



# **Senior Phase S5 / S6 Course Choices**

**Advanced Higher, Higher  
and National 5**

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### **Course Outline**

Over the year, pupils will experience challenge and develop skills in four key areas of English and Literacy: reading, writing, talking and listening.

### **Course Content**

Three genre of literature will be taught, including the compulsory Scottish text. There will be a strong focus on close reading, textual analysis and skills for talking and listening, preparing pupils for internal assessment and the SQA exam. Pupils will develop writing skills and produce a minimum of two pieces, creative and discursive. The pupils will take part in whole class discussion, group discussion and present individual talk, as directed by the teacher.

### **Internal Assessment**

There are two forms of internal assessment with the requirement that these are passed in order to complete the course with the external exam.

Analysis and Evaluation Unit: pupils will answer questions on an unseen literature text and on a previously unseen media text.

Creation and Production Unit: pupils will write a discursive essay and take part in a spoken activity as directed by their teacher.

### **External Assessment – National 5 SQA Exam**

The course assessment will consist of two components, a question paper titled 'Reading' and a portfolio titled 'Writing'. The question paper will have two sections. The portfolio will have one section.

#### **Component 1 — question paper: reading**

The purpose of this question paper is to assess learners' application of their reading skills in a familiar but challenging context, and to provide the challenge of questions and other tasks to be accomplished in a limited amount of time.

The question paper will have 70 marks out of a total of 100 marks. This is 70% of the overall marks for the course assessment.

This question paper has two Sections.

**Section 1**, titled 'Reading for Understanding, Analysis, and Evaluation' will have 30 marks.

These 30 marks will be awarded for addressing the challenge of applying reading skills in understanding, analysis and evaluation to one unseen non-fiction text.

**Section 2**, titled 'Critical Reading' will have 40 marks.

These 40 marks will be awarded for applying critical reading, knowledge and understanding.

This Section has two Parts.

#### **Part 1**

Learners will apply their understanding, analysis and evaluation skills to previously studied Scottish texts from the specified list. An extract from each writer will be provided. Candidates will select an extract and answer questions.

**Part 2**

Learners will apply their understanding, analysis and evaluation skills to previously studied texts from the following contexts: drama, prose, poetry, film and TV, or language by selecting one question and writing one critical essay.

**In each part, learners must cover a different genre.**

20 marks will be awarded for each of the two parts.

**Component 2**

The purpose of this portfolio is to provide evidence of the learner's writing for two different purposes and audiences, creative and discursive writing. Fifteen marks will be awarded for each writing piece chosen for the portfolio. The portfolio will have 30 marks out of a total of 100 marks. This is 30% of the overall marks for the Course assessment.

**Progression**

National 5 English provides progression to Higher English or further study, employment and/or training.

### **Purpose**

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

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

The Course offers learners opportunities to develop and extend a wide range of skills.

In particular, the Course aims to enable learners to develop the ability to:

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

### **Recommended entry**

While entry is at the discretion of the school, students would normally be expected to have attained National 5 English at level C.

### **Content**

The successful candidate in a Higher course in English will have achieved the outcomes in each of the component units:

English: Analysis and Evaluation (Higher)

English: Creation and Production (Higher)

English: Analysis and Evaluation (Higher)

The purpose of this Unit is to provide learners with the opportunity to develop listening and reading skills in the contexts of literature, language and media. Learners develop the skills needed to understand, analyse and evaluate detailed and complex texts.

English: Creation and Production (Higher)

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

### **Course Assessment**

The award of Higher English will be based on a combination of internal and external assessment. To gain the award, the candidate must achieve a pass in all the component units of the course as well as a pass in the external assessment. External assessment will provide the basis for grading attainment through an external examination and a Portfolio of Writing.

## Course Assessment Structure

Component 1 – question paper: reading	70 marks
Component 2 – portfolio: writing	30 marks
Total Marks	100 marks

### Component 1

The purpose of this question paper is to assess learners' application of their reading skills in a familiar but challenging context and to provide the challenge of questions and other tasks to be accomplished in a limited amount of time.

This question paper has two Sections.

Section 1, titled 'Reading for Understanding, Analysis and Evaluation', will have 30 marks.

1 Hour 30 minutes

In section 1, learners will apply reading skills of understanding, analysis and evaluation to two non-fiction texts.

Section 2, titled 'Critical Reading', will have 40 marks. This Section has two Parts.

1 Hour 30 minutes

Part 1 consists of one critical essay on a previously studied text: drama, prose, poetry, film or TV drama.

Part 2 consists of questions on one Scottish text chosen from a list of specified texts covering the genres of drama, prose and poetry.

In each part, learners must cover a different genre and cannot use the same text twice.

Twenty marks will be awarded for each of the two tasks addressed.

### Component 2

The purpose of this portfolio is to provide evidence of writing for two different purposes, namely creative and discursive writing.

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

- To develop their skills in writing in different genres
- To develop their skills in writing for a range of purposes and audiences

The portfolio will have 30 marks (30% of the total mark).

Fifteen marks will be awarded for each writing piece chosen for the portfolio.

### **Purpose**

The main purpose of the Course is to provide learners with the opportunity to apply critical, analytical and evaluative skills to a wide range of complex and sophisticated texts from different genres. Learners will develop sophisticated writing skills, responding to the way structure, form and language shape the overall meaning of texts.

The Course provides personalisation and choice for learners by allowing them to choose to develop skills in different types of writing, and by developing their awareness of the relationship between text and context in the analysis and evaluation of literary texts.

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

- Critically analyse and evaluate a wide range of complex and sophisticated literary texts, as appropriate to purpose and audience
- Apply critical, investigative and analytical skills to a literary topic of personal interest
- Create a range of complex and sophisticated texts, as appropriate to different purposes and audiences

### **Recommended Entry**

While entry to this Course is at the discretion of the centre, students would normally be expected to have attained a Higher English award at Grade A or B.

### **Content**

To achieve Advanced Higher English, candidates will have to achieve the outcomes in each of the component units:

- English: Analysis and Evaluation (Advanced Higher)
- English Creation and Production (Advanced Higher)

### **English: Analysis and Evaluation (Advanced Higher)**

The purpose of this Unit is to provide learners with opportunities to develop the skill of critically responding to complex and sophisticated texts by applying knowledge of the various ways by which meaning is created, and by understanding critical concepts and approaches. Learners extend and refine their skills of analysis and evaluation through the study of complex and sophisticated literary texts from the genres of drama, poetry and prose (fiction and non-fiction).

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



## ENGLISH – Advanced Higher

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### English: Creation and Production (Advanced Higher)

The purpose of this Unit is to provide learners with the opportunity to extend and refine their writing skills through the production of different types of writing. Learners will use language creatively for a variety of purposes and in a variety of forms. Learners will develop a range of skills necessary for the deployment of language to create effect.

#### Course Assessment

The award of Advanced Higher English will be based on a combination of internal and external assessment. To gain the award, the candidate must achieve a pass in all the component units of the course as well as a pass in the external assessment. External assessment will provide the basis for grading attainment through an external examination and a portfolio.

The Course assessment will take the form of:

A question paper through which learners will write a critical response on drama or prose, and undertake a textual analysis of an unseen poem or extract from a poem, demonstrating an in-depth knowledge and understanding of complex and sophisticated literary text(s)

A portfolio, which will contain two pieces of writing, and the dissertation

#### Course Assessment Structure

Component 1 – question paper	40 marks
Component 2 – portfolio	60 marks
Total Marks	100 marks

#### Component 1

There is one question paper for the Advanced Higher English Course, with two Sections.

Section 1: Literary study. There will be a choice of questions from the genres of Drama, Prose fiction, Prose non-fiction and Poetry. This section will have 20 marks (20% of the total mark). Questions on the texts will demonstrate the skills of understanding, analysis and evaluation. Candidates will select one question.

Section 2: Textual analysis. There will be a choice of questions from the genres of Drama, Prose fiction, Prose non-fiction and Poetry. This section will have 20 marks (20% of the total mark). Candidates will select one question.

In each Section, candidates must cover a different genre.

#### Component 2

Candidates will produce a portfolio comprising three pieces: one dissertation and two pieces of writing from a choice of genres.

The portfolio will have 60 marks (60% of the total mark): 30 marks for the dissertation and 15 marks for each piece of writing.

### Purpose

The aims of the course are to enable learners to:

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

### Recommended Entry

While entry is at the discretion of the centre, students would normally be expected to have attained the skills, knowledge and understanding required by the following or equivalent qualifications and/or experience:

- National 5 Art and Design Course or relevant component Units

### Course Content

#### Expressive Activity

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

#### Design Activity

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

### Course Assessment

Learners will be assessed through a **portfolio and a question paper**. In the portfolio, learners will produce one piece of expressive art work and one design solution. The question paper adds value by requiring integration and application of skills, knowledge and understanding of art and design practice from across the Units.

