement and performance skills in physical activities, in straightforward context. Learners will develop some consistency in their control, fluency of movement and body and spatial awareness. They will also learn how to respond to and meet the physical demands of performance in a safe and effective way. The Unit offers opportunities for personalisation and choice in the selection of physical activities. 2 physical activities will be required to be assessed for the Unit assessment.

Unit 2 Factors Impacting on Performance:

This Unit is to provide learners with the opportunity to explore and develop their knowledge of factors that impact on personal performance in physical activities.
Learners will record, monitor and reflect on their own performance. There will be opportunities for personalisation and choice through selection of physical activities used in learning and teaching. Learners will complete a course workbook to record their evidence

Added Value Unit: Physical Education/Performance:

Learners will prepare for and carry out a performance, which will allow them to demonstrate challenge and application.

Unit assessment:

Units are internally assessed on a pass/fail basis.

Course assessment:

To achieve the National 4 Physical Education Course, learners must pass all of the required Units including the Added Value Unit. National 4 Courses are not graded.

Home Learning:

Learners will be set regular homework to reinforce and extend learning. Learners are expected to look over classroom notes and make revision notes/diagrams to help them prepare for unit and course assessment.

Physical Education

Name of course/level: **Physical Education (National 5)**

Faculty: **Physical Education & Health**

Aims of the course: The main aim of the course is to develop and demonstrate movement and performance skills in physical activities. By engaging in practical activities, learners can demonstrate initiative, decision making and problem-solving.

The Course encourages learners to develop a positive attitude towards a healthy lifestyle, and the contribution that physical activity makes to this. The Course also provides opportunity to support the way that individual attitudes, values and behaviours are formed.

The Course will enable learners to develop the skills, knowledge and understanding required to perform effectively in a range of physical activities, and will enhance their physical well being. Learners will work both independently and cooperatively to develop thinking and interpersonal skills. This is an ideal platform for learners to develop confidence, resilience, responsibility and the ability to work effectively with others. Learners will be expected to take ownership of their learning and progress within the course and will have the opportunity to use technology throughout.

Content:

The main activities are basketball and badminton. Some time will also be spent on football and hockey but activities will vary by year depending on pupils.
Learners will consider the effects of mental, emotional, social and physical factors on performance, and will develop an understanding of how to plan for, monitor, record, and evaluate the process of personal performance.

Course Assessment: This will take the form of two single performances worth 30 marks each and an externally marked Portfolio worth 60 marks. **Both components are worth 50% of the overall grade.**

Homework/Home Study:

Learners will be set regular homework to reinforce and extend learning. Learners are expected to look over classroom notes and make revision notes/diagrams to help them prepare for unit and course assessment.

Physical Education

Name of course/level: **Physical Education (Higher)**

Faculty: **Physical Education & Health**

Aims of the course:

The main aim of the course is to develop and demonstrate movement and performance skills in physical activities which are at Higher Level. By engaging in practical activities, learners can demonstrate initiative, decision making and problem-solving. The Course encourages learners to develop a positive attitude towards a healthy lifestyle, and the contribution that physical activity makes to this. The Course also provides opportunity to support the way that individual attitudes, values and behaviours are formed.

Content:

The three main activities are volleyball, hockey and swimming but a variety of activities will be covered.

The Higher Physical Education Course allows learners to develop and demonstrate a broad and comprehensive range of complex movement and performance skills in challenging contexts. Learners also analyse a performance, understand what is required to develop it, and apply this knowledge to their own performance. Learners will have to develop the ability to consistently respond to and meet the demands of performance, and to make appropriate decisions for effective outcomes. Learners will evaluate and analyse their personal performance and implement approaches to address factors that impact on that performance. Learners will evaluate their choice of methods and approaches used to develop performance. They will justify decisions made and relate these to future development needs.

Learners will have the opportunity to establish an improved level of performance and a greater understanding in activities of their choice and may, at times, work out with the direct supervision of the class teacher in order to have the opportunity to achieve this

Course Assessment

Pupils will be assessed in two activities during a one-off performance in those selected activities. Each performance is worth 30 marks and together they count as 50% of the final grade awarded.

Pupils will sit a 50 mark exam which will assess their knowledge of the 4 Factors which Impact on Performance. This exam counts for 50% of the final grade awarded.

Home Learning:

The course has a strong element of concepts and written work. Pupils will be given homework regularly throughout the year which should take about 45 - 60 minutes per week to complete. It is recommended that pupils should be studying or have passed Higher English or Higher History so that they can cope with the demands of the written element of this course.

