

Senior Course Choice 2017/2018

This is a reference for all the courses on offer in Senior Phase.

National Qualifications

1. Administration and IT
2. Art and Design
3. Biology
4. Business Management
5. Chemistry
6. Computing Science
7. Construction Skills
8. Design and Manufacture
9. Engineering
10. English
11. ESOL
12. French
13. Geography
14. Graphic Communication
15. History
16. Human Biology
17. Laboratory Science
18. Mathematics
19. Media Studies
20. Music
21. Music Technology
22. PE
23. Philosophy
24. Photography
25. Physics
26. Practical Metalwork
27. Practical woodwork
28. Psychology
29. Religious, Moral and Philosophical studies.
30. Sociology
31. Spanish
32. Study Column

1. Administration & IT

National 5

Administrative practices

IT solutions for administrators

Communication in administration

Added value unit: administration and it assignment

What skills will my child develop?

- an understanding of administration in the workplace and of the attributes required of good administrators
- knowledge and understanding of key legislation affecting organisations and employees
- knowledge and understanding the benefits to organisations of good customer care
- IT skills in word processing, spreadsheets, databases, presentations, desktop publishing in familiar and some unfamiliar contexts
- the ability to use IT skills in more complex administrative tasks
- organisational skills in the context of organising and supporting events
- the ability to use technology appropriately for communication and investigation in familiar and some unfamiliar contexts
- skills in organising, processing and communicating information in largely familiar contexts
- knowledge and understanding of social issues such as business use of IT and the impacts of IT
- problem-solving, team-working and using initiative

What will my child experience during the course?

- Active and independent learning through self and peer evaluations, reflecting on learning, making independent decisions
- A blend of classroom approaches including practical and experiential learning; group work and peer learning; internet research; visits
- Collaborative learning: working in pairs, small groups or larger groups to deliver presentations or organise events
- Space for personalisation and choice: learners could choose methods of communicating information.
- Applying learning

- Embedding literacy and numeracy skills: communicating; reflecting; researching and presenting information; using technology.

Assessment

- To gain National 5, learners must pass all Units and the Course Assessment
Units are assessed as pass or fail by the school/centre (following SQA external quality assurance to meet national standards)
- Unit assessment (or 'evidence of learning') could be presented in a variety of ways such as e-portfolios, audio and video recordings, presentations, diaries, written work. A portfolio of work may be prepared
- The Course Assessment consists of an Assignment which will require learners to use their knowledge and skills to prepare for and support an event. This will be assessed and graded A to D by the SQA.

National 5 progresses onto Higher Administration and IT

National 6/Higher

Purpose of the course:

- to apply knowledge and understanding across the scope of the course • problem solve and make decisions in a variety of complex contexts
- to integrate the theoretical and practical aspects of the course.

Recommended Entry

- National 5 in Administration Course Details
The course comprises two units as detailed below:
- Administrative Services
- Information Technology for Management.

Progression

Pupils who achieve Higher Administration may progress to:

- Advanced Higher in Administration
- Higher National Programmes
- Higher Education Programmes
- Training or Employment.

Homework

- Pupils will be completing homework on a regular basis and should be complementing the work of the class with their own private practice.
- Pupils will be encouraged to take an interest and stay abreast of emerging technologies.

2. Art & Design

National 5

Expressive Activity

Design Activity

Course Assessment: Portfolio + Question Paper

What skills will my child develop?

- a greater knowledge, understanding and ability to critically analyse artists and designers as creative practitioners
 - a deeper understanding of external factors influencing artists and designers
 - experimenting with a variety of art and design materials to refine ideas
 - practical skills in using materials, techniques and/or technology
 - producing analytical drawings and investigative studies
 - creativity and imaginative expression
 - critical appreciation of aesthetic and cultural values, identities and ideas
 - planning, producing and presenting creative art and design work
 - investigating and analysing how artists/designers use materials/techniques
 - applying this knowledge to his/her own creative practice
 - problem-solving and critical analysis to find solutions to design briefs
 - confidence in creative practice and in creative self-expression
- enjoyment in the arts

What will my child experience during the course?

- Active and independent learning including learning intentions and success criteria; planned critiques and ongoing dialogue to discuss choices and monitor progress, then plan next steps
- A blend of classroom approaches including experiential, practical learning with staff facilitating, guiding and supporting learners
- Collaborative learning: discussing, debating and sharing ideas and techniques; peer assessment to develop critical analysis skills as well as whole class learning
- Collaboration projects might include: holding an art exhibition, working on a graphic design brief, producing material for a blog or website, organising a fashion show

- Space for personalisation and choice: in both the expressive and the design units and in the Portfolio, with extensive research options
- Applying learning to practical work with a solution-focused approach
- Embedding literacy skills: researching and presenting information; evaluating; discussing; listening; talking.

Assessment

- To gain National 5, learners must pass both Units and the Course Assessment (the Portfolio and the Question Paper)
- Units are assessed by the school/centre (following SQA external quality assurance to meet national standards)
- Unit assessment (or 'evidence of learning') will show competence in each of the two Units in 2D or 3D and may include sketch books, extended writing, notes, group discussions, reviews, critiques
- The Course Assessment consists of the Portfolio (showing development and evaluation leading to one final piece of expressive art work and one final design solution) and the Question Paper (exam). These will be marked by the SQA.

National 5 progresses onto Higher Art and Design

National 6/Higher

Description: In this Course, and its component Units, there will be an emphasis on skills development and the application of those skills. At this level candidates should be showing an increase in sophistication of choice of theme, superior media handling skills, confident analysis of art and design and strong presentation skills.

Course assessment structure

Component 1 — portfolio 160 marks

Component 2 — question paper 60 marks

Total marks 220 marks

Candidates will produce an internally assessed unit pass for both design and expressive. This unit forms the research and is the starting points for the externally assessed folio. The development work and final design piece as well as the development work and final expressive piece comprise the folio. A written exam completes the assessment.

Expressive Activity

On completion of the Unit, learners will be able to use a range of art materials, techniques and/or technology for visual impact when developing their personal ideas and art work in 2D and/or 3D formats. They will also be able to critically reflect on their own work and the work of other artists.

The general aim of this Unit is to develop learners' ability to produce expressive drawings, studies and development work in response to stimuli.

Learners will also develop critical understanding of the social and cultural factors influencing art practice.

Design Activity

On completion of this Unit, learners will be able to develop and produce creative design ideas in response to a brief and to critically reflect on their own work and the work of other designers.

Learners will analyse the impact that social and cultural factors have on designers and their practice. They will produce investigative research and development work in response to the brief, showing understanding of the design area requirements.

The general aim of this Unit is to develop learners' ability to develop creative design research and developmental ideas in response to a design brief.

Progression: Pupils who achieve Higher Art and Design may progress to:

- Advanced Higher Art and Design (course or units)
- Portfolio development for entry into Art School
- Higher Graphic Communication
- Further Education e.g. HNC or HND
- Higher Education e.g. Degree in Fine Art or Art and Design
- Employment

National 7/Advanced Higher

Recommended entry

Learners would normally be expected to have the following or equivalent qualifications and/or experience:

- Higher Art and Design Course

Progression

This Course or its Units may provide progression to:

- other qualifications in art and design or related areas
- further study, employment and/or training

Purpose and aims of the Course

The Course provides opportunities for learners to develop their creativity, visual awareness and aesthetic understanding while exploring how to communicate their personal thoughts, ideas and opinions through their expressive art work. This will involve visually exploring and responding in an individual way to their stimuli, researching challenging expressive art contexts and the ways that artists respond creatively to stimuli, and evaluating and synthesising visual and other information from a variety of sources. This depth of personalised study affords learners a unique opportunity to intellectually engage with the visual arts.

The Course will provide learners with the opportunity to extend and apply the expressive art skills they may have developed in the Higher Art and Design Course and elsewhere, and to consider how artists' work impacts on communities' surroundings and communities' perceptions, shaping our understanding of the world that surrounds us. Learners will also demonstrate personal autonomy and creative decision making when negotiating the context and stimuli for their work and when developing and realising their creative ideas.

The aims of the Course are to enable learners to:

- experience an independent, self-directed study of expressive art and art practice
- develop personal autonomy, creativity, independent thinking and evaluative skills when responding to stimuli and creating their own expressive art work
- develop individual self-expression and creativity through their considered exploration and use of art materials, equipment, techniques and/or technology
- develop the higher-order thinking skills required to analyse, synthesise, and critically respond to and understand the impact of expressive art work
- develop advanced critical thinking skills, reaching substantiated informed judgements when refining and presenting lines of visual enquiry and development

Through completing the Units and the Course assessment, learners will carry out extended and self-directed studies into artists and expressive art practice, and will apply their insights when developing their own compositions and expressive art work. They will personally respond to their stimuli, and experiment with using art materials,

composition and the visual elements to express and communicate sophisticated ideas through their art work.

In the Course, learners will develop skills which are transferable to other areas of study and which they will use in everyday life. At this level, learners will be working with greater independence. Learners will develop aesthetic discrimination, imagination and creative insight when reviewing and refining their expressive art work.

Information about typical learners who might do the Course:

This Course is suitable for learners with an interest in developing and extending their applied art skills and critical understanding of art practice. It would be suitable for those progressing from the Higher Art and Design Course onto a range of art and design-related HNDs or onto a variety of degrees in, for example, fine art, sculpture, printmaking or environmental art.

The Course may also be studied as part of a general education, for vocational reasons or for personal interest. The qualification is learner-centred. In this Course, learners will develop personal autonomy and independence when engaging in self-directed practical and experiential learning. The Course is flexible and adaptable, with opportunities for personalisation and choice in determining suitably challenging and stimulating contexts for learning. This makes the qualification highly accessible, as it can be adapted to suit a diverse range of learners' interests and aspirations.