The course assessment is graded A - D.

### Progression

The course or its units may provide progression to:

- other qualifications in Art and Design or related areas
- further study, employment and/or training

**Purpose**

The aims of the course are to enable learners to:

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

**Recommended Entry**

While entry is at the discretion of the centre, students would normally be expected to have attained the skills, knowledge and understanding required by the following or equivalent qualifications and/or experience:

- Higher Art and Design Course or relevant component Units

**Course Details**

This is an independent course in which learners will create units of work that would be beneficial for a portfolio. Learners will direct their portfolio towards their chosen field, for example, learners would work on different design projects if they were applying for a design course. Learners will receive support and guidance from the department regarding their strengths, course choices and their art work.

**Expressive Activity**

This will help learners to develop their personal thoughts and ideas in visual form. In these projects, learners will develop critical understanding of artists' working practices and the social and cultural influences affecting their work. They will select stimuli and produce investigative drawings and studies. They will develop and refine their expressive ideas and artwork, experimenting with and using a range of materials, techniques and/or technology in 2D and/or 3D formats in response to the stimuli.

**Design Activity**

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

### Purpose

The aims of the Course are to enable learners to:

- develop a range of technical dance skills
- understand and apply knowledge of a range of choreographic skills to create a dance
- work imaginatively and demonstrate individual creativity
- co-operate, support and work with others
- consider how theatre arts can enhance a performance
- develop knowledge, understanding and appreciation of dance practice
- apply the principles of safe dance practice in relation to physical wellbeing
- evaluate their own work and the work of others

### Recommended Entry

While entry is at the discretion of the centre, students would normally be expected to have attained the skills, knowledge and understanding of relevant CfE experiences and outcomes or equivalent qualifications.

### Course Details

The course comprises the following mandatory units:

- Technical Skills
- Choreography

In addition the course includes an **Added Value Unit**:

- Course Assessment

### Technical Skills

In this Unit learners will develop their technical dance skills for solo and/or group dance performances. Dance techniques will be explored practically and developed in a range of dance styles before being applied in choreographed sequences. Learners will develop critical thinking skills and appreciation of dance. They will evaluate their own work and the work of others.

### Choreography

In this Unit learners will develop and use self-expression and creative problem-solving skills. They will apply their knowledge and understanding of a range of choreographic devices and structures within the creative process to create short choreographed sequences. They will learn how to appreciate the impact of theatre arts on choreography and performance.

### Unit Assessment

All Units are internally assessed on a **pass/fail** basis.

### Course Assessment

Added Value Unit Assessment

Learners will be assessed through a **performance and a practical activity**.

**Performance**

In the performance, learners will extend and refine their technical and performance skill gained in the Course. Learners will perform a challenging and demanding tutor-choreographed technical solo lasting a minimum of 1.5 minutes.

**Practical Activity**

In the practical activity, learners will apply choreography skills, knowledge and understanding gained in the Course, along with skills in problem solving and critical thinking, to create and present a choreography for two dancers, and review the choreographic process.

The course assessment is graded A-D.

**Progression**

This Course or its Units may provide progression to:

- Higher Dance
- a range of dance-related NPAs, including Dance NPA at SCQF level 5 and Musical Theatre NPA at SCQF level 6
- further study, employment and/or training

**Purpose**

The aims of the course are to enable learners to:

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

**Recommended Entry**

While entry is at the discretion of the centre, students would normally be expected to have attained the skills, knowledge and understanding required by the following or equivalent qualifications and/or experience:

- National 5 Drama Course or relevant component Units

**Course Content**

**Drama Skills**

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

**Production Skills**

In this Unit, learners will develop complex production skills. They will use these skills to enhance drama when presenting. Learners will use problem-solving skills in order to generate ideas for presenting drama.

**Course Assessment**

Learners will be assessed through a **performance and a question paper**. The performance will involve creating and presenting a drama. The question paper will require demonstration of a depth of knowledge and understanding from the Course.

The course assessment is graded A - D.

**Progression**

The course or its units may provide progression to:

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

### Purpose

The aims of the course are to enable learners to:

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

### Recommended Entry

While entry is at the discretion of the centre, students would normally be expected to have attained the skills, knowledge and understanding required by the following or equivalent qualifications and/or experience of National 5 Music

### Course Content

#### Performing Skills

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

#### Composing Skills

In this Unit, learners will experiment with, and use complex compositional methods and music concepts to realise their intentions when creating original music. Learners will critically reflect on and evaluate the impact and effectiveness of their choices and decisions on their music. They will also analyse how musicians and composers create music in different ways and the influences on their music.

#### Understanding Music

In this Unit, through listening, learners will develop detailed knowledge and understanding of a range of level specific music concepts, and music literacy. They will analyse the impact of social and cultural influences on the development of specific music styles and level-specific music concepts in excerpts of music, and music signs and symbols used in notated music.

**Course Assessment****Added Value Unit Assessment**

Learners will be assessed through a **performance of a programme of music and a question paper** which demonstrates a depth of knowledge and understanding of music, music concepts and musical literacy.

The course assessment is graded A - D.

**Progression**

The course or its units may provide progression to:

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

**Careers**

A possible career could be anything related to the music industry directly – performing; teaching; composing; recording music; music publishing; retailing of music books or instruments; printing, etc.

Musical skills can be very helpful in many careers, such as primary/nursery teaching; occupational therapy and some aspects of social/community work.

A knowledge of music can also enhance careers related to dance or drama.



### Purpose

The aims of the course are to enable learners to:

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

### Recommended Entry

While entry is at the discretion of the centre, students would normally be expected to have attained the skills, knowledge and understanding required by the following or equivalent qualifications and/or experience:

- Higher Music Course or relevant component Units

### Course Details

The course comprises the following mandatory units:

- Performing Skills
- Composing Skills
- Understanding and Analysing Music

In addition the course includes an **Added Value Unit**:

- Course Assessment

### Performing Skills

In this Unit, learners will develop a range of advanced performing skills appropriate to their **two selected instruments, or to their one selected instrument and voice (Grade 5)**. Through regular practice and reflection, learners will develop and creatively refine their performing skills while exploring a variety of musically and technically challenging music.

### Composing Skills

In this Unit, learners will develop a range of advanced skills in creating music. They will experiment with and apply a range of compositional techniques and devices refined and sophisticated ways when creating their own original music, drawing on their understanding of composers' work and approaches and the creative process.

### Understanding and Analysing Music

In this unit, through listening, learners will develop their understanding of music styles, music concepts and musical literacy. Learners will work independently, demonstrating aural skills and an in-depth understanding of music and music concepts when investigating, analysing and commenting on sections of musical movements or works.

**Unit Assessment**

All Units are internally assessed on a **pass/fail** basis.

**Course Assessment**

Added Value Unit Assessment

Learners will be assessed through a **performance of a programme of music or producing a portfolio of music and a question paper.**

**Performance Option**

The purpose of the performance option is to allow learners to demonstrate advanced levels of creativity and applied musical skills when performing a prepared programme of music on either two selected instruments, or a selected instrument and voice.

**Portfolio Option**

The purpose of the portfolio is to allow learners to demonstrate their creativity when applying their knowledge and understanding of music to create a portfolio of music. The portfolio will assess learners' ability to create original music and will include assessment of both the process and products of learning. This optional Course assessment component may provide opportunities for progression from the Higher Music Technology Course.

**Question Paper**

The purpose of the question paper is to assess learners' knowledge and understanding of music concepts and music literacy.

The course assessment is graded A - D.

**Progression**

The course or its units may provide progression to:

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

**Careers**

A possible career could be anything related to the music industry directly – performing; teaching; composing; recording music; music publishing; retailing of music books or instruments; printing, etc.

Musical skills can be very helpful in many careers, such as primary/nursery teaching; occupational therapy and some aspects of social/community work.

A knowledge of music can also enhance careers related to dance or drama.

**Purpose**

The aims of the course are to enable learners to:

- develop skills in the use of music technology hardware and software to capture and manipulate audio
- use music technology creatively in sound production in a range of contexts
- develop skills in musical analysis in the context of a range of 20<sup>th</sup> and 21<sup>st</sup> century musical styles and genres
- develop broad understanding of the music industry, including a basic awareness of implications of intellectual property rights
- critically reflect on their work and that of others

**Recommended Entry**

While entry is at the discretion of the centre, students would normally be expected to have attained the skills, knowledge and understanding of relevant CfE experiences and outcomes or equivalent qualifications and/or experience of National 4 Music Technology (although not mandatory).

**Course Details**

The course comprises the following mandatory units:

- Music Technology Skills
- Understanding 20<sup>th</sup> and 21<sup>st</sup> Century Music
- Music Technology in Context

In addition the course includes an **Added Value Unit**:

- Course Assessment

**Music Technology Skills**

In this Unit, learners will develop a range of skills and techniques relating to the creative use of music technology hardware and software to capture and manipulate audio. Learners will explore a range of uses of this technology through practical activities.