Other features

Over the last few years in Higher PE, the Practical Performance mark has averaged 53 out of 60. If pupils cannot achieve this high level then it is extremely difficult to obtain a pass at Higher level. Therefore good performances at the selected activities are crucial.

Physical Education

Name of course/level: **Physical Education (Advanced Higher)**

Faculty: **Physical Education & Health**

Aims of the course:

The course aims to develop a broad and comprehensive range of complex movement and performance skills, and demonstrate them safely and effectively in a challenging context. Learners will select and apply skills by making informed decisions in a physical activity and understand how skills, techniques and strategies combine to produce an effective performance. Learners will investigate the impact of mental, emotional, social and physical factors on performance and the process of performance development while understanding and applying approaches to develop performance.

Content:

Learners demonstrate initiative and decision-making and problem-solving skills by engaging in physical activities. Learners develop their ability to perform with consistency in a challenging context, and analyse and apply strategies to make appropriate decisions about their own performance. Learners carry out independent research and analysis of the impact of mental, emotional, social and physical factors on performance. Throughout the course, learners have opportunities to reflect on attitudes, values and behaviours by participating in physical activities. The learning experiences in the course are flexible and adaptable, with opportunities for personalisation and choice. The skills, knowledge and understanding that learners acquire by successfully completing the course are transferable to learning, to life and to the world of work

Course Assessment

Pupils will be assessed in one activity during a one-off performance which is worth 30 marks.
Pupils will complete a project which is worth 70 marks.

The project assesses candidates' ability to integrate and apply skills, knowledge and understanding of the factors that impact on performance. The project assesses candidates' research and investigation skills, as well as their ability to apply their knowledge and understanding to performance development. Candidates research a topic that has an impact on either their performance or the performance of another person, team or group. The project should be 4,000–5,000 words

Home Learning:

The course will require pupils to undertake a high amount of work on their own, in Horizons periods or at home.

Physical Education

Name of course/level: **NPA Sports Development (L6)**

Faculty: **Physical Education & Health**

Aims of the course:

The course aims to develop a broad and comprehensive range of complex movement and performance skills, and demonstrate them safely and effectively in a challenging context. Learners will select and apply skills by making informed decisions in a physical activity and understand how skills, techniques and strategies combine to produce an effective performance. Learners will investigate the impact of mental, emotional, social and physical factors on performance and the process of performance development while understanding and applying approaches to develop performance

Content:

Learners demonstrate initiative and decision-making and problem-solving skills by engaging in physical activities. Learners develop their ability to perform with consistency in a challenging context, and analyse and apply strategies to make appropriate decisions about their own performance. Learners carry out independent research and analysis of the impact of mental, emotional, social and physical factors on performance. Throughout the course, learners have opportunities to reflect on attitudes, values and behaviours by participating in physical activities. The learning experiences in the course are flexible and adaptable, with opportunities for personalisation and choice. The skills, knowledge and understanding that learners acquire by successfully completing the course are transferable to learning, to life and to the world of work

Course Assessment

Pupils will be assessed in one activity during a one-off performance which is worth 30 marks.
Pupils will complete a project which is worth 70 marks.

The project assesses candidates' ability to integrate and apply skills, knowledge and understanding of the factors that impact on performance. The project assesses candidates' research and investigation skills, as well as their ability to apply their knowledge and understanding to performance development. Candidates research a topic that has an impact on either their performance or the performance of another person, team or group. The project should be 4,000–5,000 words

Home Learning:

The course will require pupils to undertake a high amount of work on their own, in Horizons periods or at home.

Physical Education

Name of course/level: **PDA in Scottish Football Association: Refereeing (L7)**

Faculty: **Physical Education & Health**

Aims of the course:

The PDA in Scottish Football Association: Refereeing at SCQF level 7 is designed to equip individuals with knowledge and understanding of Scottish Football Association (SFA) refereeing, concentrating on knowledge and understanding of the Laws of the Game of football By agreement with the SFA, holders of the PDA will be exempt from having to complete the Trainee Referee programme. This exemption has significant benefit for individuals who wish to progress to become a qualified referee.

Content:

It also includes learning about formal controls, misconduct, match reports and fitness standards for referees. This knowledge is drawn together by refereeing a football match. The award has been developed in partnership with the SFA's Referee Development Department. The Referee Development Department is in the vanguard of a range of initiatives that affect thousands of players of all ages and at all levels of ability. The course is both practical and classroom based.

Course Assessment

There are two mandatory units which are assessed during class time. The first is Laws of the Game which consists of an online multiple choice exam along with practical observations and written assessment. The second unit is Practical Refereeing which consists of refereeing a match, completing misconduct reports and fitness tests.