It also provides opportunities for learners to build self-confidence and to enhance many generic and transferable skills in literacy, planning and organising, investigative research, and communication.

Course structure and conditions of award

Course structure

The Course has an integrated, personal enquiry-based approach to learning. The Units allow learners to respond creatively and to investigate and apply their critical understanding of art and art practice when producing their expressive art work.

During this Course, learners will demonstrate their ability to develop and realise creative expressive work and line(s) of visual enquiry. They will select a context and stimuli for the enquiry and produce expressive art works which have been developed and influenced by their in-depth investigation and critical analysis of art and art practice.

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.

Art and Design (Expressive): Expressive Studies (Advanced Higher)

In this Unit, learners will work in a self-directed manner to research and investigate the working practices and creative approaches of others. The research and investigation will be based on a personally chosen area of art. Learners will critically analyse artists' work and practice, evaluating and reaching substantiated judgements about the work itself and the contexts which influenced the work.

Art and Design (Expressive): Expressive Enquiry (Advanced Higher)

This Unit helps learners to work independently in a self-directed manner to plan, develop and produce developmental lines of enquiry and creative art work. Learners will select stimuli and establish a personal focus to the enquiry, using their understanding of art work and practice to inspire and influence their own creative approach and work. They will experiment with using materials, techniques, composition and/or technology where appropriate to realise their ideas in 2D and/or 3D formats and independently evaluate their design work and practice.

Conditions of award

To gain the award of the Course, the learner must pass all of the Units as well as the Course assessment. The required Units are shown in the Course outline section. Course assessment will provide the basis for grading attainment in the Course award.

Course assessment

Courses from National 5 to Advanced Higher include assessment of added value. At National 5, Higher and Advanced Higher, the added value will be assessed in the Course assessment. The added value for the Course must address the key purposes and aims of the Course, as defined in the Course rationale. It will do this by addressing one or more of breadth, challenge or application.

In the Advanced Higher Art and Design (Expressive) Course, added value will focus on challenge and application. The learner will draw on, extend and apply the skills they have learned during the Course. This will be assessed through a portfolio of art work.

The portfolio will assess both the process and products of learning. It will include a body of art work, the critical analysis of a single art work or a series of closely related art works and an evaluation of the learner's art work.

3. Biology

National 5

Cell Biology

Multicellular Organisms

Life On Earth

Course Assessment: Assignment + Question Paper

What skills will my child develop?

- a deeper knowledge and understanding of biology
- a deeper understanding of biology's role in scientific issues
- an understanding of biology in society and the environment
- scientific inquiry skills to plan and carry out experiments
- scientific analytical thinking skills in a biology context
- the ability to use technology, equipment and materials, in scientific activities
- problem-solving skills in a biology context
- use and understand scientific literacy, to communicate ideas and issues
- finding associations and investigating models in real-life contexts
- information-handling skills (selecting, presenting, processing information)
- the knowledge and skills for more advanced learning in biology
- the ability to review science-based claims in media reports
- an understanding of the importance of accuracy
- evaluating environmental and scientific issues
- risk assessment and decision-making

What will my child experience during the course?

- Active and independent learning through self and peer evaluations, setting targets, using feedback
- A blend of classroom approaches including more challenging experimental, practical, investigative approaches, whole class, small group, one-to-one discussions, interactive teaching
- Collaborative learning: working with others in group or partner activities; cross-curricular learning eg with other sciences, mathematics, social studies, technologies or RMPS; with organisations such as STEMNET

- Space for personalisation and choice: the Assignment can be on a topic agreed by the learner and the teacher
- Applying learning
- Embedding literacy and numeracy skills: researching, processing and presenting information (using calculations and units); evaluating; recording, displaying and interpreting data; using technology.

Assessment

- To gain National 5, learners must pass all Units and the Course Assessment (Assignment and Question Paper)
- Units are assessed as pass or fail by the school/centre (following SQA external quality assurance to meet national standards)
- Unit assessment (or 'evidence of learning') will demonstrate that learners can apply knowledge and understanding and scientific skills to an experiment or practical investigation and report on the investigation. This may be evidenced in a portfolio of work

The Course Assessment will be a two-section Question Paper and an Assignment which will require learners to research a topical issue. The Course Assessment will be marked by the SQA and graded A to D.

4. Business Management

National 5

Understanding business

Management of people and finance

Management of marketing and operations

Course assessment: assignment + question paper

What skills will my child develop?

- enterprise and employability skills
- knowledge and understanding of the impact of business activities on society
- decision-making to solve straightforward business-related problems
- knowledge and understanding of entrepreneurial attributes
- the ability to interpret and evaluate straightforward business financial data
- knowledge of the use of technologies in business
- communicating straightforward business-related information
- knowledge and understanding of human resource management
- knowledge and understanding of marketing and operations systems
- the ability to analyse effective business practice
- awareness of the effects of internal and external influences on business activity

What will my child experience during the course?

- Active and independent learning through self and peer evaluations, group feedback, reflecting on learning, making independent decisions
- A blend of classroom approaches including practical, theoretical and ICT-based learning; whole class learning; group work and peer learning; visits; focusing on real-life business contexts
- Collaborative learning: working co-operatively in pairs, small groups or larger groups on small business enterprise projects
- Space for personalisation and choice: learners can choose roles in enterprise group work; the Assignment also allows choice
- Applying learning
- Embedding literacy and numeracy skills: communicating; numeracy for financial management; researching, presenting and analysing information; interpreting data; using technology.

Assessment

- To gain National 5, learners must pass all Units and the Course Assessment
- Units are assessed as pass or fail by the school/centre (following SQA external quality assurance to meet national standards)
- Unit assessment (or 'evidence of learning') could be presented in a variety of ways such as written reports, presentations, e-portfolio, diaries, blogs, checklist, business plan. A portfolio of work may be prepared
- The Course Assessment consists of a Question Paper (exam) and an Assignment requiring learners produce a report on a business in response to a brief. Both are marked by the SQA and are graded A to D.

This National 5 progresses onto Higher Business Management

National 6/Higher

Purpose of the course:

- to assess the activities of businesses
- to assess the operational areas of businesses • to develop decision making and problem solving skills.

Recommended Entry

- National 5 in Business Management

Course Details

The course comprises two units as detailed below:

- Business Enterprise (40 hours)
- Business Decision Areas : Marketing & Operations (40hrs) • Business Decision Areas : Finance & Human Resources(40hrs).

Progression

Pupils who achieve Higher Business Management may progress to:

- Advanced Higher Business Management
- Further Education or Higher Education including HNC or HND in Business Administration or Degree in Business Management or Commerce

- Employment in areas such as Administrative Posts in Human Resources or Marketing.

5. Chemistry

National 5

Chemical changes and structure nature's chemistry

Chemistry in society

Course assessment: assignment + question paper

What skills will my child develop?

- application of knowledge to new situations and a more advanced understanding of chemistry and its impact
- scientific inquiry and investigation skills
- scientific analytical thinking skills
- the ability to use technology, equipment and materials
- questioning and independent thinking
- problem-solving in a chemistry context
- using and understanding scientific literacy in everyday contexts
- planning experiments to test hypotheses or illustrate effects
- recording observations
- collecting, processing and analysing data
- making predictions and generalisations based on evidence
- drawing valid conclusions with explanations and evidence

What will my child experience during the course?

- Active, collaborative and independent learning
- A blend of classroom approaches: practical tasks (experiments and open-ended investigations); whole class, small group or one to one discussions; direct interactive teaching
- Space for personalisation and choice
- Collaborative learning: partnerships with learners in other curriculum areas; links with businesses, employers, organisations
- Applying learning to new situations
- Embedding literacy skills: selecting and assessing information, presenting findings; evaluating; debating; listening; reading; writing
- Embedding numeracy skills: recording and displaying data in graphs/ tables; accuracy; interpreting and assessing data; using technologies.

Assessment

- To gain National 5, learners must pass all Units and the Course Assessment (the Assignment and the Question Paper)
- Units are assessed by schools/centres (following SQA external quality assurance)
- Unit Assessment (or 'evidence of learning') could be digital or spoken presentations, posters, leaflets, extended writing, notes or podcasts. Learners may use these to build a portfolio to show their progress through the Units
- The Course Assessment consists of the Assignment (a research investigation on a key topic, its application and its impact on society/environment. This will be presented as a report, researched in advance and written up under controlled conditions with the pupil's research/data available) and a Question Paper (exam). Both are marked by the SQA and will be graded A to D.

National 5 progresses onto Higher Chemistry

National 6/Higher

Purpose of the course:

- to increase knowledge and understanding of Chemistry
- to extend problem solving abilities
- to develop practical abilities
- to develop an awareness of the central role chemistry plays in all aspects of our everyday lives.

Recommended Entry

- National 5 in Chemistry

Desirable Entry

- National 5 in Maths or Lifeskills Maths

Course Details

The course comprises four 30 hour units:

- Chemical Changes and Structure
- Nature's Chemistry
- Chemistry in Society

- Course Assessment: Assignment + Question Paper.

Progression

Pupils who achieve Higher Chemistry may progress to:

- Advanced Higher Chemistry (course or units)
- Higher Grades in the Biology subject area
- National 5 Physics
- Further Education or Higher Education including Degree and HND courses in Chemistry and subjects including Medicine, Pharmacy and Chemical Engineering
- Employment in science laboratories.

National 7/Advanced Higher

Purpose of the course:

- to increase knowledge and understanding of chemical facts, theories
- to develop the ability to solve chemical problems
- to develop ability to carry out chemical techniques and a chemical investigation
- increase awareness of the relationship between experimental evidence and chemical theory
- prepare pupils for further study.

Recommended Entry

- Higher Chemistry or its component units (A or B pass recommended).

Course Details

The course comprises 4 mandatory units:

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

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Progression

Pupils should find Advanced Higher Chemistry provides them with a valuable introduction to study at University – particularly in science and engineering, but also for most other courses too.