**Understanding 20<sup>th</sup> and 21<sup>st</sup> Century Music**

In this Unit, learners will develop knowledge and understanding of 20<sup>th</sup> and 21<sup>st</sup> century musical styles and genres, and an understanding of how music technology has influenced and been influenced by 20<sup>th</sup> and 21<sup>st</sup> century musical developments. Learners will develop a broad understanding of the music industry, including a basic awareness of the implications of intellectual property rights.

**Music Technology in Context**

In this Unit, learners will use music technology skills in a range of contexts such as live performance, radio broadcast, composing and/or sound design for film, TV themes, adverts and computer gaming.

**Unit Assessment**

All Units are internally assessed on a **pass/fail** basis.

**Course Assessment****Added Value Unit Assessment**

Learners will be assessed through a **question paper** and an **assignment**. The **question paper** will assess breadth of knowledge and understanding of concepts related to music technology and 20<sup>th</sup> and 21<sup>st</sup> century music. The **assignment** will demonstrate the ability to apply knowledge and skills to plan, implement and evaluate a completed creative sound production.

The course assessment is graded A-D.

**Progression**

The course or its units may provide progression to:

- other qualifications in Music Technology or related areas
- further study, employment and/or training
- degrees in music and audio technology and related disciplines
- careers in the creative music industries

**Purpose**

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

**Recommended Entry**

For National 5 - Students will find it advantageous to have attained National 4 units in Hospitality. Other entry will be at the discretion of the Department.

**Course Details**

There are three mandatory units (3 x 40 hours).

***Cookery skills, Techniques and processes***

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

***Understanding and Using Ingredients***

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

***Organisational Skills for Cooking***

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

**Course Assessment**

Assessment is wholly practical but marks are awarded for planning. The assessment involves preparing and cooking a three course meal in 2½ hours.

**Progression**

- To further education at NC level in Hotel, Catering and Hospitality
- To employment in Hotel, Catering and Hospitality.

Although practical skills form the core element of this course, written elements are integral in supporting the Units and Course Assessment.

As there are a lot of ingredients required throughout the course of the year pupils are asked to make a contribution towards the cost of this. This can be paid as a 1 off payment or in instalments throughout the course of the year.

**Purpose**

This course will offer students the opportunity to study Physical Education at a challenging level. The course will have performance as its prime focus and students will be engaged in integrated practical experiential studies which will advance their skills and techniques while developing knowledge and understanding, evaluating, investigating and performance analysis competencies. The course will contribute to the personal and social development of students.

**Recommended Entry**

While entry is at the discretion of the school, students would normally be expected to have attained one of the following:

- A National 5 award in Physical Education.
- Other relevant prior experience in Physical Education, including experience gained outwith certificated courses
- A minimum of a National 5 pass in English
- Prefer that S5 students are doing Higher English over one year

**Course Details**

Throughout the course pupils will study the four factors: Physical, Mental, Social and Emotional. For each factor pupils will be involved in the following across a range of different activities:

- Data collection
- Identifying individual strengths and areas for development
- Impacts on performance
- Stages of Learning
- Principles of Training
- Approaches used to develop individual performance
- Monitor, record and evaluate performance development
- Identifying future development needs

**Course Assessment**

- 2 single performances (50% final grade)
- An Exam (50% final grade)

**Performance (60 marks)**

This is 2 single performances, in 2 different physical activities. This assessment takes place in a challenging and competitive environment, with each performance having 30 marks available.

The physical activities undertaken throughout the year will arise from a process of consultation between staff and students, which takes account of the interests and talents of the student and the constraints on both staff and student.

**Exam (50 marks)**

The work that you complete throughout the course provides the basis to your exam. The exam lasts 2 hours 30 minutes and will be completed in school and then marked by the SQA.

**Progression**

- Advanced Higher PE in S6
- An HNC/HND in associated subject areas
- A degree in Physical Education
- Degree courses in associated subject areas
- A career in amateur/professional sport or dance
- Employment in the fitness, health, leisure and recreation industries
- Employment in sports/dance development

This course or its component units may form part of one or more Scottish group awards.

**Purpose**

This course will offer students the opportunity to study Physical Education at a challenging level. The course will have performance as its prime focus and students will be engaged in integrated practical experiential studies which will advance their skills and techniques while developing knowledge and understanding, evaluating, investigating and performance analysis competencies. The course will contribute to the personal and social development of students.

**Recommended Entry**

While entry is at the discretion of the school, students would normally be expected to have attained one of the following:

- A minimum of a Higher 'B' award in Physical Education.
- Other relevant prior experience in Physical Education, including experience gained outwith certificated courses
- A minimum of a Higher pass in English

**Course Details**

This course comprises of two internal units, as follows:

- 1) *Performance Skills* – You will be advised to focus on your strongest activity. Ideally you will participate in this activity within and outwith school.
- 2) *Factors Impacting on Performance* – In this unit you will look at the impact of mental, emotional, social and physical factors on your performance in your chosen activity. You will consider how to gather information on your strengths and development needs, how to develop your performance and, finally, you will have an opportunity to monitor and evaluate the performance development process.

**Course Assessment**

Along with the internal units, you will complete the 'course assessment' and this will give you an overall mark out of 100. The course assessment examines what was taught in the 'performance unit' and the 'factors impacting on performance unit'. These will be assessed through:

- A single performance
- Project

**One off Performance (30 marks)**

This is a 'one off performance' that takes place in a competitive environment.



**Project (70 marks)**

The work that you completed throughout the course provides the basis to your project. This is a 5000 word piece of work that will be ongoing throughout the course of the year. Your project will be completed in school and then marked by the SQA.

The majority of the work that you complete throughout the year will be on your chosen activity. For your chosen activity you will research different factors and how they impact your performance in that activity.

As this is an Advanced Higher you will have contact time with a PE teacher, however, there is an expectancy that you manage your own time appropriately to complete work and meet the deadlines that are set.

**Progression**

- An HNC/HND in associated subject areas
- A degree in Physical Education
- Degree courses in associated subject areas
- A career in amateur/professional sport or dance
- Employment in the fitness, health, leisure and recreation industries
- Employment in sports/dance development

This course or its component units may form part of one or more Scottish Group Awards.

## Level 6

### Purpose

The National Progression Award in Sports Development is a suitable course if you have an interest in sport and physical activity and are willing to contribute to the provision and development of opportunities to participate in sport and physical activity within the school and local community setting.

Pupils will take part in a practical based unit that supports extra-curricular clubs through working in partnership with Active Schools. Pupils will also undertake a theoretical unit which will require completion of an essay and a research project. The course provides opportunities to develop skills for life, learning and work. Examples include leadership, communication, working with others, problem solving, ICT and numeracy skills.

### Recommended Entry

While entry is at the discretion of the school, students would normally be expected to have attained one of the following:

- Pupils should have achieved a minimum of a level B pass in National 5 PE.
- Other relevant prior experience in Physical Education, including experience gained outwith certificated courses (Peer support, extra-curricular club involvement, transition events, etc).

### Course Details

The course consists of two units both of which must be completed to obtain the group award.

#### Unit 1 – Activity and Participation Opportunities in an Organisation

- Identify and explain opportunities for participation within a sport or fitness facility
- Participate in and evaluate recreational physical activity
- Describe the benefits of different types of participation to the individual and community

#### Unit 2 - Investigate Activity Development Opportunities in an Organisation

- Explain the concept of Sports Development
- Describe the opportunities and facilities for physical activity currently available to members of an organisation
- Identify potential development projects to meet the needs of members
- Describe financial, physical, and human resources required for the development of physical activity
- Describes issues which impact on the viability of a selected development project

## Course Assessment

Within each unit there are different assessment tasks that must be passed in order to achieve the full course award.

### Unit 1 - Activity and Participation Opportunities in the Community

- Portfolio of evidence from participation roles.
- School and extra-curricular logbook.
- Essay describing the benefits of participation in physical activity sessions to the individual and wider community.

### Unit 2 - Investigate Activity Development Opportunities in an Organisation

- Sports Development Report
- Sports Development Project: Presentation / Poster

## Progression

This course or units may provide progression to:

- SQA Leadership Award
- Higher National Certificates
- Higher Education Degrees
- Further study, employment and/or training

### **Purpose**

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

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

The course aims to

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

### **Recommended Entry**

While entry is at the discretion of the school, students should have overtaken all CFE experiences and Outcomes at Level 4 or have achieved a pass at National 4 Maths.

### **Course Details**

The course consists of 3 units of work and a final exam. Each unit has an internal assessment which is non-mandatory and can be completed on a stand-alone basis. Completion of the 3 internal assessments also allows pupils to achieve National 5 Numeracy.