Home Learning:

The course will require pupils to undertake work on their own, in Horizons periods or at home.

Physics

Name of course/level: **Physics (National 4)**
Faculty: **Science**

Aims of the course:
The purpose of the course is to develop learners' interest and enthusiasm for Physics in a range of contexts. The skills of scientific inquiry and investigation are developed, throughout the course, by investigating the applications of Physics. This enables learners to become scientifically literate citizens, able to review the science-based claims they will meet. An experimental and investigative approach is used to develop knowledge and understanding of Physics key areas.

Content:
There are three mandatory units and an internally assessed course assessment – the 'Added Value Unit'. In each of the three Units studied, learners will develop skills of scientific inquiry, investigation and analytical thinking, along with knowledge and understanding.

Unit 1 Electricity and Energy
The Unit covers the key areas of

- generation of electricity
- electrical power
- electromagnetism
- practical electrical
- electronic circuits
- gas laws and the kinetic model.

Unit 2 Waves and Radiation
The key areas covered in this Unit are:

- wave characteristics
- sound
- electromagnetic spectrum
- nuclear radiation..

Unit 3 Dynamics and Space
The key areas covered in this Unit are:

- speed and acceleration
- relationships between forces
- motion and energy,
- satellites and cosmology

Unit assessment:
Units are internally assessed on a pass/fail basis.

Course assessment:
To achieve the National 4 Physics Course, learners must pass all of the required Units including the Added Value Unit. National 4 Courses are not graded.

Home Learning:
Learners will be set regular homework to reinforce and extend learning. Homework activities will include data handling and problem solving exercises as well as extended questions on various aspects of the course.
Learners are also expected to look over class work and make revision notes/diagrams to help them prepare for unit and course assessments.

Physics

Name of course/level: **Physics (National 5)**
Faculty: **Science**

Aims of the course:

The purpose of the course is to develop learners' interest and enthusiasm for Physics in a range of contexts. The skills of scientific inquiry and investigation are developed, throughout the course, by investigating the applications of Physics. This enables learners to become scientifically literate citizens, able to review the science-based claims they will meet. An experimental and investigative approach is used to develop knowledge and understanding of Physics key areas.

Content/Assessment:
There are three mandatory units and an external course assessment:
In each of the three Units studied, learners will develop skills of scientific inquiry, investigation and analytical thinking, along with knowledge and understanding.

Unit 1 Electricity and Energy

The key areas covered in this Unit are electricity, energy transfer, heat and the gas laws.

Unit 2: Waves and Radiation

This Unit covers the key areas of waves and nuclear radiation.

Unit 3 Dynamics and Space

The key areas covered in this Unit are kinematics, forces and space.

Course assessment:
This will be assessed within a question paper (80%) and an assignment (20%). In order to gain the course award learners must pass all units and the external assessment.

There will be a Prelim exam modelled on the final external examination.

Home Learning:

Learners will be set regular homework to reinforce and extend learning. Homework activities will include data handling and problem solving exercises as well as extended questions on various aspects of the course.
Learners are also expected to look over class work and make revision notes/diagrams to help them prepare for unit and course assessments.

Physics

Name of course/level: **Physics (Higher)**
Faculty: **Science**

Aims of the course:
The purpose of the Course is to develop learners' curiosity, interest and enthusiasm for physics in a range of contexts. The skills of scientific inquiry and investigation are developed throughout the Course. The relevance of physics is highlighted by the study
of the applications of physics in everyday contexts. This will enable learners to become scientifically literate citizens, able to review the science-based claims they will meet.
Due to the interdisciplinary nature of science, learners benefit from studying Physics along with other subjects from the sciences, technologies, and mathematics curriculum areas.

Content:
The Course consist of four units and a Course assessment.
Unit 1 Physics: Our Dynamic Universe
The Unit covers the key areas of kinematics, dynamics and space-time. Learners will research issues, apply scientific skills and communicate information related to their findings, which will develop skills of scientific literacy.
Unit 2 Physics: Particles and Waves
The Unit covers the key areas of particles and waves. Learners will research issues, apply scientific skills and communicate information related to their findings, which will develop skills of scientific literacy.
Unit 3 Physics: Electricity
The Unit covers the key areas of electricity, and electrical storage and transfer.
Learners will research issues, apply scientific skills and communicate information related to their findings, which will develop skills of scientific literacy.
Unit 4 Researching Physics
The general aim of this Unit is to develop skills relevant to undertaking research in Physics. Learners will collect and synthesize information from different sources, plan and undertake a practical investigation, analyse results and communicate information related to their findings. They will also consider any applications of the physics involved and implications for society/ the environment.