6. Computing Science

National 5

Software design and development

Information system design and development

Course assessment: assignment and question paper

Purpose and aims of the Course

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

The aims of the Course are to enable learners to:

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

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

Course structure

The Course enables learners to develop a range of computing and computational thinking skills, including skills in analysis and problem-solving, design and modelling, developing, implementing and testing digital solutions, across a range of contemporary contexts. The Course also enables learners to develop knowledge and understanding of key computing concepts and processes, and the ability to apply this to a variety of problems; and an awareness of different software

development languages and environments and the legal and environmental impact of computing technologies. Units are statements of standards for assessment and not programmes of learning and teaching. They can be delivered in a number of ways. In addition to the Course assessment, the Course includes two mandatory Units. Each of these Units is designed to provide progression from the related Unit at National 4, and to the related Unit at Higher.

Software Design and Development (National 5)

The aim of this Unit is for the learner to develop knowledge, understanding and practical problem-solving skills in software design and development through appropriate software development environments. Learners will develop their programming and computational thinking skills by implementing practical solutions and explaining how these programs work. These tasks will involve some complex features and both familiar and new contexts, which will require some interpretation on the part of the learner. Learners will also develop an understanding of how data and instructions are stored in binary form, basic computer architecture and awareness of different contemporary software development languages/environments.

Information System Design and Development (National 5)

The aim of this Unit is for the learner to develop knowledge, understanding and practical problem-solving skills related to information system design and development through a range of practical and investigative tasks. Learners will apply computational thinking skills to implement practical solutions using a range of development tools and to develop an understanding of the technical, legal and environmental issues related to one or more information systems. Tasks will involve some complex features and familiar and new contexts, which will require some interpretation on the part of the learner.

Assessment

- To gain National 5, learners must pass all Units and the Course Assessment (Assignment and Question Paper)
- Units are assessed as pass or fail by the school/centre (following SQA external quality assurance to meet national standards)
- Unit assessment (or 'evidence of learning') could be written evidence, tests, oral evidence, computer generated class work
- The Course Assessment consists of an Assignment (learners will analyse and solve a computing science problem and gather evidence) and a Question Paper (exam). Both are marked and graded A to D.

National 5 progresses onto Computing Science Higher

Higher Computing Science

Software Design And Development

Information System Design And Development

Course Assessment: Assignment And Question Paper

Purpose and aims of the Course

Computing science is vital to everyday life — socially, technologically and economically; it shapes the world in which we live and its future. Computing is embedded in the world around us from systems and devices in our homes and places of work, to how we access education, entertainment, transportation and communication. At this level, learners will be introduced to an advanced range of computational processes and thinking, and learn to apply a rigorous approach to the design and development process across a variety of contemporary contexts. Learners will also gain an awareness of the importance that computing professionals play in meeting the needs of society today and for the future, in fields which include science, education, business and industry. Because of its relevance and its focus on developing transferable skills, it will be valuable to many learners, particularly those considering a career or further study in computing science disciplines.

The aims of the Course are to enable learners to:

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

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

Recommended Entry

- National 5 in Computing Science

Course structure

The Course enables learners to develop an extended range of computing and computational thinking skills, including skills in analysis and problem-solving, design and modelling, developing, implementing, testing and evaluating digital solutions across a range of contemporary contexts. The Course also enables learners to develop and extend knowledge and understanding of key concepts and processes, and the ability to apply this to a variety of problems; and an understanding of the impact of contemporary computing technologies on the environment and society. Units are statements of standards for assessment and not programmes of learning and teaching. They can be delivered in a number of ways. In addition to the Course assessment, the Course includes two mandatory Units. Each of these Units is designed to provide progression from the related Unit at National 5 and to related Units at Advanced Higher.

Software Design and Development (Higher)

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

Information System Design and Development (Higher)

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

Assessment

- To gain Higher, learners must pass all Units and the Course Assessment (Assignment and Question Paper)
- Units are assessed as pass or fail by the school/centre (following SQA external quality assurance to meet national standards)
- Unit assessment (or 'evidence of learning') could be written evidence, tests, oral evidence, computer generated class work
- The Course Assessment consists of an Assignment (learners will analyse and solve a computing science problem and gather evidence) and a Question Paper (exam). Both are marked and graded A to D.

Progression

Pupils who achieve Higher Computing may progress to:

- Advanced Higher in computer subjects
- Further Education or Higher Education courses to include HNC or HND in Computing or Degree in Computing Science
- Employment.

7. Construction Skills

National 5

Entry Level

A good level of interest and a fair degree of skill in "hands on" practical work is desirable. The ability to follow simple verbal instructions and to understand basic technical drawings is required.

Course Content

This is a practical course open to both boys and girls which aims to provide the pupils with the practical knowledge required to carry out basic operations in relation to the construction industry. During the year pupils will learn about:

- Employability skills
- Bricklaying, (Half Brick Walling)
- Decorative Painting
- Site Carpentry & Bench Joinery • Plumbing skills & Roof Tiling
- Plaster work.

Progression

Progression to College based courses

8. Design & Manufacture

National 5

Design

Materials and manufacturing

Course assessment: question paper + assignment

What skills will my child develop?

- skills in the design and manufacturing of straightforward models, prototypes and products
- knowledge and understanding of manufacturing processes and materials
- an understanding of the impact of design and manufacturing technologies on our environment and society
- knowledge and understanding of industrial designers and commercial production
- the ability to devise design and manufacturing solutions to straightforward and more complex practical problems
- the ability to select and use a range of tools, equipment, software and materials
- the ability to use modelling and manufacturing techniques in 3 D
- the ability to communicate design proposals
- creativity in an exciting and dynamic technological context
- the ability to evaluate and apply suggestions for improvement
- the ability to read drawings and diagrams
- planning, analysing and evaluation skills

What will my child experience during the course?

- Active and independent learning through self and peer evaluations, reflecting on learning, setting targets, evaluating progress, making independent decisions, responding to feedback
- A blend of classroom approaches including practical, exploratory and experiential learning; using ICT; group work and peer learning
- Collaborative learning: partnerships with learners and staff in other curricular areas such as Art and Design; partnerships with the wider community and professional practitioners eg architects, manufacturers, design studios
- Space for personalisation and choice: there are opportunities for personalisation and choice throughout the course, including in the Assignment

- Applying learning
- Embedding literacy and numeracy skills: explaining and justifying decisions; researching and presenting information; evaluating; communicating; using ICT.

Assessment

- To gain National 5, learners must pass all Units and the Course Assessment
- Units are assessed as pass or fail by the school/centre (following SQA external quality assurance to meet national standards)
- Unit assessment (or 'evidence of learning') could be sketch books, notes from group discussions, presentations, reviews and product evaluations, computer-generated class work. A portfolio of work may be prepared
- The Course Assessment consists of a two-section Question Paper (exam marked by the SQA) and an Assignment (marked in accordance with SQA guidelines). For the Assignment, learners will be given a brief for which they prepare a design folio and a prototype, applying skills and knowledge gained from the Units. The Course Assessment will be graded A to D.

National 5 progresses onto Higher Design and Manufacture

9. Engineering

The National 5 Engineering Skills Course provides a basis for progression into further education or for moving directly into training or employment in an engineering sector by developing the necessary generic and practical skills, knowledge and understanding and employability skills.

It focuses on the broad areas of Mechanical, Fabrication, Electrical, Electronic, Maintenance, and on an element of Design and Manufacture.

10. English

National 5

Analysis and evaluation: of the receptive skills of reading and listening to understand, analyse and evaluate texts

Creation and production: of productive skills of writing and talking to create oral and written texts

Course assessment: portfolio of work + question paper

What skills will my child develop?

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

What will my child experience during the course?

- Active and independent learning by setting personal targets, reviewing and reflecting on progress and deciding next steps
- A blend of classroom approaches including whole class, small group or one to one discussions; direct interactive teaching
- Collaborative learning: in groups or pairs to encourage team-working, relationship-building, the verbalisation of ideas; with learners in other curricular areas to reinforce and transfer skills

- Space for personalization and choice: Selecting texts and ways of showing evidence (presentation, document, critical essay); choice of Assignment topic
- Applying learning
- Embedding literacy skills: selecting and assessing information, presenting findings; evaluating; debating; listening, reading, writing.

Assessment

- To gain National 5, learners must pass all Units and the Course Assessment (the Portfolio and the Question Paper)
- Units are assessed by the school/centre (following SQA external quality assurance to meet national standards)
- Unit Assessment (or 'evidence of learning') for the units could be digital or spoken presentations, posters, leaflets, extended writing, notes or podcasts
- The Course Assessment consists of the Portfolio of written work and a Question Paper (exam) which will incorporate a question on a selected Scottish text as well as a critical essay on any text of their choosing. Both are marked by the SQA and will be graded A to D.

National 5 progresses onto Higher English

National 6/Higher

Purpose of the course:

- to study and practise language in different forms
- to develop communicative competence
- to develop skills applicable in a wide range of personal, social, vocational and educational contexts.

Recommended Entry

- National 5 in English

Course Details

The course comprises three units as detailed below: • Language Study (40 hours)

- Literary Study (40 hours).

Personal Study (40 hours) Pupils select one unit from the following options:

1. Specialist Study: Language
2. Specialist Study: Literature
3. Specialist Study: Oral communication.

Progression

Pupils who achieve Higher English may progress to:

- Advanced Higher English (course or units)
- Further Education or Higher Education courses in Arts and Social Sciences
- Employment in careers related to Arts and Social Sciences.

National 7/Advanced Higher

Advanced Higher English involves the study of three units, one mandatory and two optional, all of which have an element of internal and external assessment.