### **Mathematics: Expressions and Formulae**

The general aim of this Unit is to develop skills linked to mathematical expressions and formulae. These include the manipulation of abstract terms, the simplification of expressions and the evaluation of formulae. The Outcomes cover aspects of number, algebra, geometry and reasoning.

### **Mathematics: Relationships**

The general aim of this Unit is to develop skills linked to mathematical relationships. These include solving and manipulating equations, working with graphs and carrying out calculations on the lengths and angles of shapes. The Outcomes cover aspects of algebra, geometry, trigonometry and reasoning.

### **Mathematics: Applications**

The general aim of this Unit is to develop skills linked to applications of mathematics. These include using trigonometry, geometry, number processes and statistics within real-life contexts. The Outcomes cover aspects of these skills and also skills in reasoning. This unit contains maths in a social context, logic diagrams, applying formulae and a statistical assignment.

### **Progression**

Students may progress to Higher Mathematics. However, this will require a high degree of independent study as a timetabled class may not be available. The course may also serve as a general or specific entry requirement to HNC or HND courses or as a general entry requirement for other higher education courses which do not have a specific mathematical content.

## MATHEMATICS – National 5 Applications of Mathematics

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### **Purpose**

The purpose of the National 5 Applications of Mathematics course is to motivate and challenge candidates by enabling them to think through real-life situations involving mathematics and to form a plan of action based on logic. The mathematical skills within this course are underpinned by numeracy, and designed to develop candidates' mathematical reasoning skills in areas relevant to learning, life and work.

The course aims to:

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

### **Recommended Entry**

While entry is at the discretion of the school, students should have achieved a pass at National 4 Maths. This course may also be suitable for candidates who have studied National 5 Maths in a previous session but found the algebraic content challenging. This course is particularly suitable for learners who wish to develop the mathematical reasoning and numerical skills which are useful in other curriculum areas and workplaces.

### **Course Details**

The course consists of 3 units of work and a final exam. Each unit has an internal assessment which is non-mandatory and can be completed on a stand-alone basis.

### **Numeracy:**

The general aim of this Unit is to develop learners' numerical and information handling skills to solve real-life problems involving number, money, time and measurement. At this level, real-life problems will have some complex features and be set in contexts which are likely to be unfamiliar to the learner. As learners tackle real-life problems, they will decide what numeracy and information handling skills to use, and how to apply those skills to an appropriate level of accuracy. Learners will also interpret graphical data and use their knowledge and understanding of probability to identify solutions to solve real-life problems involving money, time and measurement. Learners will use their solutions to make and justify decisions.

### **Geometry and Measure:**

The general aim of this Unit is to develop skills that focus on the use of mathematical ideas and valid strategies that can be applied to geometry and measurement in real-life contexts which may be new to the learner. This includes skills in analysing and using geometry and measures to determine and justify solutions to real-life problems. The Outcomes cover aspects of geometry and measurement in real-life situations requiring reasoning.

### **Applications of Mathematics: Managing Finance and Statistics**

The general aim of this Unit is to develop skills that focus on the use of mathematical ideas and valid strategies that can be applied to managing finance and statistics in real-life contexts which may be new to the learner. This includes skills in analysing financial positions, budgeting as well as organising and presenting data to justify solutions and/or draw conclusions. The Outcomes cover aspects of finance and statistics in real-life situations requiring mathematical reasoning.

### **Progression**

Students may exit to employment, higher or further education, using the qualification as either a general or specific entry requirement.

Students wishing to progress to Higher Maths should not take this course but should instead study the National 5 Maths course.

## MATHEMATICS – Higher

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### **Purpose**

The aim of this course is to build upon and extend students' mathematical learning in the areas of algebra, geometry and trigonometry and to introduce students to elementary calculus. Learners will acquire and apply operational skills necessary for exploring mathematical ideas through symbolic representation and diagrams. In addition, learners will develop mathematical reasoning skills and will gain experience in making informed decisions.

### **Recommended Entry**

While entry is at the discretion of the school, students would normally be expected to have attained a pass at National 5 Maths at grade A or B.

### **Course Details**

The Higher Mathematics Course has three Units, totalling 18 SCQF credit points, with an additional six SCQF credit points to allow the use of an extended range of learning and teaching approaches, consolidation of learning, integration, and preparation for external assessment.

Units are statements of standards for assessment and not programmes of learning and teaching. The course will draw on aspects from all 3 units delivered in parallel.

#### *Mathematics: Expressions and Functions (Higher)*

The general aim of this Unit is to develop knowledge and skills that involve the manipulation of expressions, the use of vectors and the study of mathematical functions. The Outcomes cover aspects of algebra, geometry and trigonometry, and also skills in mathematical reasoning and modelling.

#### *Mathematics: Relationships and Calculus (Higher)*

The general aim of this Unit is to develop knowledge and skills that involve solving equations and to introduce both differential calculus and integral calculus. The Outcomes cover aspects of algebra, trigonometry, calculus, and also skills in mathematical reasoning and modelling.

#### *Mathematics: Applications (Higher)*

The general aim of this Unit is to develop knowledge and skills that involve geometric applications, applications of sequences and applications of calculus. The Outcomes cover aspects of algebra, geometry, calculus, and also skills in mathematical reasoning and modelling.

### **Progression**

Students may progress to Advanced Higher Mathematics or exit to higher or further education, using the qualification as either a general or specific entry requirement for mathematics, engineering, or science HNC/D or degree courses.

### **Purpose**

The aim of this course is to build upon and extend students' mathematical learning in the areas of algebra, geometry, trigonometry and calculus. Mathematics 1 (AH), Mathematics 2 (AH) and Mathematics 3 (AH) are progressive units.

### **Recommended Entry**

Students would normally be expected to have attained an award at Higher, Grade A or B.

### **Course Details**

The Advanced Higher Mathematics Course has three Units, totalling 24 SCQF credit points, with an additional eight SCQF credit points to allow the use of an extended range of learning and teaching approaches, consolidation of learning, integration, and preparation for external assessment.

#### *Methods in Algebra and Calculus (Advanced Higher)*

The general aim of the Unit is to develop advanced knowledge and skills in algebra and calculus that can be used in practical and abstract situations to manage information in mathematical form. The Outcomes cover partial fractions, standard procedures for both differential calculus and integral calculus, as well as methods for solving both first order and second order differential equations. The importance of logical thinking and proof is emphasised throughout.

#### *Applications of Algebra and Calculus (Advanced Higher)*

The general aim of the Unit is to develop advanced knowledge and skills that involve the application of algebra and calculus to real life and mathematical situations, including applications to geometry. Learners will acquire skills in interpreting and analysing problem situations where these skills can be used. The Outcomes cover the binomial theorem, the algebra of complex numbers, properties of functions, and rates of change. Aspects of sequences and series are introduced, including summations, proved by induction.

#### *Geometry, Proof and Systems of Equations (Advanced Higher)*

The general aim of the Unit is to develop advanced knowledge and skills that involve geometry, number and algebra, and to examine the close relationship between them. Learners will develop skills in logical thinking. The Outcomes cover matrices, vectors, solving systems of equations, the geometry of complex numbers, as well as processes of rigorous proof.

### **Progression**

Students would be well prepared to follow a degree course in Mathematics at University or to do a course such as engineering, which has a substantial mathematical content.



**Purpose**

The aim of this course is to offer progressive development of competence in the four skill areas of Listening, Speaking, Reading and Writing, within a widening range of contexts and language purposes. In particular, the course aims to enable learners to develop the ability to:

- Read, listen, talk and write in French
- Understand and use French
- Develop the language skills of translation
- Apply knowledge and understanding of French

The course contributes towards the development of literacy skills by providing learners with opportunities to read, listen, talk and write in French, and to reflect how this relates to English

**Recommended Entry**

While entry to the course or units will be at the discretion of the Principal Teacher, students will normally be expected to have attained:

N5 at grades A or B

N5 at grade A or B in English

**Course Details**

The course is made up of two mandatory units

*Understanding Language*

The purpose of this Unit is to provide learners with the opportunity to develop and extend reading and listening skills in French, and to develop their knowledge and understanding of detailed and complex language in the context of society, learning, employability and culture. It will build on students' prior learning.

*Using Language*

The purpose of this Unit is to provide learners with the opportunity to develop and extend talking and writing skills in French, and to develop their knowledge and understanding of detailed and complex language in the context of society, learning, employability and culture. It will build on students' prior learning.

Contexts of language covered will reflect the age and interests of the students and at this level the skills of Speaking and Writing will place emphasis on the student's ability to express points of view in some detail and to exchange ideas with evidence of increasing confidence and accuracy.