Unit assessment:
Units are internally assessed on a pass/fail basis.

Course assessment:
The Course assessment will consist of two Components: a question paper and an assignment. The question paper will have 130 marks and will be scaled to 100 marks.
The assignment will have 20 marks out of a total of 120 marks.

Home Learning:
Homework will be set on a weekly basis with reinforcement questions based on current work, and revision questions from past Higher papers

Other Features:
Individual study will be greatly enhanced by the use of the SCHOLAR program which can be accessed through the internet in school or at home. In addition to SCHOLAR course materials, End of Section and End of Topic tests are available, with immediate feedback on performance.

Physics

Name of course/level: **Physics (Advanced Higher)**
Faculty: **Science**

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

Content:
The Course consist of four units and a Course assessment.
Unit 1 Physics: Rotational Motion and Astrophysics
This Unit develops knowledge and understanding and skills in physics related to rotational motion and astrophysics. It provides opportunities to develop and apply concepts and principles in a wide variety of situations involving angular motion. An astronomical perspective is developed through a study of gravitation, leading to work on general relativity and stellar physics.
Unit 2 Physics: Quanta and Waves
This Unit develops knowledge and understanding and skills in physics related to quanta and waves. It provides opportunities to develop and apply concepts and principles in a wide variety of situations involving quantum theory and waves. The Unit introduces non-classical physics and considers the origin and composition of cosmic radiation. Simple harmonic motion is introduced and work on wave theory is developed.
Unit 3 Physics: Electromagnetism
This Unit develops knowledge and understanding and skills in physics related to electromagnetism. It provides opportunities to develop and apply concepts and principles in a wide variety of situations involving electromagnetism. The Unit develops knowledge and understanding of electric and magnetic fields and capacitors and inductors used in d.c. and a.c. circuits.
Unit 4 Investigating Physics
In this Unit, learners will develop key investigative skills. The Unit offers opportunities for independent learning set within the context of experimental physics. Learners will identify, research, plan and carry out a physics investigation of their choice.
Unit assessment:
Units are internally assessed on a pass/fail basis.

Course assessment:
The Course assessment will consist of two Components: a question paper and a project. The question paper will have 140 marks and will be scaled to 100. The project will have 30 marks.

Home Learning:
Homework will be set on a regular basis with reinforcement questions based on current work, and revision questions from past Advanced Higher papers.

Other features: Students are expected to undertake self-study in theory and practical work. This will be greatly enhanced by the use of the SCHOLAR program which can be accessed through the internet in school or at home. In addition to SCHOLAR course materials, End of Section and End of Topic tests are available, with immediate feedback on performance.

Practical Woodworking

Name of course/level: **Practical Woodworking (National 4/5)**
Faculty: **Enterprise & Creativity**

Aims of course:
The Course is largely workshop-based, providing a broad introduction to practical woodworking. 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 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

Content:
At National4, the course consists of four units, including an Added Value Unit.
At National 5, the course consists of three units and a Course assessment.

Unit assessment:

Units will be graded on a pass/fail basis with grading awarded from N5 Assignments. The three units are;

- Practical Woodworking: Flat-frame Construction
- Practical Woodworking: Carcase Construction
- Practical Woodworking: Machining and Finishing

In these units the learner will be required that the learner can produce flat frame, carcase constructions and machining and finishing to a given standard. Tasks will include some complex features. Evidence of knowledge and understanding will also be required.
The learner will draw on, extend and apply the skills and knowledge they have developed during the Course. This will be assessed through a practical activity which involves producing a finished product in wood to a given standard.

Course assessment:
To achieve the National 4 Practical Woodworking Course, learners must pass all of the required Units, including the Added Value Unit.

The Course assessment at National 5 will consist of two Components: an assignment worth 70 marks and a question paper worth 60 marks.