The mandatory unit, 'The Specialist Study', requires the student to submit a dissertation of 3,500-4,500 words. The choice of topic will be guided by the teacher who will offer/advise an organisation and content. The dissertation will require an in-depth study of a particular aspect of the work of an important writer.

The two remaining units can be chosen from a list of eight, but generally they will be Literature and Creative Writing. The Creative Writing folio will be produced from a combination of class work and homework. Types of writing will include drama script, poetry, short stories, and reflective essays. Techniques and styles will be studied and discussed.

11. English for Speakers of Other Languages (ESOL)

National 5

The National 5 course prepares candidates for the higher:

Higher

ESOL for Everyday Life

+ One of the following Optional Units:

- ESOL in Work-Related Contexts
- ESOL in Study-Related Contexts

Performance + Question Paper

Skills

Learners will be able to:

- read, write, listen, and speak in English
- understand and use English language, as appropriate to purpose, audience and context
- apply knowledge and understanding of the English language

Opportunities for Learners

Learners will be able to:

- develop skills in reading and writing, listening, and speaking, which are essential for learning, life and work
- develop their ability to communicate their thoughts and feelings and respond to those of other people
- use different media effectively for learning and communication
- develop an understanding of how language works and use language to communicate ideas and information in English

Assessment

To gain Higher English for Speakers of Other Languages (ESOL), learners must pass the mandatory unit and one optional Unit and the Course Assessment (Performance and Question Paper for 100 marks)

Units are assessed as pass or fail by the school/centre and are quality assured by the SQA. Achievement of Units is recorded on the learner's qualifications certificate

The Course Assessment consists of a Performance (30 marks) and a Question Paper (exam for 70 marks) which has three sections (see below). Higher ESOL is graded from A to D or as No Award.

Section A Listening 30 minutes, 20 marks

Section B and C Reading and Writing 2 hours 10 minutes, 50 marks

Performance speaking and listening 8-10 minutes, 30 marks

A discussion in English on a chosen topic with questions and interaction which will be recorded.

Progression Higher courses can stand alone or follow on from National 5 qualifications and may lead to Advanced Highers, the Scottish Baccalaureate and a range of qualifications within Further and Higher Education.

12. French

National 5

Understanding Languages

Receptive skills – listening and reading in contexts of society, learning, employability, culture

Using Languages

Productive skills – talking and writing in contexts of society, learning, employability, culture

Course Assessment: Two Question Papers + Performance

What skills will my child develop?

- reading, listening, talking and writing in a modern language
- the ability to understand and use a modern language
- applying knowledge of a modern language
- applying grammatical knowledge
- plan, research and apply detailed, more complex language skills
- the development of cultural awareness
- develop creative and critical thinking
- develop literacy skills and reflect on how this relates to English
- develop an understanding of how language works
- using different media effectively for learning and communication
- using detailed, more complex language to communicate ideas and information
- explore the interconnected nature of languages
- analysis and evaluation e.g. defining the purpose of a text
- dictionary skills

What will my child experience during the course?

- Active and independent learning through self and peer evaluations, setting targets, using feedback, practicing extended writing in timed conditions
- A blend of classroom approaches including group and class discussion, game-based learning, websites, interactive tasks using IT, video conferencing, audio recordings

- Collaborative learning: working with others in group or partner activities e.g. paired reading, 'give one, get one' and jigsaw activities; holding debates; links with other curricular areas
- Space for personalisation and choice: learners can choose their topics for their Performance as well as topics within the Units
- Applying learning
- Embedding literacy: researching and presenting information; evaluating; discussing; listening; talking; reading; writing.

Assessment

- To gain National 5, learners must pass all Units and the Course Assessment (two Question Papers and a Performance)
- Units are assessed as pass or fail by the school/centre (following SQA external quality assurance to meet national standards)
- Unit assessment (or 'evidence of learning') could be digital or spoken presentations, discussions, extended writing, notes, multi-modal texts or podcasts. A portfolio to show progress through the units may be prepared
- The Course Assessment consists of two Question Papers (exams marked by the SQA), Paper 1 (reading and writing) and Paper 2 (listening). The Performance is a presentation followed by questions (internally assessed in accordance with SQA guidelines). The Assessment is graded A to D.

National 5 progresses onto Modern Languages Higher

National 6/Higher French

Purpose of the course:

To offer progressive development of competence, within a widening range of contexts and language purposes, in the four skill areas of:

- listening
- speaking
- reading
- writing

Recommended Entry

- National 5 in a Modern Language

Course Details

The course comprises two units as detailed below:

- Language (80 hours) including the themes Wider World, Lifestyles and Education and Work
- Extended Reading/Viewing or Language in Work (40 hours).

Progression

Pupils who achieve a Higher in Modern Languages may progress to:

- Advanced Higher in a Modern Language
- Further Education or Higher Education, including HNC or HND or Degree courses
- Courses offered by foreign language agencies
- Employment, possibly making use of foreign language competence

13. Geography

National 5

Physical environments

Human environments

Global issues

Course assessment: assignment + question paper

What skills will my child develop?

- detailed knowledge and understanding of our changing world and its human and physical processes
- a range of geographical skills, techniques and experiences including fieldwork and practical activities
- detailed understanding of spatial relationships and of the changing world in a balanced, critical and sympathetic way
- a geographical perspective on environmental and social issues
- an open mind and respect for other values, beliefs and cultures
- an interest in, and concern for, the environment, leading to sustainable development and environmental stewardship
- using, interpreting and explaining a range of geographical information and geographical phenomena including maps and data
- the ability to investigate, research, critically evaluate and communicate information and findings
- an awareness of geographical information systems (e.g. using ICT)

What will my child experience during the course?

- Active and independent learning through self and peer evaluations, reflecting on learning, setting targets, evaluating progress
- A blend of classroom approaches including practical and experiential learning through fieldwork; group work; whole class learning and teaching; discussion and debate; outdoor learning
- Collaborative learning: learners can work in groups and with others locally, nationally and internationally; inter-curricular projects with the sciences and other social studies
- Space for personalisation and choice: learners may choose their Assignment topic and research methodology, including field work
- Applying learning

- Embedding literacy and numeracy skills: researching and presenting information; evaluating; communicating.

Assessment

- To gain National 5, learners must pass all Units and the Course Assessment
- Units are assessed as pass or fail by the school/centre (following SQA external quality assurance to meet national standards)
- Unit assessment (or 'evidence of learning') might include more in-depth digital or oral presentations, recorded DVD/video, written work, podcasts, wall displays. A portfolio of work may be prepared
- The Course Assessment consists of an Assignment and a Question Paper (exam marked by the SQA). The Assignment will involve learners in selecting, researching and presenting findings on an issue of their choice, applying their knowledge and understanding. It will be written up under timed conditions (one hour). The Course Assessment is marked by the SQA and is graded A to D.

National 5 progresses onto Higher Geography

National 6/Higher

Purpose of the course:

- to increase knowledge and understanding of the physical and human environments and their interrelationships
- to extend evaluative skills
- to develop geographical methods and techniques.

Recommended Entry

- National 5 in Geography
- Higher in another social subject.

The course comprises three units of 40 hours as detailed below:

- Geography: Physical Environments
- Geography: Human Environments
- Geography: Environmental Interactions.

Progression

Pupils who achieve Higher Geography may progress to:

- Advanced Higher Geography (course or units)
- Other Higher Grades in social subjects
- Further Education or Higher Education including HND or Degree courses in geographical subjects
- Employment.

National 7/Advanced Higher

Purpose of the course is:

- to further develop an understanding of the interaction of our physical and human environment, at a variety of scales.
- to further develop skills of research, analysis, synthesis, evaluation and presentation, including the use of ICT.
- to further develop techniques to collect, extract, analyse, interpret and explain geographical phenomena (GMT'S).
- to further develop expertise in presenting information in a variety of ways.

Recommended Entry

- An award in Higher Geography or its component units.
- An award in another Social Subject at Higher or Advanced Higher or its component units.
- An award in Geology or Managing Environmental Resources at Higher or Advanced Higher or their component units.

Course Details

- Geographical Methods and Techniques.
- The Geographical Study.
- Geographical Issues.

Progression

Attainment of Advanced Higher Geography will result in the same points for University entrance applications as an A-level qualification in Geography in Wales, England and Scotland. It also leads to the automatic award of a number of relevant Core Skills at Higher level.

14. Graphic Communication

National 5

2 Units

2D Graphic Communication

3D and Pictorial Graphic Communication

Course Assessment: Assignment + Question Paper

What will my child experience during the Course?

- Active and independent learning through ownership of practical tasks, self and peer evaluations, setting agreed learning intentions and success criteria and using feedback
- A blend of classroom approaches including practical, exploratory and experiential learning; using ICT
- Collaborative learning: learners can work independently and with others on group enterprise tasks
- Space for personalisation and choice is embedded throughout the course
- Applying learning
- Embedding literacy and numeracy skills: researching and presenting information; evaluating; communicating; discussion.

Assessment

- To gain National 5, learners must pass all Units and the Course Assessment (Assignment and Question Paper)
- Units are assessed as pass or fail by the school/centre (following SQA external quality assurance to meet national standards)
- Unit assessment (or 'evidence of learning') will demonstrate learners' responses to graphic communication tasks. This could be written evidence, printed material, CAD drawings, notes, group discussions, presentations, reviews of sketches. A portfolio of evidence may be prepared
- The Course Assessment consists of an Assignment (a brief to develop into a final solution, marked internally using SQA guidelines) and a Question Paper (exam marked by the SQA) of 1 hour and 30 minutes. Grades of A to D will be awarded.

National 5 progresses onto Higher Graphic Communication

National 6/Higher

Purpose of the course:

- to increase awareness of the use of graphics in education, industry and commerce
- to give practice in the techniques used in graphic communication
- to increase understanding of the effect of technological advances on graphics.