**Course Assessment**

- To gain the award of the course, the learner must pass all the Units as well as the course assessment (Performance and Question Papers for 100 marks)
- Units are assessed as pass or fail by the school and are quality assured by the SQA. Achievements of units is recorded on the learner's qualification certificate.
- The course Assessment consists of a Performance (30 marks) with two sections and two questions Papers. The Performance is marked internally and the Question Papers are marked externally by the SQA.

Paper 1 Reading (30 marks) and Directed Writing (10 marks)

Paper 2 Listening (20 marks) and Writing (10 marks)

**Progression**

Advanced Higher course or units in the same language – this will depend on staffing availability.

Higher education courses at appropriate levels, including HNC, HND or degree courses.

Courses offered by foreign language agencies at appropriate levels.

Employment, possibly making use of foreign language competence.

**Purpose**

The aim of this course is to offer progressive development of competence in the four skill areas of Listening, Speaking, Reading and Writing, within a widening range of contexts and language purposes. In particular, the course aims to enable learners to develop the ability to:

- Read, listen, talk and write in Spanish
- Understand and use Spanish
- Develop the language skills of translation
- Apply knowledge and understanding of Spanish

The course contributes towards the development of literacy skills by providing learners with opportunities to read, listen, talk and write in Spanish, and to reflect how this relates to French and English

**Recommended Entry**

While entry to the course or units will be at the discretion of the Principal Teacher, students will normally be expected to have attained:

N5 at grades A or B in French

N5 at grade A or B in English

**Course Details**

The course is made up of two mandatory units

*Understanding Language*

The purpose of this Unit is to provide learners with the opportunity to develop and extend reading and listening skills in Spanish, and to develop their knowledge and understanding of detailed and complex language in the context of society, learning, employability and culture. It will build on students' prior learning in French.

*Using Language*

The purpose of this Unit is to provide learners with the opportunity to develop and extend talking and writing skills in Spanish, and to develop their knowledge and understanding of detailed and complex language in the context of society, learning, employability and culture. It will build on students' prior learning in French.

Contexts of language covered will reflect the age and interests of the students and at this level the skills of Speaking and Writing will place emphasis on the student's ability to express points of view in some detail and to exchange ideas with evidence of increasing confidence and accuracy.

**Foreign Language Leader Award**

This course is for S6 pupils who have studied French to at least National 5 level. The Foreign Language Leader Award teaches young people how to lead others through basic languages activities (for example teaching the colours or days of the week) by working to develop their communication, organisation and motivational skills.

**Unit Overview**

Unit 1 - Planning, preparing and assisting a simple foreign language activity

Unit 2 - Communication and motivation skills for leading a foreign language activity

Unit 3 - Cultural understanding of the chosen country

Unit 4 - Compendium of foreign language games and activities

Unit 5 - Organising and running a foreign language event

Unit 6 - Demonstration of leadership skills in foreign language

### Purpose

- To develop knowledge and understanding of contemporary religious, moral and philosophical issues
- To look at both religious and non-religious perspectives
- To explore the questions the different viewpoints raise and the solutions or approaches they offer
- To allow learners to reflect on their own experience and views

### Recommended Entry

While entry is at the discretion of the school, students would normally be expected to have passed:

- National 5 RMPS or
- National 5 English or Social Subject

### Course Details

This course is comprised of three units with assessments. The whole course assessment has two parts, an external course exam (75% of the overall grade) and an assignment (25% of the overall grade).

#### **World Religion: Buddhism**

In this Unit, learners will develop skills related to understanding Buddhism. They will develop knowledge and understanding of the impact and significance of religion today. They will study some key beliefs, practices and sources found within Buddhism.

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

In this Unit, learners will develop skills to evaluate and express detailed and reasoned views about issues of medical ethics: embryos, organ donations and euthanasia.

#### **Religious and Philosophical Questions: Origins**

In this Unit, learners will develop skills to critically analyse issues of faith, reason, creation and the scientific theories of the Big Bang and Evolution.

### Progression

- Advanced Higher Religious, Moral and Philosophical Studies or its Units
- An entry qualification for further and higher education courses
- This course or its component units may also form part of one or more Scottish Group Awards.

## NPA LEVEL 6: LABORATORY SCIENCE

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This qualification is intended to meet the learning needs of pupils who have completed units at National 5 Chemistry and/or Biology, but have been unable to achieve a Grade suitable for immediate progression to Higher / will struggle with the demands of Higher Chemistry and/or Biology.

Each pupil will be required to complete a minimum number of credits to achieve a group award. There are multiple pathways / outcome possible. This qualification is a group award, so does not have a final assessment exam OR assignment associated with its achievement.

Within the current qualifications structures offered at Mearns Academy:

S4: Two credits from National 5 Chemistry or Biology Units:

Biology Life on Earth  
Biology: Multicellular Organisms  
Cell Biology

Chemistry In Society  
Chemical Changes and Structures  
Nature's Chemistry

S5: Four mandatory credits must be achieved:

Fundamental Chemistry: an Introduction  
Mathematics for Science  
Quality and Health and Safety Systems in Science Industries  
Microbiological Techniques

S6: A minimum of two further credits from CfE Higher Chemistry or Biology Units:

Biology: DNA and Genome  
Biology: Metabolism and Survival  
Biology: Sustainability and Interdependence

Chemical Changes and Structure  
Researching Chemistry  
Nature's Chemistry  
Chemistry In Society

**Purpose**

To develop and apply knowledge and understanding of biology, its applications and its impact on society. To develop analytical thinking, scientific evaluation, problem solving and planning skills. to use and understand scientific literacy to communicate ideas and issues, and to develop skills for more advanced learning in biology.

**Recommended Entry**

National 5 course at either grade A or B

**Course Content**UNIT ONE DNA AND THE GENOME

- **STRUCTURE AND REPLICATION OF DNA**  
Structure, organisation and replication of DNA, polymerase chain reaction.
- **GENE EXPRESSION**  
Transcription and translation of genes, structure and function of RNA, transcription of DNA into primary and mature mRNA , translation of mRNA into polypeptides at ribosomes, gene control of protein synthesis, structure of proteins, cellular differentiation, therapeutic use of stem cells.
- **GENOME**  
Structure of the genome, mutations in single genes whole chromosomes and their importance in evolution, key aspects of evolutionary theory gene transfer, selection, genetic drift, speciation , genomic sequencing, evidence from phylogenetics to determine the main events in evolution, comparison of species genomes and personal genomics and health.

UNIT TWO METABOLISM AND SURVIVAL

- **METABOLISM IS ESSENTIAL FOR LIFE**  
Enzyme catalysed pathways, anabolic and catabolic pathways, control of pathways by enzymes, induced fit theory of enzyme function, cellular respiration, role of ATP, biochemical pathway of cell respiration, ATP synthesis
- **MAINTAINING METABOLISM**  
Metabolic rate ,consumption of oxygen, production of carbon dioxide and heat, the ability of organisms to maintain their metabolism, negative feedback control, surviving adverse conditions, dormancy torpor hibernation and migration, extremophiles
- **METABOLISM IN MICRO ORGANISMS**  
Environmental control of metabolism, genetic control of metabolism, recombinant DNA technology, ethical consideration into the use of microorganisms

**UNIT THREE SUSTAINABILITY AND INTERDEPENDENCE**

- **THE SCIENCE OF FOOD PRODUCTION**  
Food supply and agricultural production, plant growth and productivity, photosynthesis and its biochemistry, plant and animal breeding, plant field trials and selective breeding, GM crops, genetics of breeding, genetic technology, crop protection artificial and biological control mechanisms animal welfare and animal behaviour issues
- **INTERRELATIONSHIPS AND DEPENDENCE**  
Symbiosis, mutualism, parasitism and social behaviour, altruism and kin selection, social insects, primate behaviour
- **BIODIVERSITY**  
Mass extinction, how biodiversity is measured, species diversity and threats to species and their ecosystems, habitat loss, introduced and invasive species, climate change and its impact.

COURSE ASSESSMENT	QUESTION PAPER	120 MARKS
	ASSIGNMENT	20 MARKS

**Value of Course**

Because of the demanding nature of the course, namely the amount of syllabus to cover, it should challenge the students and instil in them the necessity for hard-applied endeavour. For this reason it is regarded as an exceptionally valuable Higher both by universities and colleges and by employers both in the biological and non-biological fields.

**Progression**

Students who achieve Higher Biology may progress to:

- Advanced Higher Biology
- NPA L6 Lab science - depending on College links, this may feed into a L6 Scientific Technologies with Foundation Apprenticeship in S6.

SCQF LEVEL 6 24 SQCF CREDIT POINTS



**Purpose**

Advanced Higher is SQA's highest level of National Course and is very demanding. Advanced Higher extends students' knowledge and skills beyond Higher. Students will face new academic and personal challenges, requiring them to develop their knowledge and abilities and to think and work independently.