Home Learning:
As a largely practical subject homework will focus on knowledge and understanding questions**.**

Prince's Trust Achieve

Name of course/level: **Prince's Trust Achieve (National 3/4/5)**
Faculty: **Support for Learning**

The Prince's Trust Achieve course has a range of different units that are designed to boost your confidence and learn new skills in a supportive and collaborative environment. The Prince's Trust is an organisation set up by King Charles in 1976 and has been helping young people realise their potential ever since. The charity supports young people from the age of 11 up to 30. The importance of alternative curriculum offerings like Achieve remains clear, with more than half of young people in Scotland not achieving 5 National Fives.
The Achieve units have been refreshed and updated by Prince's Trust. There are now 16 different units to choose from. We can choose units that fit in with what the class would like to do and the flexibility of the course means we can do more than 1 unit at the same time. An example of some of the units we've done in the past:

- Managing Money – aims to teach learners the importance of personal money management. Explains how to balance your budget, use of credit/debit cards, studying wage slips & bank statements.
- Digital Skills - aims to support learners' use of digital technology to enhance their communication, problem solving and employability skills, as well as their use of social media in a safe and informed way.
- Project Based Learning - the aim of this unit is to enable learners, working as groups or individuals, to investigate and work upon a problem, challenge or area of interest. Learners will have the opportunity to use a variety of skills as part of their project-based learning and present their work to an audience.
- Career Planning - this unit gives learners a better understanding of the jobs market and their career interests, as well as equips them with skills and knowledge to support their job hunt. Help to search for suitable roles and how to best present themselves through their CVs, applications or at an interview.

There are 3 levels of units that Achieve offer:

Achieve Level (SCQF)	SQA Level
Level 3	National 3
Level 4	National 4
Level 5	National 5

Prince's Trust would suit pupils who are looking to develop skills for life & work. Princes Achieve offers a supportive, friendly and inclusive environment where pupils are given the opportunity to express themselves freely and develop their communication skills on a regular basis. The class is designed for small groups to work together and is suited for pupils who have attended Study & Organisation classes in the BGE. Pupils will participate in discussions and develop their skills and confidence, and ready themselves for the world of work.

Name of course/level: **RMPS (Core)**
Faculty: **Humanities**

Aims of the course:
The course aims to educate pupils about the variety of different belief systems within society and the responses that they have to a moral issue. The unit develops a number of skills such as critical thinking, analysis and evaluation skills.

The work that core RMPS pupil are completing can lead them to gain a unit pass at National 4 or 5 on Morality and Belief and the RME Award.

Pupils will study the issue of Morality and Justice and will investigate the following issues:

- The purpose of punishment: retribution, deterrence, reformation, and protection
- Causes of crime: poverty, environment, psychological factors
- UK responses to crime: custodial sentences, non-custodial sentences, crime prevention
- Capital Punishment and life tariffs: humaneness and human rights

Pupils will study the various different religious and non-religious responses to the above issues and they will have to give a judgment on those responses.
Pupils have to pass 4 outcomes in order to successfully pass the unit. The outcomes are internally assessed and there is no final exam.

Students will also have the opportunity to achieve the RME Award which consists of two units: Religion, Beliefs and Values, and Investigating Religion and Belief.

In PSE students work on YPI, Youth Philanthropy Initiative, which meets the outcomes for Religion, Beliefs and Values. The second unit can be completed through the work that students do for the morality unit on morality and justice.
This unit is assessed in class: there is no exam.

Name of course/level: **RMPS (National 4/5)**
Faculty: **Humanities**

Aims of the course:
The course aims to educate pupils about the variety of different cultures, religions and belief systems within society. Each unit also encourages critical thinking and further develops analysis and evaluation skills.

Content/Assessment:
There are three mandatory units and an "added value" unit:
Unit 1 Morality & Belief
In this unit, pupils investigate moral questions asked in Scotland today. Do embryos have rights? When does life begin? Is stem cell research acceptable? Should scientists ever be allowed to clone a human being? Should people have the right to ask for their life to be ended by a doctor? Should assisted suicide be available to children? Should Scotland legalise assisted suicide/euthanasia?
Unit 2 Religious & Philosophical Questions
In this philosophy unit, pupils examine the question "Does God Exist?". We look at different religious, non-religious and philosophical responses, as well as current scientific theories such as "The Theory of Evolution" and "The Big Bang". Pupils' analysis and evaluation (AE) skills are further developed as we examine the question from both sides.
Unit 3 World Religions
Islam is often a misunderstood religion with believers being unfairly stereotyped. We will learn about Muslims in both Scotland and the wider world and discover their answers to the Big Questions of Life! Is there a plan to life? Do we have free will? How responsible are we for our actions? How should you treat others? How should you live your own life? What happens when you die? We will then examine our own responses to their answers. By the end of the unit pupils should have a better understanding of Islam and why Muslims behave as they do. This should then aid them in their understanding of the wider, multicultural world in which we live.

Added Value Unit (National 4) / Assignment (National 5)
Pupils will use the skills and knowledge they have learned throughout the course to carry out an in-depth investigation into a topic or issue of their choice.

Assessment:
For National 4: Units are internally assessed on a pass/fail basis. The course assessment (the "added value" unit) focuses on breadth, challenge and application. To achieve the National 4 Course award, pupils must pass all 4 units.