Recommended Entry

- National 5 in Graphic Communication
- National 5 in Art and Design

Course Details

The course comprises three 40 hour units as detailed below:

- Technical Graphics 1
- Technical Graphics 2
- Computer Graphics.

Progression

Pupils who achieve Higher Graphic Communication may progress to:

- Advanced Higher Graphic Communication (course or units)
- National Certificate in Engineering, Construction or Graphic Design
- Further Education or Higher Education including HNC, HND and Degree courses in Engineering, Architecture or Graphic Design
- Employment in fields such as Engineering and Construction.

National 7/Advanced Higher

Purpose of the course:

- to build upon the knowledge and understanding of Graphic communication gained at Higher Level
- to develop ability to use 3D modelling software and Desk top publishing.

Recommended Entry

- Higher in Graphic Communication.

Course Details

The course comprises three 40 hour units as detailed below:

- Computer Graphic's (3D modelling) (internally assessed) • Desk Top Publishing (internally assessed)
- Manual Graphic s (externally assessed).

Progression

Pupils who achieve Advanced Higher Graphic Communication may progress to:

- Further Education or Higher Education including HNC, HND and Degree courses in Engineering, Architecture or Graphic Design
- Employment in fields such as Engineering and Construction.

15. HISTORY

National 5

Historical Study: Scottish - The Era Of The Great War 1901-1928

Historical Study: British - Changing Britain 1760 - 1900

Historical Study: European and World - Hitler And Nazi Germany 1919-1939

Course Assessment: Assignment + Question Paper

What skills will my child develop?

- exploring, analysing, describing, explaining
- developing a detailed knowledge and understanding of historical themes and events
- evaluating the impact of historical developments
- evaluating the origin, purpose, content/context of historical sources
- handling a variety of primary and secondary sources e.g. print, photographs, artefacts, newspaper archives, oral recordings
- comparing and contextualising those sources and drawing reasoned conclusions from them
- presenting information and views
- researching, organising and analysing information
- decision-making and problem-solving
- communicating for different purposes
- thinking independently

What Will My Child Experience During The Course?

- Active, collaborative and independent learning
- A blend of classroom approaches: whole class, small group or one to one discussions; direct interactive teaching
- Space for personalisation and choice: Assignment topic choice and methodology
- Collaborative learning: through discussion/debate; in groups (to research a topic and share findings with the class); more widely (blogging and communicating findings with learner communities around the world)
- Applying learning

- Embedding literacy skills: selecting and assessing information, presenting findings; evaluating; debating; listening; reading; writing.

Assessment

- To gain National 5, learners must pass all Units and the Course Assessment (the Assignment and the Question Paper)
- Units are assessed by schools/centres (following SQA external quality assurance)
- Unit Assessment (or 'evidence of learning') could be digital or spoken presentations, posters, leaflets, extended writing, notes or podcasts. Learners may use these to build a portfolio to show their progress through the Units
- The Course Assessment consists of the Assignment (a report on a historical issue of the learner's own choice, researched in advance and written up under controlled conditions) and a Question Paper (exam). Both are marked by the SQA and will be graded A to D.

National 5 progresses onto Higher History

National 6/Higher

Purpose of the course:

- to gain knowledge and understanding of historical concepts
- to develop evaluating skills • to investigate historical issues.

Recommended Entry

- National 5 in History
- Higher in another social subject or English.

Course Details

The course comprises three 40 hour units as detailed below:

- Historical Study: Scottish – The Impact of the Great War, 1900 - 1928
- Historical Study: Britain – 1851 - 1951
- Historical Study: European and World – USA 1918 - 1968

Progression

Pupils who achieve Higher History may progress to:

- Advanced Higher History
- Further Education or Higher Education including HNC or HND in arts and social sciences or Degree in History, Law or social sciences
- Employment.

National 7/Advanced Higher

This course is to provide pupils who have passed History at Higher Grade with the opportunity of continuing with the study of the subject.

The field of study is Germany: From Democracy to Dictatorship, 1918 - 1939. There is an internal assessment and a final examination consisting of two written papers. In addition, pupils will complete a dissertation on a chosen topic as part of the course.

16. National 6/Higher Human Biology

Purpose of the course

- to acquire biological knowledge and skills
- to extend problem solving abilities
- to develop practical abilities
- to foster an interest in Human Biology, in themselves and their environment
- to be aware they can make decisions which affect the well-being of themselves and others and the quality of their environment

Recommended Entry

- National 5 Biology
- Higher Grades in Chemistry or Physics at grades A or B

Course Details

The course comprises three 40 hour units as detailed below:

- Human Cells
- Physiology and health
- Neurobiology and communication
- Immunology and public health

Progression

Pupils who achieve Higher Human Biology may progress to:

- Advanced Higher Biology (course or units)
- Other Higher Grades in specialist Biological subjects
- Further Education or Higher Education including HNC, HND or Degree courses in Biological Sciences, Medicine or Nursing
- Employment e.g. laboratory technician.

BIOLOGY

National 7/Advanced Higher

Purpose of the course:

- to acquire biological knowledge and skills
- to extend problem solving abilities
- to develop practical abilities
- to foster an informed attitude to biological and environmental issues.

Recommended Entry

- Pass in Higher Grade Human Biology.

Course Details

The course comprises the following units:

- Cells and Proteins 40 hours
- Organisms and Evolution 40 hours
- Investigative Biology 40 hours

17. Laboratory Science

National 5

This course provides an experiential introduction to laboratory science. Pupils will explore a variety of industries, services and career opportunities, in science laboratories locally, nationally, and globally. Pupils will develop the basic practical skills and knowledge: measuring, weighing and preparing compounds and solutions; and health and safety requirements. Practical skills in microbiology, measuring radioactivity, chemical handling and laboratory instrumentation will also be developed. Throughout all Units the Course emphasises employability skills and attitudes valued by employers which will help to prepare candidates for the workplace.

Course Structure

The content is designed to build on a national 4 qualification in any one of the sciences:

- Unit 1 Laboratory Science: Careers using Laboratory Science
- Unit 2 Working in a Laboratory
- Unit 3 Practical Skills
- Unit 4 Practical Investigation

Course Content and Assessment

Assessment across the Units of this Course will allow candidates to demonstrate:

- laboratory practical skills: measurement, preparation of solutions, instrumentation
- scientific data collection and reporting skills
- health and safety procedures
- knowledge and understanding in relation to working in a laboratory
- generic and specific employability skills and attitudes valued by employers
- skills associated with planning and investigating
- review and evaluation skills
- working with others in teams
- self-evaluation skills

Assessment of the Course is through a range of methods including candidate folio of written and/or oral evidence, practical activities supported by assessor observation checklists as well as self- evaluation.

Evidence is collected in a folio throughout the course and verified by the SQA. There is no final written examination.

Career Opportunities

The course develops analytical, numerical and practical skills and is useful for careers in laboratories within the following sectors:

Sciences

Hospital Labs

Forensics

Schools

The course would be an ideal background for a modern apprenticeship in any of these areas.

18. Mathematics

National 5

Expressions, Formulae and Relationships

Applications

Course Assessment: Two Question Papers

What skills will my child develop?

- understanding and applying mathematical skills in algebra, geometry, trigonometry, and statistics
- simplifying and solving problems
- selecting and applying mathematical techniques to real-life contexts
- making connections and informed predictions
- using mathematical language and exploring mathematical ideas
- resilience and confidence in problem-solving
- analytical and evaluative skills
- interpreting, communicating and managing information in mathematical form
- logical reasoning skills
- assessing risk and making informed decisions
- creativity and the ability to think in abstract ways
- the manipulation of abstract terms to solve problems and generalise

What Will My Child Experience During The Course?

- Active and independent learning will develop confidence and self-motivation as learners experience a range of tasks and activities
- A blend of classroom approaches including whole class, small group or one to one discussions; direct interactive teaching
- Space for personalisation and choice for developing areas of interest
- Collaborative learning using technology (blogs, software) to engage with others; partnerships with learners in the sciences, technologies, social subjects
- Applying learning to real-life situations and to course work in other subjects
- Embedding literacy skills by learning to use mathematical language and abstract terms.

Assessment

- To gain National 5, learners must pass all Units and the Course Assessment (two Question Papers)
- Unit Assessment (or 'evidence of learning') may be gathered through class work, tests, oral evidence, computer-generated class work, photographs or project or investigative work. Learners may use these to build a portfolio to show their progress through the Units
- The Course Assessment consists of two Question Papers (exams marked by the SQA) and is graded from A to D.

Progression

Pupils who pass National 5 mathematics may progress to:

- Higher Mathematics (recommended National 5 pass A or B)
- Further Education or Higher Education including HNC or HND courses in mathematical subjects or as a general entry requirement to other courses
- Employment or work based training programmes.

National 6/Higher

Purpose of the course:

- to build upon and extend learning in Algebra, Geometry and Trigonometry
- to introduce elementary calculus.

Minimum Entry

- National 5 Mathematics Grade A

Course Details

The course comprises three 40 hour units

- Mathematics 1 • Mathematics 2 • Mathematics 3.

Progression

Pupils who achieve Higher Mathematics may progress to:

- Advanced Higher Mathematics
- Further Education or Higher Education including HNC, HND and Degree courses in mathematical subjects or as a general entry requirement to other courses

- Employment or work based training programmes.

National 7/Advanced Higher

Purpose of the course:

- to build upon and extend learning in Algebra, Geometry, Statistics, Trigonometry, Calculus and Mechanics.
- to provide a good foundation for University Mathematics, especially engineering courses.

Recommended Entry

- a pass in Higher Mathematics (A or B).

Course Details

The course comprises three units of 40 hours: Mathematics 1, Mathematics 2 and Mathematics 3.

Progression

Pupils who achieve Advanced Higher Mathematics may progress to:

- Further Education or Higher Education including HNC, HND and Degree courses in mathematical subjects or as a general entry requirement to other courses
- Employment or work based training programmes.