**Recommended Entry**

While entry is at the discretion of the school, students would normally be expected to have passed:

- Biology Higher

**Course Details**

The course is made up of three mandatory units

The units cover the following content areas:

Mandatory Units

## Mandatory Units

Biology: Cells and Proteins (Advanced Higher) 8 SCQF credit points

Laboratory techniques for biologists, Proteomics, Protein structure, binding and conformational change, Membrane proteins, Detecting and amplifying an environmental stimulus, Communication within multicellular organisms, Protein control of cell division

Biology: Organisms and Evolution (Advanced Higher) 8 SCQF credit points

Field techniques for biologists, Evolution, Variation and sexual reproduction, Sex and behaviour, Parasitism

Investigative Biology (Advanced Higher) 8 SCQF credit points

Scientific principles and process, Experimentation, Critical evaluation of biological research

Course assessment 8 SCQF credit points

There is an external examination and an externally assessed investigation report which determines the grade of the course. The investigation report is based on work carried out in the mandatory investigation unit. The report should be around 2000 – 2500 words in length excluding contents page, tables, graphs etc.

To gain the course award candidates must pass all of the Unit assessments as well as the external assessment.

The external examination lasts for two and a half hours and makes up 80% of the total marks (100 marks). An investigation report (project) makes up the other 20% (30 marks).

**Purpose**

The course is designed for students who wish to continue their study of chemistry beyond Credit level and who may wish to progress to Advanced Higher. As such the Higher course could form the first year of a two-year post National 5 level.

As a one-year course the study of Chemistry at Higher can make an important contribution to the student's knowledge and understanding of the physical and natural world. The course provides a grounding for the further study in higher education of chemistry and chemistry-related subjects such as environmental and food sciences, and provides valuable background knowledge for vocational training in many areas of health and technology.

**Recommended Entry**

While entry is at the discretion of the centre, students would normally have obtained the following awards or equivalent:

- National 5 at grade A or B in Chemistry
- National 5 Mathematics at Grade A or B would also be preferred

**Course Details**

The course is made up of four mandatory units: Periodicity, Polarity and Properties; Consumer Chemistry; Principles to Production and Researching Chemistry. The Researching Chemistry unit is a skills development unit equipping candidates with the investigative and reporting skills demanded by employers and Further and Higher Education. While these units are valuable in their own right, candidates will gain considerable additional benefit from completing this course, since there will be opportunities for the integration of skills developed through study of the units, and for tackling problem solving of a more complex nature than that required for attainment of the performance criteria of the units.

**Chemical Changes and Structure (Higher)**

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

**Researching Chemistry (Higher)**

This Unit covers the key skills necessary to undertake research in chemistry. Learners will research the relevance of chemical theory to everyday life by exploring the chemistry behind a topical issue. Learners will develop the key skills associated with collecting and synthesising information from a number of different sources. Equipped with the knowledge of common chemistry apparatus and techniques, they will plan and undertake a practical investigation related to a topical issue. Using their scientific literacy skills, learners will communicate their results and conclusions.

**Nature's Chemistry (Higher)**

This Unit covers the knowledge and understanding of organic chemistry within the context of the chemistry of food and the chemistry of everyday consumer products, soaps, detergents, fragrances and skincare. The relationship between the structure of organic compounds, their physical and chemical properties and their uses are investigated. Key functional groups and types of organic reaction are covered.

**Chemistry in Society (Higher)**

This Unit covers the knowledge and understanding of the principles of physical chemistry which allow a chemical process to be taken from the researcher's bench through to industrial production. Learners will calculate quantities of reagents and products, percentage yield and the atom economy of processes. They will develop skills to manipulate dynamic equilibria and predict enthalpy changes. Learners will investigate the ability of substances to act as oxidising or reducing agents and their use in analytical chemistry through the context of volumetric titrations. Learners will use analytical chemistry to determine the purity of reagents and products.

**Teaching Approach**

The course will be taught using a mixture of resource based learning and whole class teaching.

**Assessment Procedures**

To gain the award of the course, the candidate must achieve all the component units of the course as well as the external assessment. External assessment will provide the basis for grading attainment in the course award.

For the external assessment Learners will draw on, extend and apply the skills they have learned during the Course. This will be assessed within a question paper (120 marks) and an assignment (20 marks), requiring demonstration of the breadth of knowledge, skills and understanding acquired from across the Units and how they can be applied in unfamiliar contexts and/or integrated

**Progression**

- To completion of an appropriate Group Award
- To Advanced Higher Chemistry
- To another Science subject at Higher
- To Higher education: degree and HND courses in chemistry and chemistry-related subjects such as environmental science, pharmacy, science and chemical engineering
- To employment including work-based training for svq laboratory operations
- NPA L6 Lab science - depending on College links, this may feed into a L6 Scientific Technologies with Foundation Apprenticeship in S6.

**Purpose**

This course provides insight into the underlying theories of Chemistry and develops the practical skills used in a chemical laboratory. The study of Chemistry at this level can make a major contribution to your knowledge and understanding of the natural and physical environment. You will have the opportunity to develop the skills of independent study and thought that are essential in a wide range of subjects and occupations. Advanced Higher Chemistry is particularly relevant if you wish to progress to degree courses, either in Chemistry, or in subjects in which Chemistry is a major component, such as medicine, chemical engineering or environmental science. The course also provides a sound basis for direct entry to chemistry related employment.

**Recommended Entry**

A minimum of a pass at Higher.

**Course Details**

The course is made up of three Mandatory units:

*Inorganic and Physical Chemistry*

In this unit you will develop knowledge and understanding, problem solving skills and practical abilities. Some of the areas covered include:  
Electromagnetic radiation and atomic spectra, Atomic orbitals, electron configurations and the Periodic Table, Transition metals, Chemical equilibrium, Reaction feasibility

*Organic Chemistry and Instrument Analysis*

In this unit you will develop knowledge and understanding, problem solving skills and practical abilities. Some of the areas covered include:  
Molecular orbital, Molecular structure, Stereo chemistry, Synthesis, Experimental determination of structure, Pharmaceutical chemistry,

*Researching Chemistry*

In this unit you will develop knowledge and understanding, problem solving skills and practical abilities. Some of the areas covered include:  
Gravimetric analysis, Volumetric analysis, Practical skills and Stoichiometric Calculations.

*Chemical Investigation (20 Hours)*

In this unit you will develop your investigative, problem solving, numeracy and communication skills by carrying out a short chemical investigation.

**Assessment**

Units are assessed internally by your teacher/lecturer in accordance with SQA guidelines. The course is assessed by an external examination (100 marks), set and marked by the SQA. A report on the Chemical Investigation is also externally assessed and contributes towards the final grade (30 marks).

**Progression**

Successful completion of this course may lead to:

- A Scottish Group Award at Higher in Chemistry
- Education (HNC/HND/Degree) or Employment in Animals, Land and Environment, Health and Medicine, Manufacturing Industries, Science and Mathematics, Security and Protective Services, Sports and Leisure.

**Purpose**

The course aims to provide an opportunity for reinforcing and extending the student's knowledge and understanding of the concept of physics gained at National 5 and developing the student's ability both to solve problems and to carry out investigative work. The course endeavours to provide learning experiences leading to the acquisition of worthwhile knowledge, skills and attitudes which will assist students to make their own reasoned decisions on many issues within a modern society increasingly dependent on Science and Technology. Provision is also made for those who wish to proceed beyond Higher Physics with a suitable base for further study.

**Recommended Entry**

Students would normally be expected to have attained National 5 Physics at Grade A or B and National 5 Maths at Grade A or B.

**Course Details**

The course comprises four units – Our Dynamic Universe, Particles and Waves, Electricity and Researching Physics. While these units are valuable in their own right, students gain considerable benefit from completing all four units since there will be opportunities for the integration of skills across the units.

*Our Dynamic Universe (H) 40 hours*

Content outline: Equations of motion, forces, energy, power, momentum and impulse, gravity, special relativity, Doppler effect, Hubble's law, Big Bang Theory.

*Particles and Waves (H) 40 hours*

Content outline: Standard model, electromagnetic forces, nuclear radiation, wave-particle duality, interference and diffraction, refraction, spectra.

*Electricity (H) 20 hours*

Content outline: Alternating current, current, potential difference, power, resistance, internal resistance, capacitors, conductors, insulators and semiconductors, p-n junctions.

*Researching Physics (H) 20 hours*

In these units candidates will plan, carry out and draw conclusions from an investigation in an unfamiliar field of physics.

**Assessment**

To gain the award of the course the student must pass all four unit assessments as well as the external assessment at the end of the course. The course assessment will be a two and a half hour paper consisting of a combination of multiple choice, short answer and extended response questions and an assignment, totalling 155 marks.