For National 5:
The course assessment focuses on breadth, challenge and application. It is externally marked and has 2 parts: a question paper and the assignment.

Home Learning:
Pupils will be set regular homework to reinforce knowledge and understanding of classwork and further develop analysis and evaluation skills. Pupils will also have to do some research at home when carrying out the investigation in the "added value" unit / assignment. Pupils are also expected to look over classwork and make revision notes/mind maps to help them prepare for unit and course assessments.

Name of course/level: **RMPS (National 5 / Higher)**
Faculty: **Humanities**

Aims of the course:
The course aims to educate pupils about the variety of different cultures, religions and belief systems within society. Each unit also encourages critical thinking and further develops analysis and evaluation skills.

Content/Assessment:
There are three mandatory units and an external course assessment which includes an "added value" assignment:

Unit 1 Morality & Belief
In this unit, pupils investigate moral questions asked in Scotland today. Areas covered include marriage, relationships, sexuality and gender. What is marriage all about? How important is marriage in society? Where does the family unit fit in? How is sexuality and homosexuality viewed by society? How are the roles of men and women defined? How have views changed?

Unit 2 Religious & Philosophical Questions
This unit builds on work already done at National 4 / National 5 level. Pupils examine the topic "The Origins of Life". Where did the universe / life come from? How does religion answer this question? What about science? Can the two perspectives exist together? We look in detail at current scientific theories such as "The Theory of Evolution" and "The Big Bang". We also look at the difference between literal and symbolic interpretations of the Creation stories.

Unit 3 World Religions
Buddhism is the only one of the six main World Religions not to believe in God. It is also becoming more popular in the West. Why is this? We will learn about Buddhists in both Scotland and the wider world and discover their answers to the Big Questions of Life! What is life all about? How should you treat others? What happens after death? Why is meditation so important? We then examine our own responses to their answers. Why do we agree or disagree with their ideas and opinions? By the end of the unit, pupils should have better understanding of Buddhism and why Buddhists behave as they do. This should then aid them in their understanding of the wider, multicultural world in which we live.

Assignment (National 5 / Higher)
Pupils will use the skills and knowledge they have learned throughout the course to carry out an in-depth investigation into a topic or issue of their choice.

Assessment:
The course assessment focuses on breadth, challenge and application. It is externally marked and has 2 parts: a question paper and the assignment.

Home Learning:
Pupils will be set regular homework to reinforce knowledge and understanding of classwork and further develop analysis and evaluation skills. Pupils will also have to do some research at home when carrying out the investigation in the assignment. Pupils are also expected to look over classwork and make revision notes/mind maps to help them prepare for unit and course assessments.

Name of course/level: **RMPS (Advanced Higher)**
Faculty: **Humanities**

Aims of the course:
The course aims to educate pupils about the variety of different cultures, religions and belief systems within society. Each unit also encourages critical thinking and further develops analysis and evaluation skills.

Content/Assessment:

There are three units and an external course assessment which includes a dissertation.
Unit 1 Philosophy of Religion
This unit builds on work already done at Higher level. Pupils explore in depth the ongoing debate over the existence or non-existence of God and the consequences this has for our perception of the origin and purpose of the universe and our place within it. They will analyse and evaluate the arguments and counter-arguments in relation to the Cosmological Argument and the Design Argument. They will also examine Atheism. What is atheism? What is an atheist's concept of "God"?
Unit 2 Personal Research
Pupils will carry out independent research on an issue chosen from within the content of the Advanced Higher Course. They will develop the investigative skills of planning, organising, analysis, evaluation and presentation of complex concepts and issues. Candidates will submit a detailed proposal for a dissertation, based on their personal research.
Unit 3 Religious Experience or Medical Ethics (Pupils will have the opportunity to decide which option they would prefer to study.)
Religious Experience: what makes something a religious experience? Both religious and non-religious perspectives are examined – i.e. looking at mystical experience and personal conversion on one side, and psychological and sociological explanations on the other side.
Or
Medical Ethics: three areas are examined – the beginning of life, prolonging life and the ending of life. Topics within these three areas include the treatment and rights of embryos, abortion, how organs are obtained and then allocated, palliative care of terminal illness, and euthanasia

Dissertation: The dissertation is worth 40% of the marks and will be based on the investigation undertaken in the *Personal Research* Unit. An approved list of topics is available from the SQA website and candidates must choose a dissertation topic from the approved list.

Assessment:
Units are internally assessed on a pass/fail basis in the form of a closed-book test with a time limit of one hour.
The course assessment is externally marked and has 2 parts: a question paper and the dissertation.