19. Media Studies

National 5

Analysing Media Content

Creating Media Content

Course Assessment: Assignment + Question Paper

What skills will my child develop?

- the ability to analyse media content in detail and to create more complex media content
- knowledge of the role of media within society
- the ability to comment on media production processes
- knowledge of contextual factors, constraints and freedoms affecting producers of media content
- critical thinking about the media and its role in every day life
- an appreciation of media content in cultural and media contexts (print, broadcast, web-based)
- using different media effectively for learning and communication
- knowledge of key aspects of media (eg language, representation, audience)
- critical and creative thinking skills
- Active and independent learning through self and peer evaluations, reflecting on learning, setting targets, critiques and using feedback
- A blend of classroom approaches including visits and real life contexts such as interviewing members of the community; filming outdoors; reporting real events; teamwork; whole class learning; discussion and debate
- Collaborative learning: in groups and with others locally, nationally and internationally using blogs as digital scrapbooks, wikis
- Space for personalisation and choice: as well as choices embedded in Units, learners may choose their Assignment topic
- Applying learning
- Embedding literacy skills: researching, presenting and creating in a variety of media; evaluating; communicating.

Assessment

- To gain National 5, learners must pass all Units and the Course Assessment (Assignment and Question Paper)
- Units are assessed as pass or fail by the school/centre (following SQA external quality assurance to meet national standards)
- Unit assessment (or 'evidence of learning') will involve the completion of media production tasks or activities which may be evidenced in digital texts, presentations, a video, discussions, extended writing, multi-modal notes or podcasts. A portfolio of work may be prepared
- The Course Assessment consists of an Assignment (marked by the SQA) and a Question Paper (exam marked by the SQA). The Assignment will require learners to create media content to a brief. The Course Assessment will be graded A to D.

National 5 progresses onto Higher Media

20. Music

All levels

Performing skills & composing skills

Understanding music

What skills will my child develop?

- Performing skills on two selected instruments or on one instrument and voice
- The ability to create original music
- Knowledge and understanding of the social and cultural factors influencing music
- Knowledge and understanding of music and musical literacy by listening to music
- Identifying music signs, symbols, concepts and styles
- Evaluation for improvement

What will my child experience during the course?

- Active and independent learning through self and peer evaluations
- Using music technology such as audio recordings and computer music programmes
- Working with others
- Personalisation and choice: learners may choose research and presentation methods, musical pieces, composition style
- Embedding literacy and numeracy skills: researching and presenting information; evaluating; communicating.

Assessment at national 5

- To gain National 5, learners must pass all Units and the Course Assessment (Question Paper and Performance)
- Units are assessed as pass or fail by the school (following SQA external quality assurance to meet national standards)
- Unit assessment will demonstrate performing competence in two instruments or one instrument and voice; compositional skills; and evidence of knowledge of music concepts, literacy, notation, extracts and styles.
- The Course Assessment consists of a Question Paper (exam with listening component) and a Performance (an 8 minute programme of music on two instruments or instrument and voice. The performance is assessed by a visiting examiner in February/March of the year of presentation)

National 5 progresses to National 6 (Higher)

Assessment at higher (level 6)

- To gain National 5, learners must pass all Units and the Course Assessment (Question Paper and Performance)
- Units are assessed as pass or fail by the school (following SQA external quality assurance to meet national standards)
- Unit assessment will demonstrate performing competence in two instruments or one instrument and voice; compositional skills; and evidence of knowledge of music concepts, literacy, notation, extracts and styles.
- The Course Assessment consists of a Question Paper (exam with listening component) and a Performance (a 12 minute programme of music on two instruments or instrument and voice. The performance is assessed by a visiting examiner in February/March of the year of presentation)

Higher progresses onto Advanced Higher (Level 7)

Assessment at advanced higher (level 7)

- To gain Advanced Higher, learners must pass all Units and the Course Assessment (Question Paper and Performance)
- Units are assessed as pass or fail by the school (following SQA external quality assurance to meet national standards)
- Unit assessment will demonstrate performing competence in two instruments or one instrument and voice; compositional skills; and evidence of knowledge of music concepts, literacy, notation, extracts and styles.
- The Course Assessment consists of a Question Paper (exam with listening component) and a Performance (an 18 minute programme of music on two instruments or instrument and voice. The performance is assessed by a visiting examiner in May of the year of presentation)

Advanced Higher progresses onto College, University or Employment

21. Music Technology

National 5

Music technology skills

Understanding 20th and 21st century music

Music technology in context

Course assessment: assignment (70%) + question paper (30%)

What skills will my child develop?

- Skills in using music technology hardware and software to capture and manipulate audio
- Knowledge of music technology hardware
- Knowledge of the features and functions of music technology software
- Application of music technology in creative ways
- Planning, implementation and evaluation of a sound production
- Awareness of a range of contexts in which music technology can be applied
- Knowledge and understanding of 20th and 21st century musical styles and genres, and how this relates to the development of music technology
- A broad understanding of the music industry, including a basic awareness of the implications of intellectual property rights
- The ability to critically reflect on own work

What will my child experience during the course?

- Active and independent learning through self and peer evaluations
- Using music technology such as audio recordings and computer music programmes
- Working with others
- Personalisation and choice: learners may choose audio hardware, instruments and audio to be recorded, assignment format and explore music technology in real life contexts
- Embedding literacy and numeracy skills: researching and presenting information; evaluating; communicating.

Assessment at National 5

- To gain National 5, learners must pass all Units and the Course Assessment (Assignment and Question Paper)

- Units are assessed as pass or fail by the school (following SQA external quality assurance to meet national standards)
- Unit assessment will demonstrate practical skills in the use of music technology hardware and software to capture and manipulate audio; listening skills in the context of 20th and 21st century music; and the use of practical skills and musical understanding in at least two different contexts
- The Course Assessment consists of a Question Paper (exam with listening component) and an assignment which will demonstrate the ability to apply knowledge and skills to plan, implement and evaluate a completed creative sound production. This will be underpinned by knowledge and understanding of music and music technology equipment and techniques. It will be sufficiently open and flexible to allow for personalisation and choice.

National 5 progresses to National 6 (Higher)

Course Entry

- S3 Music Technology (preferred)
- However, the course is accessible for pupils with no prior experience of music technology

22. Physical Education

All levels

Entry requirements:

- Enjoyment of PE and sport.
- Take part in sport outside of PE lessons.
- A willingness to improve performance.

Skills Developed in PE Courses

- Effective performance in a range of physical activities
- Positive attitudes, fitness, self-reliance and self-management
- Teamwork, communication and interpersonal skills
- Planning, preparing and organisational skills
- Etiquette and sportsmanship
- Strategic, decision-making and problem solving
- Confidence and creativity

Progression:

National 5: progression to Higher, sports leaders course, employment in sport.

Higher: sports leaders course, employment in sport college/university

Assessment

National 5

- Pass all Unit Assessments
- Special Performance and Evaluation of an activity of learner's choice
- Perform 2 sports at National 5 level
- Portfolio

PE Higher

- Pass all Unit Assessments
- Special Performance and Evaluation of an activity of learner's choice
- Perform 2 sports at Higher level
- Exam

Career Opportunities

The PE courses are particularly useful for anyone considering a career in:-

- Teaching Physical Education
- Sports Science
- Sports Coaching
- Sport & Leisure Industry
- Sports Engineering
- Professional Sport

However the personal qualities developed in PE are often what many employers look for in an individual (teamwork, communication, leadership, sportsmanship etc.).

23. Philosophy

National 5

Philosophy teaches you not what to think, but how to think. You learn how to question, how to look 'underneath' the commonly accepted viewpoints and also how to come up with good reasons and evidence for your beliefs and opinions.

The course is split into three mandatory units and an assignment.

Arguments in Action

This Unit develops learners' ability to think philosophically. Learners will acquire a set of thinking and philosophical skills, which they can apply to analyse and evaluate a range of everyday and philosophical arguments, drawing from a variety of contexts. We will analyse arguments, study Logic and learn to spot fallacies, weaknesses and contradictions in arguments.

Knowledge and Doubt

This Unit equips learners with the knowledge and skills necessary to examine, discuss and evaluate theories of knowledge. We will study the epistemological works of René Descartes and David Hume in great detail.

Moral Philosophy

This Unit equips learners with the knowledge and skills necessary to examine, understand and debate specific philosophical issues in moral philosophy. Learners will study different moral theories and philosophers to analyse and evaluate different moral positions in relation to real-life situations. We will explore and evaluate the reliability of Kantian Ethics and Utilitarianism.

Assignment

The purpose of this written assignment is to enable learners to carry out a philosophical investigation. The learner will use philosophical skills, knowledge and understanding to give a reasoned view on a question or claim.

Assessment:

The course assessment structure consists of a final question paper at 70% and the assignment at 30%

Why choose Philosophy?

The skills and knowledge you learn will help in everything you will do in life, leisure and work thereafter. Philosophy undoubtedly widens your horizons, helps you to think logically, critically, laterally and creatively. You will learn skills of argumentation (how to reason and structure arguments), communication, information management, research, investigation, and sharpness of thought.

Higher

Arguments in Action

Knowledge and Doubt

Moral Philosophy

Assignment + Question Paper

Skills

Learners will be able to:

- develop knowledge and understanding of some key philosophical concepts and questions concerning arguments in action, moral philosophy and epistemology
- think critically and develop analytical and evaluative skills appropriate to philosophy
- engage with abstract ideas
- develop and express reasoned arguments and conclusions
- analyse, evaluate and express a coherent line of argument, by investigating a philosophical question

Opportunities for Learners

Learners will be able to:

- analyse and evaluate arguments
- analyse and evaluate theories of knowledge including rationalism and empiricism
- analyse and evaluate moral theories

Assessment

To gain Higher Philosophy, learners must pass the three Units and the Course Assessment (Assignment and Question Paper for 90 marks) Units are assessed as pass or fail by the school/centre and are quality assured by the SQA. Achievement of Units is recorded on the learner's qualifications certificate. The Course Assessment consists of an Assignment (30 marks) and a Question Paper (exam for 60 marks) which is in three sections (see below).