**Progression**

- to Advanced Higher Physics
- to degree, HND or HNC in physics, science, mathematics, computing, medical or engineering field
- to employment in physics, science, mathematics, engineering, finance, technology or related area

**Purpose**

This course is designed to provide you with a deeper understanding of the nature of Physics and its applications. It builds on the skills, attitudes and abilities that you have developed at Higher level and provides a challenging experience for those who wish to study the subject in greater depth. The study of Advanced Higher Physics encourages an interest in current developments and applications of physics.

**Recommended Entry**

You would be expected to have attained the following

- Higher **Physics** at A or B and Higher **Mathematics** units or course.

**Course Outline**

The course is made up of four compulsory units – two 40 hour units and two 20 hour units.

*Rotational Motion and Astrophysics*

Areas covered include:

Kinematic relationships, Angular motion, Rotational dynamics, Angular momentum, Gravitation, General relativity, Stellar physics

*Quanta and Waves*

Areas covered include:

*Introduction to quantum theory, Particles from space, Simple harmonic motion, Waves, Interference, Division of amplitude, Division of wavelength, Polarisation*

*Electromagnetism*

Areas covered include:

Fields, Circuits, Electromagnetic radiation

*Investigating Physics*

In this unit you are required to carry out an investigation and produce a report of your findings. This involves planning, organisation, designing experiments, collection and analysis of information.

**Assessment**

Units are assessed internally by your teacher/lecturer in accordance with SQA guidelines. The course is assessed by

- a written examination, set and marked by the SQA (100 marks)
- external assessment of the Investigation Report by the SQA (30 marks)

**Progression**

Successful completion of this course may lead to a Scottish Group Award at Higher in Science or Technology.

**Purpose**

The purpose of this course is to add breadth and depth to the conceptual understanding of physical and human environments and their inter-relationships. It also extends evaluative skills and the range of geographical methods and techniques familiar to students.

**Recommended Entry**

This is at the discretion of the school, but you would normally be expected to have achieved Nat 5 Geography at grade C or above.

**Physical Environments:**

This unit draws on and applies knowledge and understanding of the processes and interactions at work in key physical environments, weather systems and climate and landscape management systems on a local, regional or global scale.

**Human Environments:**

This unit covers knowledge and understanding of the interactions within the urban and rural environments in developed and developing countries.

**Global Issues:**

In this unit, emphasis is placed on providing students with the opportunity to describe and explain the interaction of human and physical factors in the context of a complex geographical issue. Students will also be expected to be able to describe and explain the strategies adopted in response to the global issue.

**Assignment:**

Students will have the opportunity to demonstrate challenge and application and show their skills, knowledge and understanding within the context of a geographical topic or issue which they have chosen.

Assessment of the Higher will be as follows:-

- Continuous internal assessment of all aspects of the course. To gain the award for the course, students must achieve all the component units, as well as the external assessment.
- Students' final grades will be determined by a mixture of exam and coursework.
- Examination paper– Physical and Human Environments, Global Issues and the application of geographical skills
- Assignment

**Progression**

The Higher Geography course is valuable in itself to prepare students more readily to accept the rights and responsibilities of living in a democratic society on a fossil planet and to encourage positive attitudes to other societies and a concern for the world environment.

It is of more practical use in that from the achievement of a Higher course or units in Geography the student may be able to progress to the course or units at Advanced Higher. Students could also progress to a course or units at an appropriate level in another social subject. It is an ideal entrance qualification for many colleges or university courses, either science, arts or commerce based. It is an entrance qualification for many professions and trades at various levels, eg meteorology, local or national government planning, surveying, map making, road and railway courses, armed services and tourism.

**Purpose**

The purpose of Geography is to further develop the learner's understanding of our changing world and its human and physical processes. Geography draws upon the social and natural sciences: interdisciplinary learning is fundamental and encourages links with other subjects. In the 21<sup>st</sup> century, with growing awareness of the impact of human activity upon the environment and scarce resources, the study of Geography fosters positive life-long attitudes of environmental stewardship, sustainability and global citizenship.

**Recommended Entry**

This is at the discretion of the school, but you would normally be expected to have achieved Higher Geography at grade C or above.

**Course Details**

This course provides learners with the knowledge and skills to enable them to effectively engage with challenging issues in their local communities and wider society.

Opportunities for practical activities including fieldwork will be essential parts of the course.

**Unit 1: Geographical Skills**

This unit includes mapping skills, graphical techniques and a range of statistical techniques for analysing and interpreting geographical data. These skills will be developed through independent research and fieldwork. Research should include identifying appropriate research techniques, how to plan or manage a complex programme of research, techniques to source, collect and record appropriate and reliable primary and secondary sources of information, methods of independent fieldwork, techniques to present findings using appropriate conventions and how to evaluate research methodology.

**Unit 2:** In this unit learners will develop critical thinking and the ability to evaluate sources and viewpoints on current geographical issues.

To gain the award for the course, the student must achieve all the component units of the course, as well as the external assessment. Assessment of the course comprises:

1. Externally set and assessed written paper lasting 2 hours 30 minutes – 30%
2. A Geographical Study – 40% - externally assessed
3. A Geographical Issues essay – 30% - externally assessed

Although teaching methods will be formal, a variety of approaches will be used. Independent learning forms the basis of a considerable part of the student's study time at Advanced Higher.

**Progression**

A pass at Advanced Higher Geography is an ideal entrance qualification for many colleges or university courses, either science, arts or commerce based. It is also an entrance qualification for many professions and trades at various levels, eg meteorology, local or national government planning, surveying, map making, road and railway courses, armed services, tourism, etc.



**Purpose**

Higher History helps students to understand the society in which they live. It looks at the ways in which important aspects of that society have developed in the past, both nationally and internationally. This historical understanding will in turn assist them in becoming effective contributors to and responsible citizens within that society. The Course is designed to enable students to develop skills in historical understanding and analysis through structured and extended writing and through the interpretation, evaluation and comparison of sources of historical evidence. In addition, candidates are encouraged to take more independent responsibility for their own learning.

**Recommended Entry**

This is at the discretion of the school, but you would normally be expected to have achieved Nat 5 History at grade C or above.

**Course Details**

Three mandatory 40 hour units, plus 40 hours flexible time. Each unit has equal weighting. The course will be taught at Higher Level though it may be possible to offer assessments at National 5 level for students who have difficulty in completing the units at Higher Level.

**European and World: Medieval History – The Crusades 1071-1204**

A study of religious, political and economic factors in the crusading movement between 1071 and 1204, illustrating the themes of ideology, authority and conflict.

**British Topic: Medieval Britain- Church, State and Feudal Society**

A study of the fundamental elements of society from the twelfth to the fourteenth century in England and Scotland, illustrating the themes of feudalism, Church, authority and conflict.

**Scottish Topic: The Age of the Reformation, 1542-1603**

A study of religious and political change in sixteenth century Scotland, illustrating the themes of authority, conflict and identity.

Students will be taught directly. A range of documentary and visual sources will be used in class as the basis for discussion and interpretation. Research skills are particularly important at Higher Level.

Assessment of the Higher will be as follows:-

Continuous internal assessment of all aspects of the course.

To gain the award for the course, students must achieve all the component units, as well as the external assessment.

Students' final grades will be determined by a mixture of exam and coursework.

Examination Paper: Crusades, Medieval Britain and the Reformation

Extended Essay (chosen by student)

A full preliminary exam will be taken by all students.

**Progression**

From the achievement of a Higher unit or course, students may be able to progress to Advanced Higher in History or to higher education courses in History, humanities and social sciences, law and business administration, media and the arts. Alternatively, students could move on to further education courses including HNC/D courses in arts and social sciences.

**Purpose**

The purpose of Modern Studies is to develop the learner's knowledge and understanding of contemporary political and social issues in local, Scottish, United Kingdom and international contexts. In these contexts, learners will develop an awareness of the social and political issues they will meet in their lives. This purpose will be achieved through successful study of the three Units. Through this Course, learners will undertake a coherent study of contemporary society with concepts and themes being revisited and built upon across Units. The Course will develop the skills to help learners interpret and participate in the social and political processes they will encounter now and in the future.

**Recommended Entry**

This is at the discretion of the school, but you would normally be expected to have achieved Nat 5 Modern studies at Grade C or above.

**Course Details**

Pupils will study the following units:

**Democracy in Scotland and the United Kingdom**

Learners will study aspects of the democratic political system in the United Kingdom including the place of Scotland within this. Throughout this Unit, relevant case studies will be used from either Scotland or the United Kingdom or both Scotland and the United Kingdom.

**Social Issues in the United Kingdom**

Learners will study social inequalities in the UK – causes, impact and solutions

**International Issues**

Learners will study an international country: the socio-economic study of a major world power (USA)

Students will also have to complete an **assignment** which will be externally marked. The assignment component of the course assessment will have a greater emphasis on the assessment of skills than the question paper.

Assessment of the Higher will be as follows:-

Continuous internal assessment of all aspects of the course.