Home Learning:
Pupils will be set regular homework to reinforce knowledge and understanding of classwork and further develop analysis and evaluation skills. Pupils will also have to do some research at home when carrying out their dissertation. Pupils are also expected to look over classwork and make revision notes/mind maps to help them prepare for unit and course assessments.

Name of course/level: **Travel and Tourism (National 5)**
Faculty: **Humanities**

Travel and Tourism: Employability

Employability – this section is for building employability skills, learning about some of the possible careers within the travel and tourism industry. It also includes an opportunity for practical work experience.

The general aim of this unit is to enable learners to develop skills to become effective job seekers and employees in the travel and tourism industry. Learners will be introduced to the different functions of travel and tourism organisations and employment opportunities across the industry. Learners will gain an understanding of the skills and qualities identified by employers as being the most important in the travel and tourism industry. Learners who complete this unit will be able to investigate different careers from across the travel and tourism industry. They will also be able to demonstrate employability skills and plan for employment in a particular travel and tourism job.

Travel and Tourism: Customer Service

Customer service – in this section pupils will build their knowledge and skills in advertising, and dealing with customer interactions and complaints

The general aim of this unit is to allow learners to develop the skills and knowledge to enable them to meet the needs of customers. Learners will be able to develop communication skills and learn about promoting products and services and how to deal with customer issues. Learners who complete this unit will be able to establish and respond to customer needs and promote a range of products and/or services from the travel and tourism industry. Learners will also be able to deal with a customer issue in a travel and tourism environment.

Travel and Tourism: Scotland

Travel and Tourism in Scotland – In this section pupils will learn about the trends and impacts of tourism in Scotland. They will also learn about the travel and tourism opportunities in our local area, including holiday planning for city, coastal and rural breaks.

The general aim of this unit is to enable learners to develop their knowledge, in relation to travel and tourism in Scotland, and the skills required to meet the needs of customers. Learners who complete this unit will be able to carry out an investigation of travel and tourism in Scotland and meet customer holiday needs.

Travel and Tourism: UK and Worldwide

Travel and Tourism in the UK and Worldwide – In this section pupils will learn about the trends and impacts of global travel, and holiday planning abroad.

The general aim of this unit is to enable learners to develop their knowledge, in relation to travel and tourism in the United Kingdom and the rest of the world, and the skills required to meet the needs of customers. Learners who complete this unit will be able to carry out an investigation of travel and tourism in UK and rest of the world to meet the customer holiday needs.

Skills for Work College Courses

North EAST Scotland College (NESCOL) offer a selection of courses. The table below illustrates the NESCOL courses on offer in session 2023-2024. Please speak to your Guidance teacher if you are interested in taking any of these courses.

Course start date	Course end date	Region	Venue	Website
Wed 30 August 2023	Wed 24 April 2024	Both	Aberdeen City Campus	https://www.nescol.ac.uk/courses/npa-technical-theatre/
Wed 30 August 2023	Wed 24 April 2024	Shire	Aberdeen City Campus	https://www.nescol.ac.uk/courses/city-and-guilds-level-1-units-in-beauty-therapy/
Wed 30 August 2023	Wed 24 April 2024	Shire	Aberdeen City Campus	https://www.nescol.ac.uk/courses/city-and-guilds-level-1-units-in-hairdressing/
Wed 30 August 2023	Wed 24 April 2024	Shire	Aberdeen City Campus	https://www.nescol.ac.uk/courses/npa-exercise-and-fitness-leadership/
Wed 30 August 2023	Wed 24 April 2024	Shire	Aberdeen City Campus	https://www.nescol.ac.uk/courses/skills-for-work-national-5-early-education-and-childcare/
Wed 30 August 2023	Wed 24 April 2024	Shire	Altens Campus	https://www.nescol.ac.uk/courses/city-and-guilds-introduction-to-vehicle-technology/
Wed 30 August 2023	Wed 24 April 2024	Shire	Altens Campus	https://www.nescol.ac.uk/courses/skills-for-work-national-5-engineering-skills/
Wed 30 August 2023	Wed 24 April 2024	Shire	Altens Campus	https://www.nescol.ac.uk/courses/npa-construction-crafts/

Blended learning Opportunities

YASS (Young Applicants in Schools Scheme) – The Open University

This scheme offers our S6 students opportunities for more independent study and a genuine Higher Education (HE) experience, in partnership with the Open University. Courses are first year university level (SCQF7) and are designed to stretch motivated and able students. A YASS course is studied alongside Highers and/or Advanced Higher courses in S6.