Higher Philosophy is graded from A to D or as No Award.

Question Paper: Three sections, one on each Unit of the course, with 20 marks for each section, 2 hours 15 minutes, 60 marks

Assignment: Learners will choose a philosophical question for study, and will write up research and findings under timed conditions, 30 marks.

Progression Higher courses can stand alone or follow on from National 5 qualifications and may lead to Advanced Highers, the Scottish Baccalaureate and a range of qualifications within Further and Higher Education.

24. Photography (Higher)

The Higher Photography course is a blend of creative, practical and academic experiences which offer pupils a great deal of autonomy to plan and carry out their own assignments and projects.

The course focuses quite heavily on the development and application of practical and creative photographic skills but in addition there is a significant component of written work including the production of planning, research, analytical and evaluative work to document the creative process.

Course Entry

There is no requirement for pupils to have prior photographic experience, or for them to own their own equipment, although both would be advantageous. It would be beneficial for pupils to have some prior experience of study within an Art based course although, again, this is not mandatory.

Course Overview

The Higher Photography qualification aims to develop a range of skills, knowledge and understanding in the following areas

- Applied knowledge and understanding of the properties of light and image formation.
- Applied manual use of camera controls and a range of photographic techniques and processes.
- Investigation and analysis of the major historical, scientific, social and cultural factors influencing photographers and their work.
- The ability to produce investigative research for photography and to plan, shoot, print and present photographs.
- Exploration and experimentation with a range of photographic media, manipulation techniques and processes.
- Producing creative and technically proficient photographs.
- Effective management and storage of photographic images.
- Critical analysis and evaluation of their own work and the photographic work of others.

Course Structure and Assessment

The course requires pupils pass two internally assessed units which are graded on a pass or fail basis. Following this, pupils must complete the externally marked course assessment known as the Higher Project which included three sections outlined below. The higher project is the only component of the course which contributes to the grading of their final course award. As a result pupils must be aware there are significant demands in terms of both the volume and quality of the work contained in the project.

Unit 1: Photography: Image Making

This unit focusses on analysing the historical, scientific and cultural factors that influence photographers' work. Pupils are expected to analyse the impact of these factors and express justified personal opinions on the work of selected photographers. In addition pupils will be instructed in the theory and skills of practical photography, review and evaluation of their own work and file management. This knowledge will be used to plan and produce a set of technically proficient images as evidence.

Unit 2: Photography: Contextual Imagery

Pupils will explore the selection and use of photographic processes and techniques for creative effect, producing a range of contextually appropriate images in a variety of styles and genres. They will then be required to analyse their own use of creative techniques, application of technical skills and evaluate their own imagery, identifying strength and opportunities for improvement in their work.

Course Assessment: Higher Project

Section 1: Research & Investigation – 25 marks

Section 2: Development & Production – 60 marks

Section 3: Evaluation – 15 marks

Total - 100 marks

The theme and aims of the project are decided by the pupil and submitted at the outset within a project proposal which also details how they plan to approach the task. This allows pupils to take creative control of the project and pursue a theme which they are genuinely interested in.

Pupils will go on to carry out a significant body of research and development work focusing on the work of existing photographers, techniques and equipment. This will culminate in carrying out approximately twelve planned photo shoots.

The images produced during these photo shoots will be analysed and evaluated. This will lead to twelve final images being selected in response to the theme set out in the project proposal.

All evidence from this process will be documented in a presentation book and the pupil will be responsible for organising and presenting the final twelve images.

Finally a written evaluation of this process will be completed in "open book" exam conditions.

It should be noted that a charge of £25.00 is levied upon each pupil following the Higher Photography course to cover printing costs.

25. Physics

National 5

Electricity And Energy

Waves And Radiation

Dynamics And Space

Course Assessment: Assignment + Question Paper

What skills will my child develop?

- in-depth knowledge and understanding of physics
- applying this knowledge and understanding to new situations
- an understanding of the role of physics in scientific issues and relevant applications of physics in society and the environment
- scientific inquiry, investigative, analytical and evaluative thinking skills in physics and real life contexts
- the ability to use technology, equipment and materials
- problem-solving skills and creativity in a physics context
- extended scientific literacy, in everyday contexts, to communicate ideas and issues
- an insight into the underlying nature of our world and its place in the universe
- a deeper understanding of the processes behind scientific advances
- information-handling skills
- drawing valid conclusions and formulating hypotheses

What Will My Child Experience During The Course?

- Active and independent learning through self and peer evaluations, setting targets, making independent decisions, using feedback
- A blend of classroom approaches including challenging experimental, practical and investigative approaches, whole class discussions and interactive teaching
- Collaborative learning: working with others in group or partner activities; cross-curricular learning with other sciences, mathematics, technologies, religious and moral education; with organisations such as STEMNET
- Space for personalisation and choice: learners can choose what to observe or measure and their methodology; learners will choose the topic for their Assignment
- Applying learning

- Embedding literacy and numeracy skills: researching, selecting, summarising and presenting information using a range of sources; evaluating; recording and interpreting more complex data; using technology and data loggers.

Assessment

- To gain National 5, learners must pass all Units and the Course Assessment (the Assignment and the Question Paper)
- Units are assessed as pass or fail by the school/centre (following SQA external quality assurance to meet national standards)
- Unit assessment (or 'evidence of learning') will ensure that learners can apply knowledge and understanding and scientific skills to an experiment or practical investigation. This may be evidenced in a portfolio of work
- The Course Assessment will consist of an Assignment and a two-part Question Paper (both are marked by the SQA). For the Assignment, learners will research a topical issue, then write it up. The Course Assessment is graded A to D.

National 5 progresses onto Higher Physics

National 6/ Higher

Purpose of the course:

- to acquire knowledge and skills of Physics
- to extend problem solving abilities
- to develop practical abilities
- to develop informed attitudes.

Recommended Entry

- National 5 in Physics

Desirable Entry

- National 5 Maths or Lifeskills maths

Course Details

The course comprises three 40 hour units as detailed below:

- Our Dynamic Universe
- Electricity

- Particles and Waves.

Progression

Pupils who achieve Higher Physics may progress to:

- Advanced Higher Physics (course or units)
- Further Education or Higher Education including HNC, HND or Degree in Science, Mathematics, Computing or Engineering
- Employment in Science, Mathematics, Computing or Engineering.

National 7/Advanced Higher

Recommended Entry

Any pupils with a C pass or better at Higher Grade should be able to tackle Advanced Higher. Higher Mathematics is also an advantage.

Course Structure

- Physics: Rotational Motion and Astrophysics 40 hours
- Physics: Quanta and Waves 40 hours
- Physics: Electromagnetism 40 hours
- Investigating Physics 20 hours

Progression

- to a degree course in Science, Mathematics, Engineering or other degree courses
- Employment in Science, Engineering, Technology or related fields.

26. Practical Metalworking

National 5

Bench skills

Machine processes

Fabrication and thermal joining techniques

Course assessment: practical activity – making a finished product from metal

What skills will my child develop?

- skills in metalworking techniques for tasks with some complex features
- using a range of metalworking tools, equipment and materials safely and correctly
- reading and interpreting drawings and diagrams
- measuring and marking out timber sections and sheet materials
- cutting and shaping tasks with some complex features
- practical creativity in the context of metalworking tasks with some complex features
- following given stages to take a practical problem-solving approach to metalworking tasks
- awareness of safe working practices in a workshop environment
- skills in fabrication, forming and joining of metalwork components
- knowledge and understanding of the properties and uses of a range of metalworking materials
- knowledge and understanding of sustainability issues in a practical metalworking context

What will my child experience during the course?

- Active and independent learning through self and peer evaluations, group feedback, reflecting on learning, making independent decisions
- A blend of classroom approaches including practical and experiential learning in real-life contexts; whole class learning; team working; visits
- Collaborative learning: working in pairs, small groups or larger groups; working with partners in other Technologies subjects, Maths, Sciences
- Space for personalisation and choice: learners can choose how they develop their Practical Activity

- Applying learning
- Embedding literacy and numeracy skills: interpreting drawings/ diagrams, measuring, marking out, analysing data, designing.

Assessment

- To gain National 5, learners must pass all Units and the Course Assessment
- Units are assessed as pass or fail by the school/centre (following SQA external quality assurance to meet national standards)
- Unit assessment (or 'evidence of learning') could be presented in a variety of ways such as completed tasks, records of the task development (blogs, logs, diaries). A portfolio of work (including a learner checklist) may be prepared
- The Course Assessment consists of a Practical Activity which requires learners to produce a finished product in metal, with working drawings, a record of progress and an evaluation of the project. This will be marked by the centre in accordance with SQA guidelines and will be graded A to D.

National 5 progresses onto National 5 can progress onto a variety of Technology, Science and Skills for Work courses, or training or work

27. Practical Woodworking

National 5

Flat-frame construction

Carcase construction

Machining and finishing

Course assessment: practical activity – making a finished product from wood

What skills will my child develop?

- skills in woodworking techniques for tasks with some complex features
- using a range of woodworking tools, equipment and materials safely and correctly
- reading and interpreting drawings and diagrams
- measuring and marking out timber sections and sheet materials
- cutting and shaping tasks with some complex features
- practical creativity in the context of woodworking tasks with some complex features
- following given stages to take a practical problem-solving approach to woodworking tasks
- awareness of safe working practices in a workshop environment
- knowledge and understanding of the properties and uses of a range of woodworking materials
- knowledge and understanding of sustainability issues in a practical woodworking context

What will my child experience during the course?