To gain the award for the course, students must achieve all the component units, as well as the external assessment.

Students' final grade will be determined by a mixture of exam and coursework.

Examination paper consisting of 3 sections matching the units chosen for the course

Assignment (chosen by the student)

**Progression**

Students who are successful in the Higher course could progress to Advanced Higher Modern Studies or to a Higher course in another social subject. Alternatively, students may progress to HNC or HND awards or use the Higher qualification for general entrance to university or to particular degree courses in social sciences such as Politics, Sociology and International Relations or in Public Administration or Law.

**Purpose**

The purpose of this course is to develop knowledge and understanding, evaluative and investigative skills around the topic of Law and Order in the UK. This course also prepares pupils for the demands of university.

**Recommended Entry**

This is at the discretion of the school, but you would normally be expected to have achieved Higher Modern Studies at grade C or above.

**Course Details**

The course involves three complementary and overlapping disciplines. For the exam extended essays on Law and Order issues are written, together with questions on research methods and case studies. As well as the exam, students produce a 4,000 – 5,000 word dissertation on a Law and Order question of their choosing.

All Unit Assessments must be passed in order for a course award to be made.

Topics include,

Law and Order and Research Methods

The Causes and Effects of Crime in the UK

Penal Systems in the UK

Practical Research

**Progression**

The Advanced Higher course is an excellent preparation for a student intending to go on to University to study Politics (or a subject and course utilising similar skills and techniques, e.g. other Social Science areas, law, journalism, politics, arts and the media).

**Purpose:**

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

The Course aims to enable learners to:

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

**Course Details:**

The course which is a blend of applied, experiential learning and related theory develops both generic and subject-specific skills in administration-related contexts. The generic skills include the thinking skills of understanding, applying, analysing and evaluating and aspects of literacy and numeracy. The subject-specific skills which include a range of IT skills, some of them advanced, will enable learners to organise, manage and communicate information, take responsibility for key administrative tasks and manage the organisation of events (including meetings)

The course comprises of three mandatory areas of study:

**Administrative Theory and Practice:** This area of study enables learners to develop an in-depth knowledge and understanding of administration in, and the impact of IT on the workplace.

**IT Solutions for Administrators:** This area of study develops learners' skills in IT, some of them advanced, and in organising and managing information in administration-related contexts.

**Communication in Administration:** This area of study enables learners to develop a range of IT skills, some of them advanced, for research and communicating complex information for others including maintenance of security and confidentiality of information.

The Course Assessment consists of an Assignment (70 marks) and an Exam Question Paper (30marks)

**Progression:**

- Other SQA qualifications in Administration and IT related areas
- Study at further education
- Employment and/or training

**Purpose:**

Computing Science is vital to everyday life – society, 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 higher level, students will cover a core of advanced concepts which underpin the study of computing science, and explore the role and impact of computing technologies, providing an insight into the challenge, excitement and reward to be found in these areas.

**Recommended Entry:**

While entry to the course will be at the discretion of the Principal Teacher, students will normally be expected to have attained N5 at grades A or B.

**Course Details:**

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 scenarios. Learners will also develop and extend knowledge and understanding of the impact of computing technologies on the environment and society.

The course comprises of two areas of study:

**Software Design and Development:** In this area of study, learners will develop programming and computational thinking skills by designing, implementing, testing and evaluating practical solutions and explaining how these programs work.

**Information Systems:** In this area of study, Learners will apply their computational thinking skills to implement practical solutions using a range of development tools which will allow them to develop an understanding of the technical, legal, environmental, economic and social issues related to one or more information systems.

**Progression:**

- Other qualifications in Computing Science or related areas
- Study at further education
- Employment and/or training

**Purpose:**

The course provides a broad and practical experience in product design and manufacture. It provides opportunities for learners to gain skills in designing and communicating design proposals and opportunities for learners to refine and resolve their design ideas effectively. This highlights the close relationship between designing, making, testing and refining design ideas. It gives opportunities for learners to apply practical skills and an understanding of the properties and uses of materials and manufacturing processes through the exploration of design alternatives and their implications.

The course combines elements of creativity and designing for aesthetic or visual impact with elements of designing for the practicalities of manufacturing. It will also consider the life cycle of a product from its inception through design, manufacture and use to its disposal/reuse.

**Recommended Entry:**

While entry to the course will be at the discretion of the Principal Teacher, students will normally be expected to have attained N5 at grades A or B.

**Course Details:**

The course allows learners to develop; design skills in the context of products; practical skills in planning and making or manufacturing models and prototypes, including the selection and use of equipment, materials and/or software; and skills in the evaluation of design proposals, including form and function, leading to a refinement of their design ideas.

The course comprises of two main areas of study:

**Design:** This area of study covers the process of product design from brief to resolved design proposals and specification. It helps learners develop skills in initiating, developing, articulating and communicating design proposals for products.

**Materials and Manufacture:** This area of study covers the process of product design from design proposals to prototype. It allows learners to gain skills in planning and making models and prototypes. It helps learners to 'close the loop' by manufacturing a set of design ideas. It also allows learners to consider the manufacturing techniques and processes that would apply to a design proposal in an industrial/commercial context.

The Course Assessment consists of an Assignment (70 marks) and a Question Paper (exam for 70 marks)

**Progression:**

- Other SQA qualifications in Design and Manufacture or related areas
- Study at further education
- Employment and/or training

**Purpose:**

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

The course is practical, exploratory and experimental in nature. It combines elements of creativity and communicating for visual impact with elements of protocol and an appreciation of the importance of graphic communication standards in the world of work.

**Recommended Entry:**

While entry to the course will be at the discretion of the Principal Teacher, students will normally be expected to have attained N5 at grades A or B.

**Course Details:**

On completing the course, learners will have developed skills in 2D and 3D graphics, as well as pictorial graphics. They will be able to apply these skills with discernment in order to produce graphics with visual impact and graphics that require the effective transmission of information.

The course comprises of two mandatory areas of study:

**2D Graphic Communication:** This area of study develops learner's creativity and presentation skills within a 2D graphic communication context. It will allow learners to initiate, plan, develop and communicate ideas graphically, using two-dimensional graphic techniques. This will allow the development of spatial awareness, visual literacy, and the ability to interpret given drawings and evaluate the effectiveness of graphic communications in 2D.

**3D Graphic Communication:** This area of study develops learner's creativity and presentation skills within a 3D graphic communication context. It will allow learners to initiate, plan, develop and communicate ideas graphically, using three-dimensional graphic techniques. This will allow the development of spatial awareness, visual literacy, and the ability to interpret given drawings and evaluate the effectiveness of graphic communications in 3D.

The Course Assessment consists of an Assignment (70 marks) and a Question Paper (exam for 70 marks)

**Progression:**

- Other SQA qualifications in Graphic Communication or other related areas; Study at further education; Employment and/or training.

## COLLEGE COURSES

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A range of courses at College may be available. Mearns Academy has very strong links with Angus College. In addition, we have formerly offered distance learning in partnership with Edinburgh's Telford College.

Courses run in the past at Angus College include:

- Higher Psychology

There is also a range of vocationally-oriented courses, most of which involve full-time release from school. It may be possible to negotiate early release where appropriate.

### **Recommended Entry**

Psychology is available only to S6 students with at least one pass at Higher (any subject). Please note that this entry requirement is strictly applied.

Courses usually involve at least one half-day absence from school per week. Transport is usually provided to/from school except during holidays (including in-service days) and study leave.

The vocational courses each have their own specific entry requirements – further details from your Guidance teacher or direct from Angus College.

Students interested in following a college course should discuss this with their Guidance Teacher.

## SCHOOL SERVICE CLASS

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You would be helping to plan, develop, and carry out school based activities, projects, and events. This class would allow you to earn a Personal Development Award at National 4, National 5, or Higher level. The year would begin with looking at your own personal skills and which skill you need to develop. As the year progresses you will be making goals for yourself to develop your personal skills using the different projects to meet those goals.

## WORK EXPERIENCE

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Time will be blocked out in your timetable to allow you time to undertake a long term work experience/internship. While undertaking your work experience, you will be able to earn a work placement unit qualification at National 5 or Higher level. To earn the qualification, you will have to work with your placement to develop and carry out a project. The length and complexity of the project will dictate whether you earn a National 5 or Higher qualification.



## DISTANCE LEARNING

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A limited range of distance learning courses may also be on offer. These are available only to S6 students. Students interested in following a course not offered in the course choice booklet should first discuss the situation with their Guidance teacher.

A critical part of the final decision will be the Guidance teacher's and Year Head's assessment of the student's aptitude for self-supported study.

## YOUNG APPLICANTS IN SCHOOL SCHEME

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YASS courses are available in S6 for students looking to take on exciting opportunities to learn independently.

Courses can be found at:- <http://www8.open.ac.uk/choose/yass>