Course delivery /Supported 'Open Learning'

YASS courses are on offer to our S6 students only in the coming session. S6 students are not 'taught' these courses. They study the course in exactly the same way they would were they an Open University Student. Students learn independently, whilst benefiting from individual support from a tutor or study adviser. Each module is assessed through continuous assessment and end of module assessment / examination. Students are required to submit assignments electronically.

S6 students opting for these courses will

- register with the Open University,
- have time built into their school day to access the YASS course independently on-line
- access the on-line help service provided by the Open University

Benefits for students

- adds breadth and depth to their studies
- provides opportunities for new challenges
- raises self motivation levels, promoting a positive work ethic
- provides access to excellent study skills guides, the library, careers website and online resources
- encourages independent learning
- develops learning skills e.g. critical thinking and research skills
- enriches students' academic profile and enhances UCAS applications
- supports academic and career choices
- builds confidence, assisting the transition from school to university

What do students say?

I did this ...'so that I would know what it's like to study at university level, and on my own as well'.

'I have learned a lot about the topics I have studied. I have also learned a lot about myself and how I learn.'

'I feel better prepared for life at university.'

Entry Requirements

Students participating in YASS will be expected to have sufficient Highers to enable them to follow at least two Advanced Highers. OU courses are at SCQF at level 7, the same level as Advanced Highers. S6 students must consider carefully the commitment needed for these courses and discuss fully with their Guidance Teacher their interest in studying a YASS course.

Commitment to YASS courses

S6 students should be able to demonstrate genuine reasons for wanting to study an OU module. The school will select students based on these reasons, their academic ability and equally important, their motivation and commitment. A 10 point OU module can demand up to 12 hours

study per week. Once selected, students will be asked to *formalise* their commitment to these studies in a school contract and apply for a place on a course. This must be done on forms obtainable from Mrs Holt, Depute Head Teacher. It is vitally important that students consider their application carefully, as once committed, students are expected to complete the module.

CORE SUBJECTS

Students will spend some time on personal, social and vocational development.

Physical Education (PE)

All students engage in sports and/or other activities that promote personal fitness. A varied programme is offered to take account of individual needs and preferences.

Wider Achievement

A range of enrichment activities are offered, in consultation with students.
More information will be provided at assembly prior to opting in.

This session's options are likely to include the following:

- Digital Media - provides opportunities for creativity using technology
- Spanish or Italian – an opportunity to extend your modern language skills
- Sports Leaders - offers opportunities to lead others in sporting activities
- Young Enterprise - includes team work, business skills and an optional exam
- Duke of Edinburgh

Personal & Social Education (PSE)

This will see students involved in a range of events and activities including Study Skills, Careers Research (including organised excursions to University Open Days etc.) and Team Building. This PSE programme is an important part of S5 and S6, providing support for students in their studies and school life. It will help students in their plans for jobs, college and university and above all it fosters and develops skills, understanding and perspectives that are so vital for life beyond school.

Religious, Moral & Philosophical Studies (RMPS)

Scotland is a country populated by many races and cultures, by people of all religions, and none. To prepare young people to participate fully in a multicultural society we need to educate them about the beliefs and values of others.

"Changing the World" shows the connection between beliefs and actions. We look at people such as Martin Luther King, Malcolm X, John Lennon and Karl Marx. We find out how they tried to change the world and see how their actions resulted from the beliefs they held. Pupils then choose their own example of someone who has changed or is changing the world for the better and produce a report on this person. In this way, transferable skills such as analysis, evaluation and critical thinking are further developed. This in turn should improve overall literacy skills.

RMPS encourages pupils to express their own views and listen to the views of others. It is a process through which students can develop judgements about what is right and wrong and develop responsible attitudes.

3. LEADERSHIP AND WIDER ACHIEVEMENT OPPORTUNITIES

There is an expectation that senior students in Alford Academy will gain from their involvement in a range of activities which go beyond the formal curriculum. In S6 (and to a lesser extent S5) students can take on additional responsibilities which allow them to gain leadership and management experience and skills.

Examples of some leadership and wider achievement opportunities are:

- Member of Student Executive (Head Prefects, Depute Head Prefects)
- Prefect roles
- Student Council
- House Captains/Vice Captains
- Committee Work
- Buddying
- Mentoring
- Paired Reading
- Interact
- Young Enterprise
- Duke of Edinburgh
- Communications / Displays
- Sports Leaders
- Sports Coaching

Wider Achievement opportunities will be timetabled once certificated classes are finalised.

If you have any queries, please speak to Mr Cookson.