- Active and independent learning through self and peer evaluations, group feedback, reflecting on learning, making independent decisions
- A blend of classroom approaches including practical and experiential learning in real-life contexts; whole class learning; team working; visits
- Collaborative learning: working in pairs, small groups or larger groups; working with partners in other Technologies subjects, Maths, Sciences
- Space for personalisation and choice: learners can choose how they develop their Practical Activity
- Applying learning
- Embedding literacy and numeracy skills: interpreting drawings/ diagrams, measuring, marking out, analysing data, designing.

Assessment

- To gain National 5, learners must pass all Units and the Course Assessment
- Units are assessed as pass or fail by the school/centre (following SQA external quality assurance to meet national standards)
- Unit assessment (or 'evidence of learning') could be presented in a variety of ways such as completed tasks, records of the task development (blogs, logs, diaries). A portfolio of work (including a learner checklist) may be prepared
- The Course Assessment consists of a Practical Activity which requires learners to produce a finished product in wood, with working drawings, a record of progress and an evaluation of the project. This will be marked by the centre in accordance with SQA guidelines and will be graded A to D.

National 5 progresses onto National 5 can progress onto a variety of Technology, Science and Skills for Work courses, or training or work

28. Psychology

Higher Psychology is only available to S6 pupils. This will be offered by Dundee and Angus College at the Arbroath Campus. This is an evening class, usually on a Tuesday or Thursday evening from 6pm to 9pm. Pupils taking Psychology will be given study time in school to work on this between classes.

Pupils who wish to take Psychology must already have at least one higher, and must be able to get to Arbroath for the classes.

Higher

Research

Individual Behaviour

Social Behaviour

Assignment + Question Paper

Skills

Learners will be able to:

- develop knowledge and understanding of psychological concepts, theories, approaches and terminology
- use thinking skills when analysing, evaluating and applying knowledge and understanding of psychology
- understand the role of research evidence in explaining human behaviour
- select, organise, interpret and evaluate information
- plan and carry out psychological research, using appropriate methods and according to ethical and scientific standards
- develop communication and numeracy skills used in psychology

Opportunities for Learners

Learners will be able to:

- understand psychological approaches to analysing the human mind and behaviour
- investigate psychological knowledge and research
- analyse and evaluate concepts, theories and approaches
- draw on research evidence to explain human behaviour

Assessment

To gain Higher Psychology, learners must pass the three Units and the Course Assessment (Assignment and Question Paper for 100 marks)

The Course Assessment consists of an Assignment (40 marks) and a Question Paper (exam for 60 marks) which is in three sections (see below).

Higher Psychology is graded from A to D or as No Award.

Question Paper: Three sections, one per Unit of the course (20 marks per section) 2 hours, 60 marks

Assignment: Learners will undertake primary research on a brief provided by the SQA and will report findings, 40 marks

Progression Higher courses can stand alone or follow on from National 5 qualifications and may lead to Advanced Highers, the Scottish Baccalaureate and a range of qualifications within Further and Higher Education.

29. Religious Moral and Philosophical Studies

National 5

The purpose of this Course is to develop knowledge and understanding of religious, moral and philosophical issues that affect the world today. Religious and non-religious perspectives will be included.

Content

The course consists of three units and an assignment.

Section 1: World Religion

Buddhism – students will examine and reflect the impact and significance of religious sources/texts, beliefs and practices on the lives of followers and wider society.

Section 2: Morality and Belief

Religion and justice – students will examine and reflect on the sources of morality in society and have opportunity to evaluate contemporary issues relating to justice and the treatment of those who break the 'law'. Students will consider how the viewpoints of religious and non-religious groups affect morality.

Section 3: Religious and Philosophical Questions

The origins of life – students will explore ideas and responses to the ultimate question 'what are the origins of life?' This will include in-depth factual and scientific responses and abstract knowledge and understanding of the question, including religious responses.

Internal Assessment

Internal Assessments provide evidence that specific outcomes have been met and can be drawn from a variety of activities and presented in a variety of format including, for example, presentations, posters, written responses to questions, or participation in group tasks. These assessments have outcomes that must be achieved.

External Assessment

Question Paper - will have three 20-mark Sections and be marked out of 60. It will be completed in 1 hours and 30 minutes.

Assignment — will have 20 marks. Students will make their own choice on this assignment and they will be expected to work on their own initiative gathering and

collating information to write up their final presentation. The assessment will be conducted under controlled conditions within 1 hour and 30 minutes.

Progression:

RMPS may be continued to Higher level.

Studying RMPS is particularly beneficial to pupils considering careers in social work, teaching, youth work, law, politics, human relations, civil service, charity administration, psychology and health care.

Higher

The purpose of this Course is to develop knowledge and understanding of religious, moral and philosophical issues that affect the world today. Religious and non-religious perspectives will be included.

Content

The course consists of three units and an assignment.

Section 1: World Religion

Buddhism – students will examine and reflect the impact and significance of religious sources/texts, beliefs and practices on the lives of followers and wider society.

Section 2: Morality and Belief

Religion and justice – students will examine and reflect on the sources of morality in society and have opportunity to evaluate contemporary issues relating to justice and the treatment of those who break the 'law'. Students will consider how the viewpoints of religious and non-religious groups affect morality.

Section 3: Religious and Philosophical Questions

The origins of life – students will explore ideas and responses to the ultimate question 'what are the origins of life?' This will include in-depth factual and scientific responses and abstract knowledge and understanding of the question, including religious responses.

Internal Assessment

Internal Assessments provide evidence that specific outcomes have been met and can be drawn from a variety of activities and presented in a variety of format including, for example, presentations, posters, written responses to questions, or

participation in group tasks. These assessments have outcomes that must be achieved.

External Assessment

Question Paper - will have three 20-mark Sections and be marked out of 60. It will be completed in 1 hour and 30 minutes.

Assignment — will have 30 marks. Students will make their own choice on this assignment and they will be expected to work on their own initiative gathering and collating information to write up their final presentation. The assessment will be conducted under controlled conditions within 1 hour and 30 minutes.

Progression:

Studying RMPS is particularly beneficial to pupils considering careers in social work, teaching, youth work, law, politics, human relations, civil service, charity administration, psychology and health care.

30. Sociology

Higher Psychology is only available to S6 pupils. This will be offered by Dundee and Angus College at the Arbroath Campus. This is an evening class, usually on a Tuesday or Thursday evening from 6pm to 9pm. Pupils taking Psychology will be given study time in school to work on this between classes.

Pupils who wish to take Psychology must already have at least one higher, and must be able to get to Arbroath for the classes.

Course Content

You will learn about qualitative and quantitative research, and sociological theory which will provide you with a foundation for understanding the social world around you.

Entry Requirements

A higher in another subject

Method of Assessment

Units will be assessed by using open and closed book assessments. A prelim will also be undertaken before the end of year external exam.

Future Prospects

This stand-alone Higher may act as a top up to existing qualifications to gain access to future academic study (HN level in FE or degree level study)

31. Spanish

National 5

Understanding Languages: Receptive skills – listening and reading in contexts of society, learning, employability, culture

Using Languages: Productive skills – talking and writing in contexts of society, learning, employability, culture

Course Assessment: Two Question Papers + Performance

What skills will my child develop?

- reading, listening, talking and writing in a modern language
- the ability to understand and use a modern language
- applying knowledge of a modern language
- applying grammatical knowledge
- plan, research and apply detailed, more complex language skills
- the development of cultural awareness
- develop creative and critical thinking
- develop literacy skills and reflect on how this relates to English
- develop an understanding of how language works
- using different media effectively for learning and communication
- using detailed, more complex language to communicate ideas and information
- explore the interconnected nature of languages
- analysis and evaluation e.g. defining the purpose of a text
- dictionary skills

What will my child experience during the course?

- Active and independent learning through self and peer evaluations, setting targets, using feedback, practicing extended writing in timed conditions
- A blend of classroom approaches including group and class discussion, game-based learning, websites, interactive tasks using IT, video conferencing, audio recordings
- Collaborative learning: working with others in group or partner activities e.g. paired reading, 'give one, get one' and jigsaw activities; holding debates; links with other curricular areas

- Space for personalisation and choice: learners can choose their topics for their Performance as well as topics within the Units
- Applying learning
- Embedding literacy: researching and presenting information; evaluating; discussing; listening; talking; reading; writing.

Assessment

- To gain National 5, learners must pass all Units and the Course Assessment (two Question Papers and a Performance)
- Units are assessed as pass or fail by the school/centre (following SQA external quality assurance to meet national standards)
- Unit assessment (or 'evidence of learning') could be digital or spoken presentations, discussions, extended writing, notes, multi-modal texts or podcasts. A portfolio to show progress through the units may be prepared
- The Course Assessment consists of two Question Papers (exams marked by the SQA), Paper 1 (reading and writing) and Paper 2 (listening). The Performance is a presentation followed by questions (internally assessed in accordance with SQA guidelines). The Assessment is graded A to D.

National 5 progresses onto Higher

National 6/Higher Spanish

Purpose of the course:

To offer progressive development of competence, within a widening range of contexts and language purposes, in the four skill areas of:

- listening
- speaking
- reading
- writing

Recommended Entry

- National 5 in a Modern Language

Course Details

The course comprises two units as detailed below:

- Language (80 hours) including the themes Wider World, Lifestyles and Education and Work
- Extended Reading/Viewing or Language in Work (40 hours).

Progression

Pupils who achieve a Higher in Modern Languages may progress to:

- Advanced Higher in a Modern Language
- Further Education or Higher Education, including HNC or HND or Degree courses
- Courses offered by foreign language agencies
- Employment, possibly making use of foreign language competence

33. Study Column

This is available for S6 pupils only, to support Advanced Higher, or crash Higher courses. The number of study columns allowed will be based according to pupil need, in discussion with PCS and DHT.